



In response to Texas Education code 39.053, now it is time to report to you our progress. On these pages you will find information about our schools' achievements and challenges, their successes, and the work that remains to make Texans Can! Academies the best charter schools in the nation. The backbone of any successful school district is the quality of its classroom instruction, and we thank the hard working teachers of Texans Can! and the administrative staff for giving their very best to our students.



C O N T E N T S

Introduction

AEIS Report

District Performance Objectives

Student Disciplinary Summary

Annual TASP Report

2005-06 Academic Excellence Indicator System

District Name: DALLAS CAN ACADEMY CHARTER

District #: 057804

2006 Accountability Rating: AEA: Academically Acceptable

PBM Special Education Monitoring Results Status:

Completed: Routine Follow-up

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T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2005-06 District Performance

District Name: DALLAS CAN ACADEMY CHARTER
District #: 057804

Indicator:	State	Region 10	District	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk	
TAKS Met 2006 Standard Grade 9															
Reading	2006	88%	88%	69%	67%	69%	73%	*	*	62%	75%	60%	69%	63%	65%
	2005	83%	82%	60%	39%	70%	90%	*	*	53%	66%	60%	59%	53%	62%
Mathematics	2006	58%	60%	9%	6%	10%	23%	*	*	9%	9%	< 1%	10%	12%	7%
	2005	58%	59%	16%	4%	22%	29%	*	*	17%	14%	*	15%	15%	16%
All Tests	2006	57%	59%	18%	16%	20%	27%	*	*	18%	19%	18%	20%	21%	17%
	2005	56%	57%	25%	15%	31%	40%	*	*	25%	25%	20%	21%	20%	25%
TAKS Met 2006 Standard Grade 10															
Eng Lang Arts	2006	86%	86%	51%	44%	58%	55%	*	*	38%	63%	33%	54%	49%	52%
	2005	68%	70%	39%	40%	35%	90%	*	*	37%	42%	13%	39%	20%	37%
Mathematics	2006	62%	64%	14%	9%	18%	50%	*	*	13%	14%	*	16%	6%	15%
	2005	59%	62%	10%	7%	10%	43%	*	*	10%	10%	17%	10%	7%	10%
Science	2006	61%	63%	18%	14%	19%	67%	*	*	21%	15%	*	19%	5%	19%
	2005	55%	57%	15%	11%	16%	57%	*	*	20%	9%	*	12%	13%	14%
Soc Studies	2006	84%	86%	43%	40%	45%	67%	*	*	44%	43%	*	46%	32%	45%
	2005	85%	86%	52%	47%	54%	86%	*	*	55%	49%	*	51%	56%	51%
All Tests	2006	50%	53%	13%	7%	16%	45%	*	*	13%	13%	33%	13%	8%	13%
	2005	40%	43%	7%	4%	6%	50%	*	*	7%	6%	9%	5%	3%	6%
TAKS Met 2006 Standard ^ Grade 11															
Eng Lang Arts	2006	89%	89%	52%	50%	54%	33%	*	*	45%	58%	33%	50%	43%	53%
	2005	87%	89%	50%	44%	53%	*	*	*	38%	57%	*	58%	42%	57%
Mathematics	2006	78%	79%	30%	19%	36%	67%	*	*	38%	25%	29%	29%	21%	30%
	2005	72%	74%	10%	19%	< 1%	*	*	*	< 1%	16%	*	15%	< 1%	9%
Science	2006	76%	77%	29%	22%	32%	60%	*	*	39%	22%	17%	27%	19%	30%
	2005	71%	74%	14%	< 1%	31%	*	*	*	10%	16%	*	15%	30%	17%
Soc Studies	2006	94%	95%	73%	73%	73%	83%	*	*	83%	66%	> 99%	72%	67%	72%
	2005	91%	93%	72%	69%	77%	*	*	*	90%	63%	*	85%	70%	70%
All Tests	2006	66%	68%	18%	11%	21%	43%	*	*	22%	15%	13%	16%	10%	18%
	2005	60%	62%	11%	< 1%	17%	*	*	*	7%	13%	*	12%	< 1%	7%

^ Primary Spring Administration, plus June 2005 and October 2005 first-time testers who pass all 4 tests.

