



Texas
2009 NCLB Report Card
Campus Level

[Part I - Student Achievement](#)

[Part II - Student Achievement and Academic Expectations \(AYP\)](#)

[Part III - AYP and Schools Identified for Improvement, Corrective Action, and Restructuring](#)

[Part IV - Teacher Quality](#)

[Return to NCLB Report Cards](#)

Part I – Campus Level: Student Performance for Each District and Campus Compared to the State, Percent of Students Tested, Student Achievement by Proficiency Level, 2007-08, 2008-09,
For BEHAVIOR TRANSITION CTR (111901003)

For BEHAVIOR TRANSITION CTR (111901003)

Data for Part I of the report card have not been provided for BEHAVIOR TRANSITION CTR (111901003).

However, data may have been provided for another part of the report card.

Footnotes

Student Achievement results are rounded to the nearest whole percent.

Special formats (**, >99%, <1%, 'n/a') are used in order to comply with the Family Educational Rights and Privacy Act (FERPA).

For detailed information, please see the [Explanation of NCLB School Report Card Data Masking Rules](#).

Contact Information

Questions regarding Part I of the No Child Left Behind School Report Card should be directed to the Division of Performance Reporting.

Contact us at (512) 463-9704 or performance.reporting@tea.state.tx.us.

Part II a. – Campus Level: Comparison Between Student Achievement and the State’s Academic Expectations as Measured by Adequate Yearly Progress (AYP)

For BEHAVIOR TRANSITION CTR (111901003)

		Reading/Language Arts					
		Percent Tested	Percent Tested	Percent Tested	Percent Met Standard (Proficient) & Commended (Advanced)	Percent Met Standard (Proficient) & Commended (Advanced)	Percent Met Standard (Proficient) & Commended (Advanced)
		Target: 95%	Target: 95%	Target: 95%	'08 Target: 60% '09 Target: 67%	'08 Target: 60% '09 Target: 67%	'08 Target: 60% '09 Target: 67%
		Campus	District	State	Campus	District	State
Student Groups	Year						
All Students	2007-08	n/a	>99%	99	n/a	87	88
	2008-09	n/a	>99%	99	n/a	90	88
Native American	2007-08	n/a	>99%	99	n/a	>99%	90
	2008-09	n/a	>99%	99	n/a	93	91
Asian/Pacific Islander	2007-08	n/a	>99%	>99%	n/a	95	95
	2008-09	n/a	97	99	n/a	93	95
African American	2007-08	n/a	>99%	>99%	n/a	81	83
	2008-09	n/a	>99%	>99%	n/a	84	84
Hispanic	2007-08	n/a	>99%	99	n/a	75	84
	2008-09	n/a	99	99	n/a	79	85
White	2007-08	n/a	>99%	>99%	n/a	89	94
	2008-09	n/a	>99%	>99%	n/a	92	94
Female	2007-08	n/a	>99%	>99%	n/a	88	90
	2008-09	n/a	>99%	99	n/a	92	90
Male	2007-08	n/a	>99%	99	n/a	85	86
	2008-09	n/a	99	99	n/a	88	86
Special Education	2007-08	n/a	99	99	n/a	57	62
	2008-09	n/a	99	99	n/a	67	65
Limited English Proficient	2007-08	n/a	>99%	99	n/a	65	76
	2008-09	n/a	97	98	n/a	70	76
Economically Disadvantaged	2007-08	n/a	99	99	n/a	79	83
	2008-09	n/a	99	99	n/a	82	83
Migrant	2007-08	n/a	*	99	n/a	*	76
	2008-09	n/a	*	98	n/a	*	76

Part II a. – Campus Level: Comparison Between Student Achievement and the State’s Academic Expectations as Measured by Adequate Yearly Progress (AYP)

For BEHAVIOR TRANSITION CTR (111901003)