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2005-06 District Performance

District Name: DALLAS CAN ACADEMY CHARTER
District #: 057804

Indicator:	State	Region 10	District	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk	
TAKS Met 2006 Standard (Sum of All Grades Tested) (Standard Accountability Indicator)															
Reading/ELA	2006	87%	87%	57%	52%	60%	59%	*	80%	48%	65%	43%	58%	52%	56%
	2005	83%	83%	49%	40%	53%	90%	*	*	44%	54%	36%	49%	37%	49%
Mathematics	2006	75%	76%	18%	11%	21%	40%	*	*	19%	17%	15%	18%	13%	18%
	2005	71%	72%	12%	7%	15%	36%	*	*	13%	12%	11%	13%	10%	12%
Science	2006	70%	72%	23%	18%	25%	64%	*	*	29%	19%	17%	23%	11%	25%
	2005	63%	64%	15%	10%	17%	57%	*	*	19%	10%	*	12%	16%	14%
Soc Studies	2006	87%	88%	57%	54%	59%	75%	*	*	61%	54%	> 99%	59%	49%	58%
	2005	87%	88%	55%	50%	56%	86%	*	*	58%	51%	*	55%	58%	53%
All Tests	2006	67%	69%	16%	11%	19%	36%	*	40%	17%	15%	19%	16%	13%	16%
	2005	62%	64%	15%	8%	18%	48%	*	*	15%	15%	18%	13%	10%	14%
TAKS Commended Performance (Sum of All Grades Tested)															
Reading/ELA	2006	27%	29%	2%	1%	2%	13%	*	< 1%	1%	2%	< 1%	2%	2%	1%
	2005	25%	27%	2%	1%	1%	10%	*	*	1%	2%	< 1%	1%	2%	2%
Mathematics	2006	23%	26%	< 1%	< 1%	< 1%	< 1%	*	*	< 1%	< 1%	< 1%	< 1%	< 1%	< 1%
	2005	20%	23%	< 1%	< 1%	< 1%	< 1%	*	*	< 1%	< 1%	< 1%	< 1%	< 1%	< 1%
Science	2006	16%	17%	< 1%	< 1%	< 1%	< 1%	*	*	< 1%	< 1%	< 1%	< 1%	< 1%	< 1%
	2005	14%	15%	< 1%	< 1%	1%	< 1%	*	*	1%	< 1%	*	< 1%	< 1%	1%
Soc Studies	2006	30%	34%	2%	3%	1%	17%	*	*	4%	1%	< 1%	1%	1%	2%
	2005	26%	30%	3%	1%	2%	57%	*	*	3%	2%	*	2%	2%	2%
All Tests	2006	11%	13%	< 1%	< 1%	< 1%	< 1%	*	< 1%	< 1%	< 1%	< 1%	< 1%	< 1%	< 1%
	2005	10%	12%	< 1%	< 1%	< 1%	< 1%	*	*	< 1%	1%	< 1%	< 1%	< 1%	< 1%
TAKS Progress Measure (Sum of All Grades Tested) (AEA Indicator)															
2006	71%	71%	60%	60%	59%	71%	17%	63%	59%	61%	59%	60%	51%	60%	
2005	66%	65%	56%	51%	58%	77%	*	*	55%	56%	47%	56%	40%	56%	
TAKS-I (Sum of All Grades Tested) Met Standard															
ELA	2006	30%	32%	15%	7%	14%	*	*	5%	33%	15%	22%	20%	19%	
Mathematics	2006	13%	18%	3%	< 1%	8%	*	*	< 1%	10%	3%	5%	< 1%	4%	
Science	2006	20%	22%	4%	< 1%	4%	13%	*	3%	6%	4%	5%	< 1%	5%	
Soc Studies	2006	31%	34%	23%	27%	16%	33%	*	*	29%	12%	23%	21%	23%	

T E X A S E D U C A T I O N A G E N C Y
 Academic Excellence Indicator System
 2005-06 District Performance