		Mathematics					
		Percent Tested	Percent Tested	Percent Tested	Percent Met Standard (Proficient) & Commended (Advanced)	Percent Met Standard (Proficient) & Commended (Advanced)	Percent Met Standard (Proficient) & Commended (Advanced)
		Target: 95%	Target: 95%	Target: 95%	'08 Target: 50% '09 Target: 58%	'08 Target: 50% '09 Target: 58%	'08 Target: 50% '09 Target: 58%
		Campus	District	State	Campus	District	State
Student Groups	Year						
All Students	2007-08	n/a	>99%	>99%	n/a	81	79
	2008-09	n/a	>99%	>99%	n/a	83	81
Native American	2007-08	n/a	>99%	99	n/a	93	81
	2008-09	n/a	>99%	99	n/a	79	83
Asian/Pacific Islander	2007-08	n/a	>99%	>99%	n/a	82	94
	2008-09	n/a	>99%	>99%	n/a	87	94
African American	2007-08	n/a	>99%	99	n/a	78	68
	2008-09	n/a	>99%	>99%	n/a	84	70
Hispanic	2007-08	n/a	>99%	>99%	n/a	70	75
	2008-09	n/a	>99%	>99%	n/a	73	77
White	2007-08	n/a	>99%	>99%	n/a	83	88
	2008-09	n/a	99	>99%	n/a	84	89
Female	2007-08	n/a	>99%	>99%	n/a	82	80
	2008-09	n/a	>99%	>99%	n/a	82	81
Male	2007-08	n/a	>99%	>99%	n/a	80	79
	2008-09	n/a	99	>99%	n/a	83	81
Special Education	2007-08	n/a	99	99	n/a	47	50
	2008-09	n/a	99	99	n/a	58	57
Limited English Proficient	2007-08	n/a	>99%	>99%	n/a	63	72
	2008-09	n/a	>99%	99	n/a	67	74
Economically Disadvantaged	2007-08	n/a	>99%	>99%	n/a	72	73
	2008-09	n/a	>99%	>99%	n/a	74	75
Migrant	2007-08	n/a	*	>99%	n/a	*	68
	2008-09	n/a	*	99	n/a	*	70

Part II a. – Campus Level: Comparison Between Student Achievement and the State’s Academic Expectations as Measured by Adequate Yearly Progress (AYP)

For BEHAVIOR TRANSITION CTR (111901003)

		Additional Academic Indicators					
		Graduation Rate	Graduation Rate	Graduation Rate	Attendance Rate	Attendance Rate	Attendance Rate
		Target: 70%	Target: 70%	Target: 70%	Target: 90%	Target: 90%	Target: 90%
		Campus	District	State	Campus	District	State
Student Groups	Year						
All Students	2007-08	n/a	81.5	78.0	n/a	n/a	95.5
	2008-09	n/a	80.9	79.1	n/a	n/a	95.5
Native American	2007-08	n/a	60.0	81.4	n/a	n/a	94.8
	2008-09	n/a	*	81.7	n/a	n/a	94.8
Asian/Pacific Islander	2007-08	n/a	100.0	91.5	n/a	n/a	97.5
	2008-09	n/a	*	91.2	n/a	n/a	97.5
African American	2007-08	n/a	66.7	70.7	n/a	n/a	95.0
	2008-09	n/a	*	71.8	n/a	n/a	95.1
Hispanic	2007-08	n/a	57.1	68.5	n/a	n/a	95.3
	2008-09	n/a	69.5	70.8	n/a	n/a	95.4
White	2007-08	n/a	84.7	88.2	n/a	n/a	95.7
	2008-09	n/a	83.0	88.8	n/a	n/a	95.6
Female	2007-08	n/a	84.4	80.3	n/a	n/a	95.5
	2008-09	n/a	80.3	81.4	n/a	n/a	95.5
Male	2007-08	n/a	78.8	75.8	n/a	n/a	95.5
	2008-09	n/a	81.5	76.8	n/a	n/a	95.5
Special Education	2007-08	n/a	74.6	70.3	n/a	n/a	94.0
	2008-09	n/a	67.7	69.8	n/a	n/a	94.0
Limited English Proficient	2007-08	n/a	33.3	39.3	n/a	n/a	96.3
	2008-09	n/a	56.0	44.2	n/a	n/a	96.4
Economically Disadvantaged	2007-08	n/a	67.6	68.8	n/a	n/a	95.2
	2008-09	n/a	60.9	70.4	n/a	n/a	95.2
Migrant	2007-08	n/a	-	60.1	n/a	n/a	94.2
	2008-09	n/a	*	66.3	n/a	n/a	94.1

***Part II a. – Campus Level: Comparison Between Student Achievement and the State’s Academic Expectations as Measured by Adequate Yearly Progress (AYP)
For BEHAVIOR TRANSITION CTR (111901003)***

Footnotes

Student Achievement results are rounded to the nearest whole percent. Additional Academic Indicators (Graduation and Attendance Rate) are rounded to the nearest one-tenth of a percent (one decimal place).