District Name: DALLAS CAN ACADEMY CHARTER
 District #: 057804

Indicator:	State	Region 10	District	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk	
SDAA II Examinations (Sum of All Grades Tested)															
Met ARD Expectations															
(Standard Accountability & AEA Indicator)															
2006	84%	86%	46%	42%	51%	43%	*	*	47%	42%	46%	42%	62%	51%	
2005	79%	80%	54%	43%	64%	50%	*	*	51%	58%	54%	53%	78%	53%	
SDAA II Examinees (Sum of All Grades Tested)															
Met ARD Expectations															
Reading/ELA	2006	87%	89%	33%	18%	43%	50%	*	*	39%	10%	33%	26%	60%	39%
	2005	82%	83%	45%	31%	57%	*	*	48%	38%	45%	45%	70%	45%	
Mathematics	2006	86%	89%	60%	64%	63%	38%	*	*	57%	69%	60%	62%	70%	64%
	2005	80%	81%	62%	52%	73%	60%	*	*	54%	80%	62%	61%	91%	62%
Writing	2006	68%	70%	29%	40%	*	*	*	*	33%	*	29%	< 1%	*	*
	2005	65%	68%	*	*	*	*	*	*	*	*	*	*	*	*
All Tests	2006	74%	77%	27%	31%	27%	13%	*	*	27%	27%	27%	24%	33%	25%
	2005	68%	69%	41%	30%	52%	40%	*	*	40%	40%	41%	39%	73%	40%

T E X A S E D U C A T I O N A G E N C Y

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Academic Excellence Indicator System
 2005-06 District Performance

Indicator:	State	Region 10	District	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk
2006 TAKS/SDAA II/TAKS-I Participation (Grades 3-11)														
Tested	97.1%	96.6%	95.8%	94.3%	97.2%	100.0%	100.0%	100.0%	95.8%	96.3%	94.7%	96.2%	97.9%	97.0%
By Assessment														
TAKS (1 or more)	90.7%	90.5%	87.5%	85.6%	90.2%	77.5%	80.0%	100.0%	83.7%	91.8%	25.2%	87.7%	90.5%	88.2%
Not on TAKS	6.4%	6.1%	8.4%	8.8%	7.1%	22.5%	20.0%	0.0%	12.1%	4.5%	69.4%	8.5%	7.4%	8.8%
TAKS-I Only	0.1%	0.1%	2.9%	3.2%	2.1%	9.9%	0.0%	0.0%	3.6%	2.1%	23.8%	2.6%	2.1%	3.3%
SDAA II Only	5.4%	5.2%	3.1%	3.6%	2.3%	7.0%	20.0%	0.0%	5.2%	0.8%	25.7%	3.0%	2.1%	3.0%
TAKS-I/SDAA II Only	0.8%	0.8%	2.4%	1.9%	2.7%	5.6%	0.0%	0.0%	3.3%	1.5%	19.9%	3.0%	3.2%	2.6%
By Acct Status														
Acct System	90.5%	90.0%	57.9%	56.7%	60.2%	54.9%	60.0%	50.0%	55.8%	60.3%	42.7%	64.0%	75.7%	65.6%
Non-Acct System	6.5%	6.6%	37.9%	37.6%	37.0%	45.1%	40.0%	50.0%	40.0%	36.0%	51.9%	32.2%	22.2%	31.4%
Mobile	5.6%	5.5%	35.0%	34.4%	35.0%	35.2%	40.0%	50.0%	36.4%	33.8%	28.2%	29.6%	20.1%	28.2%
Non-Acct Test	0.2%	0.2%	2.9%	3.2%	2.1%	9.9%	0.0%	0.0%	3.6%	2.1%	23.8%	2.6%	2.1%	3.3%
Katrina/Rita	0.8%	0.8%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Not Tested	2.9%	3.4%	4.2%	5.7%	2.8%	0.0%	0.0%	0.0%	4.2%	3.7%	5.3%	3.8%	2.1%	3.0%
Absent	0.2%	0.3%	0.5%	0.5%	0.3%	0.0%	0.0%	0.0%	0.5%	0.4%	0.5%	0.6%	0.0%	0.5%
ARD Exempt	0.7%	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
LEP Exempt	1.0%	1.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Other	1.0%	1.0%	3.7%	5.1%	2.4%	0.0%	0.0%	0.0%	3.7%	3.3%	4.9%	3.2%	2.1%	2.5%
Katrina/Rita	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Count	3,001,657	455,319	1,709	742	864	71	5	10	860	842	206	1,083	284	1,076
2005 TAKS/SDAA II Participation (Grades 3-11)														
Tested	97.0%	96.5%	95.8%	94.6%	96.8%	95.8%	*	*	96.3%	95.4%	82.5%	96.2%	99.0%	96.2%
By Assessment														
TAKS (1 or more)	90.8%	90.7%	88.9%	86.4%	91.7%	79.2%	*	*	86.7%	91.4%	25.0%	89.0%	92.1%	88.7%
SDAA II Only	6.2%	5.8%	6.9%	8.3%	5.0%	16.7%	*	*	9.5%	4.0%	57.5%	7.2%	6.9%	7.5%
By Mobility Status														
Acct Subset	91.3%	91.0%	43.6%	41.7%	47.3%	34.7%	*	*	41.9%	45.6%	45.0%	48.3%	72.4%	45.0%
Mobile Subset	5.7%	5.5%	52.3%	53.0%	49.5%	61.1%	*	*	54.3%	49.8%	37.5%	47.9%	26.6%	51.1%
Not Tested	3.0%	3.5%	4.2%	5.4%	3.2%	4.2%	*	*	3.7%	4.6%	17.5%	3.8%	1.0%	3.8%
Absent	0.2%	0.3%	0.0%	0.0%	0.0%	0.0%	*	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
ARD Exempt	0.8%	0.7%	0.9%	1.1%	0.9%	0.0%	*	*	1.0%	0.8%	7.5%	1.3%	0.5%	1.1%
LEP Exempt	1.0%	1.5%	0.0%	0.0%	0.0%	0.0%	*	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Other	1.0%	1.0%	3.2%	4.3%	2.4%	4.2%	*	*	2.7%	3.8%	10.0%	2.5%	0.5%	2.7%
Total Count	2,931,773	442,627	1,324	557	677	72	1	3	694	627	160	845	203	1,068
TAKS Exit-Level Cumulative Pass Rate														
Class of 2006	87%	88%	44%	39%	44%	75%	*	*	55%	35%	*	52%	29%	35%
Class of 2005	91%	91%	46%	46%	46%	40%	*	*	36%	56%	*	42%	38%	43%

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2005-06 District Performance

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Indicator:	State	Region 10	District	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk	
Progress of Prior Year TAKS Failers (Sum of Grades 4-11)															
Percent of Failers Passing TAKS															
Reading/ELA	2006	51%	50%	36%	33%	38%	20%	*	*	25%	46%	60%	34%	40%	35%
	2005	45%	45%	17%	17%	18%	*	*	15%	20%	*	24%	17%	15%	
Mathematics	2006	32%	31%	15%	12%	17%	25%	*	*	20%	12%	*	15%	14%	15%
	2005	25%	26%	10%	14%	7%	*	*	8%	13%	*	14%	10%	9%	
Average TGI Growth															
Reading/ELA	2006	0.56	0.56	0.02	0.01	0.01	0.20	*	*	-0.19	0.22	-0.32	-0.07	-0.07	0.00
	2005	0.53	0.53	0.21	0.07	0.45	*	*	0.19	0.24	*	0.33	0.43	0.25	
Mathematics	2006	0.34	0.36	0.06	-0.08	0.20	-0.35	*	*	0.07	0.04	*	0.11	0.04	0.05
	2005	0.38	0.38	0.12	0.03	0.20	*	*	0.14	0.09	*	0.16	0.25	0.14	
English Language Learners Progress Measure															
2005-06	66%	69%	65%	*	65%	*	*	*	60%	69%	52%	69%	69%	65%	
Attendance Rate															
2004-05	95.7%	95.9%	88.7%	88.0%	89.4%	85.5%	*	*	89.3%	88.0%	87.6%	90.0%	90.0%	90.0%	
2003-04	95.7%	96.0%	77.5%	77.0%	78.2%	72.9%	*	*	77.4%	77.7%	76.6%	79.9%	81.1%	78.5%	
Annual Dropout Rate (Gr 7-12)															
(AEA Indicator)															
2004-05	0.9%	0.8%	1.3%	1.9%	0.9%	1.4%	*	0.0%	1.4%	1.3%	1.1%	0.9%	1.4%	1.2%	
2003-04	0.9%	0.8%	4.5%	3.3%	5.3%	2.9%	20.0%	0.0%	4.3%	4.6%	3.6%	4.1%	4.3%	4.4%	
Completion/Student Status Rate (Gr 9-12)															
Class of 2005															
Graduated	84.0%	84.5%	27.2%	24.3%	29.0%	30.8%	*	*	24.0%	30.8%	40.2%	28.1%	33.1%	25.5%	
Received GED	3.8%	3.2%	3.5%	1.8%	3.6%	19.2%	*	*	3.6%	3.3%	0.0%	2.5%	0.8%	3.8%	
Continued HS	7.9%	8.4%	60.8%	65.8%	58.5%	42.3%	*	*	63.9%	57.2%	52.9%	61.7%	61.0%	63.0%	
Dropped Out (4-yr)	4.3%	3.9%	8.6%	8.1%	9.0%	7.7%	*	*	8.6%	8.7%	6.9%	7.8%	5.1%	7.7%	
Class of 2004															
Graduated	84.6%	85.0%	29.4%	33.1%	26.0%	39.1%	-	*	23.9%	34.3%	29.2%	31.0%	18.1%	30.4%	
Received GED	4.2%	3.7%	4.9%	3.6%	5.1%	17.4%	-	*	3.9%	5.9%	0.0%	4.4%	1.6%	4.4%	
Continued HS	7.3%	7.8%	50.2%	46.0%	54.5%	30.4%	-	*	57.5%	43.5%	62.9%	51.8%	71.7%	51.6%	
Dropped Out (4-yr)	3.9%	3.5%	15.5%	17.3%	14.4%	13.0%	-	*	14.6%	16.3%	7.9%	12.9%	8.7%	13.7%	
Completion Rate II (w/GED)															
(AEA Indicator)															
Class of 2005	95.7%	96.1%	91.4%	91.9%	91.0%	92.3%	*	*	91.4%	91.3%	93.1%	92.2%	94.9%	92.3%	