Adequate Yearly Progress (AYP) is measured for the following student groups: All Students, African American, Hispanic, White, Economically Disadvantaged, Special Education, and Limited English Proficient (LEP) students. Other student groups are shown for informational purposes only.

Special formats ('*', >99%, <1%, 'n/a') are used in order to comply with the Family Educational Rights and Privacy Act (FERPA). For detailed information, please see the **Explanation of NCLB School Report Card Data Masking Rules:**

- http://ritter.tea.state.tx.us/ayp/2009/src_masking.html.

Contact Information

Questions regarding Part II a. of the No Child Left Behind School Report Card should be directed to the Division of Performance Reporting. Contact us at (512) 463-9704 or performance.reporting@tea.state.tx.us.

**Part III – Campus Level: Information on Adequate Yearly Progress (AYP) and School Improvement Program (SIP)
for Districts and Title I, Part A funds**

For BEHAVIOR TRANSITION CTR (111901003)

Year	Met AYP	SIP
2007-08	Not Evaluated	
2008-09	Not Evaluated	

Final 2009 AYP Status for All Districts and Campuses:

- <http://ritter.tea.state.tx.us/ayp/2009/distcampfinal09.pdf>

Final 2008 AYP Status for All Districts and Campuses:

- <http://ritter.tea.state.tx.us/ayp/2008/distcampfinal08.pdf>

Statewide List of Districts and Campuses in Title I School Improvement for 2009-10:

- <http://ritter.tea.state.tx.us/nclb/titleia/sip/2009-2010/sip.html>

Statewide List of Districts and Campuses in Title I School Improvement for 2008-09:

- http://ritter.tea.state.tx.us/nclb/titleia/sip/2008-09/2008-09_sip.html

Contact Information

Questions regarding Part III of the No Child Left Behind School Report Card should be directed to the Division of Performance Reporting. Contact us at (512) 463-9704 or performance.reporting@tea.state.tx.us.

Part IV a. – Campus Level: Professional Qualifications of All Public Elementary and Secondary Teachers, As Defined by the State (Teacher Degree)

For BEHAVIOR TRANSITION CTR (111901003)

Year	Bachelors	Masters	Doctorate
2007-08	Not Provided	Not Provided	Not Provided
2008-09	66.7	33.3	0.0

Footnotes

Percent of Teachers are rounded to the nearest one-tenth of a percent (one decimal place).

Percentages reported by Teacher Degree may not sum to 100% either or due to rounding or because the category “teachers with no degree” is not reported.

Contact Information

Questions regarding Part IV a. of the No Child Left Behind School Report Card should be directed to the Division of Performance Reporting. Contact us at (512) 463-9704 or performance.reporting@tea.state.tx.us.

Texas 2009 NCLB Report Card

Part IV b. – Campus Level: Percent of Public Elementary and Secondary Teachers With Emergency/Provisional Credentials

For BEHAVIOR TRANSITION CTR (111901003)

Year	%
2007-08	0.00
2008-09	0.00

Footnotes

Percent of Teachers are rounded to the nearest one-hundredth of a percent (two decimal places).

Contact Information

Questions regarding Part IV b. of the No Child Left Behind School Report Card should be directed to the Division of NCLB Program Coordination.

Contact us at (512) 463-9374 or nclb@tea.state.tx.us.

Texas 2009 NCLB Report Card**Part IV c. – Campus Level: Percent of Classes Not Taught by Highly Qualified Teachers by High Poverty Compared to Low Poverty****For BEHAVIOR TRANSITION CTR (111901003)**

Level	Year	%
Percentage of Core Academic Subject Elementary and Secondary School Classes not taught by Highly Qualified Teachers	2007-08	0.00
	2008-09	0.00

Footnotes

Percent of Classes are rounded to the nearest one-hundredth of a percent (two decimal places).

Contact Information

Questions regarding Part IV c. of the No Child Left Behind School Report Card should be directed to the Division of NCLB Program Coordination.

Contact us at (512) 463-9374 or nclb@tea.state.tx.us.