Class of 2004	96.1%	96.5%	84.5%	82.7%	85.6%	87.0%	-	*	85.4%	83.7%	92.1%	87.1%	91.3%	86.3%	
Completion Rate I (w/o GED)															
(Standard Accountability Indicator)															
Class of 2005	91.9%	92.9%	87.9%	90.1%	87.5%	73.1%	*	*	87.9%	88.0%	93.1%	89.7%	94.1%	88.5%	
Class of 2004	91.9%	92.8%	79.5%	79.0%	80.4%	69.6%	-	*	81.4%	77.8%	92.1%	82.7%	89.8%	81.9%	

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Indicator:	State	Region 10	District	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk
COLLEGE READINESS INDICATORS														
Advanced Course/Dual Enrollment Completion														
2004-05	20.5%	20.9%	3.6%	1.9%	4.6%	8.6%	*	0.0%	3.7%	3.6%	6.0%	5.0%	6.1%	4.5%
2003-04	19.9%	20.9%	4.1%	0.7%	5.9%	2.0%	*	33.3%	3.1%	5.2%	1.3%	3.3%	10.4%	4.1%
RHSP/DAP Graduates														
Class of 2005	72.3%	75.3%	0.7%	0.6%	0.9%	0.0%	-	*	0.9%	0.5%	0.0%	0.0%	1.0%	0.0%
Class of 2004	68.4%	69.9%	3.3%	4.2%	2.0%	8.0%	*	*	5.5%	1.5%	0.0%	2.6%	0.0%	1.6%
AP/IB Results														
Tested														
2005	18.4%	23.1%	0.0%	0.0%	0.0%	0.0%	-	*	0.0%	0.0%	n/a	n/a	n/a	n/a
2004	17.4%	21.9%	0.0%	0.0%	0.0%	0.0%	*	*	0.0%	0.0%	n/a	n/a	n/a	n/a
Examinees >= Criterion														
2005	51.8%	54.8%	-	-	-	-	-	-	-	-	n/a	n/a	n/a	n/a
2004	53.9%	56.9%	-	-	-	-	-	-	-	-	n/a	n/a	n/a	n/a
Scores >= Criterion														
2005	47.4%	50.0%	-	-	-	-	-	-	-	-	n/a	n/a	n/a	n/a
2004	49.3%	51.6%	-	-	-	-	-	-	-	-	n/a	n/a	n/a	n/a
Texas Success Initiative (TSI) - Higher Education Readiness Component														
Eng Lang Arts														
2006	40%	42%	3%	2%	3%	33%	*	*	3%	4%	< 1%	3%	2%	3%
2005	39%	43%	3%	*	7%	*	*	*	*	5%	*	4%	*	*
Mathematics														
2006	51%	52%	4%	2%	6%	< 1%	*	*	9%	1%	< 1%	5%	2%	4%
2005	48%	50%	*	*	*	*	*	*	*	*	*	*	*	*
SAT/ACT Results														
Tested														
Class of 2005	65.5%	65.0%	1.4%	2.9%	0.0%	0.0%	-	*	0.6%	2.1%	n/a	n/a	n/a	n/a
Class of 2004	61.9%	60.4%	3.3%	8.0%	0.5%	0.0%	*	*	2.8%	3.8%	n/a	n/a	n/a	n/a
At/Above Criterion														
Class of 2005	27.4%	32.2%	0.0%	*	-	-	-	-	*	*	n/a	n/a	n/a	n/a
Class of 2004	27.0%	32.4%	0.0%	0.0%	*	-	-	-	*	0.0%	n/a	n/a	n/a	n/a
Mean SAT Score														
Class of 2005	992	1008	-	-	-	-	-	-	-	-	n/a	n/a	n/a	n/a
Class of 2004	987	1008	*	*	-	-	-	-	-	*	n/a	n/a	n/a	n/a
Mean ACT Score														
Class of 2005	20.0	20.8	15.0	*	-	-	-	-	*	*	n/a	n/a	n/a	n/a
Class of 2004	20.1	20.9	13.2	13.4	*	-	-	-	*	13.2	n/a	n/a	n/a	n/a

STUDENT INFORMATION	-----District-----		-----State-----	
	Count	Percent	Count	Percent
Total Students:	1,712	100.0%	4,505,572	100.0%
Students By Grade: Early Childhood Education	0	0.0%	13,234	0.3%
Pre-Kindergarten	0	0.0%	181,420	4.0%
Kindergarten	0	0.0%	349,748	7.8%
Grade 1	0	0.0%	359,006	8.0%
Grade 2	0	0.0%	344,441	7.6%
Grade 3	0	0.0%	340,527	7.6%
Grade 4	0	0.0%	329,798	7.3%
Grade 5	0	0.0%	336,923	7.5%
Grade 6	0	0.0%	323,870	7.2%
Grade 7	0	0.0%	338,731	7.5%
Grade 8	0	0.0%	335,606	7.4%
Grade 9	479	28.0%	391,955	8.7%
Grade 10	505	29.5%	322,715	7.2%
Grade 11	467	27.3%	281,269	6.2%
Grade 12	261	15.2%	256,329	5.7%
Ethnic Distribution: African American	788	46.0%	664,242	14.7%
Hispanic	842	49.2%	2,040,449	45.3%
White	73	4.3%	1,644,308	36.5%
Native American	3	0.2%	14,984	0.3%
Asian/Pacific Islander	6	0.4%	141,589	3.1%
Economically Disadvantaged	1,165	68.0%	2,503,755	55.6%
Limited English Proficient (LEP)	346	20.2%	711,237	15.8%
Students w/Disciplinary Placements (2004-05)	0	0.0%	104,198	2.3%
At-Risk	1,247	72.8%	2,195,942	48.7%
Graduates (Class of 2005):				
Total Graduates	424	100.0%	239,716	100.0%
By Ethnicity (incl. Special Ed.):				
African American	172	40.6%	32,811	13.7%
Hispanic	233	55.0%	84,566	35.3%
White	16	3.8%	113,212	47.2%
Native American	0	0.0%	764	0.3%
Asian/Pacific Islander	3	0.7%	8,363	3.5%
By Graduation Type (incl. Special Ed.):				
Minimum H.S. Program	421	99.3%	66,380	27.7%
Recommended H.S. Pgm./DAP	3	0.7%	173,336	72.3%
Special Education Graduates	67	15.8%	25,951	10.8%

Retention Rates By Grade:	---Non-Special Education Rates---		----Special Education Rates----	
	District	State	District	State
Kindergarten	-	2.9%	-	11.8%
Grade 1	-	5.9%	-	10.2%
Grade 2	-	3.5%	-	4.3%
Grade 3	-	3.3%	-	2.6%
Grade 4	-	1.8%	-	1.4%
Grade 5	-	3.8%	-	2.2%
Grade 6	-	1.5%	-	1.6%
Grade 7	-	2.3%	-	2.5%
Grade 8	-	1.7%	-	3.0%

	-----District-----		-----State-----	
	Count	Percent	Count	Percent
Data Quality: PID Errors (student)	4	0.1%	12,720	0.2%
Underreported Students	2	0.1%	3,449	0.2%

CLASS SIZE INFORMATION

(Derived from teacher responsibility records.)

District State

Class Size Averages by Grade and Subject:

Elementary: Kindergarten	-	19.3
Grade 1	-	18.9
Grade 2	-	18.9
Grade 3	-	18.9
Grade 4	-	19.3
Grade 5	-	21.9
Grade 6	-	21.4
Mixed Grades	-	25.7
Secondary: English/Language Arts	?	20.3
Foreign Languages	25.0	21.3
Mathematics	43.2	20.3
Science	47.5	21.5
Social Studies	?	22.5

STAFF INFORMATION	-----District-----		-----State-----	
	Count	Percent	Count	Percent
Total Staff:	239.0	100.0%	596,297.7	100.0%
Professional Staff:	146.0	61.1%	372,671.4	62.5%
Teachers	81.2	34.0%	302,148.7	50.7%
Professional Support	46.3	19.4%	47,868.5	8.0%
Campus Administration (School Leadership)	15.4	6.5%	16,744.4	2.8%
Central Administration	3.0	1.3%	5,909.8	1.0%
Educational Aides:	0.0	0.0%	60,944.2	10.2%
Auxiliary Staff:	93.0	38.9%	162,682.2	27.3%
Total Minority Staff:	166.1	69.5%	247,644.6	41.5%
Teachers by Ethnicity and Sex:				
African American	45.6	56.1%	27,464.8	9.1%
Hispanic	4.9	6.0%	60,816.9	20.1%
White	26.9	33.1%	209,743.0	69.4%
Native American	2.0	2.5%	803.9	0.3%
Asian/Pacific Islander	1.9	2.3%	3,319.1	1.1%
Males	23.6	29.0%	69,103.0	22.9%
Females	57.7	71.0%	233,044.6	77.1%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	2,884.1	1.0%
Bachelors	73.4	90.3%	233,604.7	77.3%
Masters	7.9	9.7%	64,148.7	21.2%
Doctorate	0.0	0.0%	1,511.2	0.5%
Teachers by Years of Experience:				
Beginning Teachers	40.9	50.3%	22,763.9	7.5%
1-5 Years Experience	27.5	33.8%	87,513.1	29.0%
6-10 Years Experience	8.0	9.8%	58,741.1	19.4%
11-20 Years Experience	2.0	2.5%	73,121.5	24.2%
Over 20 Years Experience	2.9	3.6%	60,009.0	19.9%
Number of Students per Teacher:	21.1	n/a	14.9	n/a

STAFF INFORMATION (Continued)	-----District-----	-----State-----
Average Years Experience of Teachers:	3.1 yrs.	11.5 yrs.
Average Years Experience of Teachers with District:	0.2 yrs.	7.6 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)		
Beginning Teachers	\$35,499	\$34,505
1-5 Years Experience	\$35,535	\$36,567
6-10 Years Experience	\$35,785	\$39,008
11-20 Years Experience	\$39,759	\$43,978
Over 20 Years Experience	\$50,209	\$51,998
Average Actual Salaries (regular duties only):		
Teachers	\$36,168	\$41,744
Professional Support	\$38,965	\$50,029
Campus Administration (School Leadership)	\$44,132	\$62,704
Central Administration	\$20,507	\$77,499
Turnover Rate for Teachers:	53.6%	14.6%
Instructional Staff Percent*:	46.0%	64.0%
EXCLUSIONS:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,390.0
Educational Aides	0.0	315.4
Auxiliary Staff	0.0	808.7
Contracted Instructional Staff:	0.0	4,958.9

* For more details on this Chapter 44 measure, please go to http://www.tea.state.tx.us/school.finance/audit/instexp_ratio.html.

TAX INFORMATION (CALENDAR YEAR 2005)

	-----District-----		-----State-----	
	Amount	Percent/Rate	Amount	Percent/Rate
Adopted Tax Rate				
Maintenance and Operations	n/a	\$0.000	n/a	\$1.457
Interest and Sinking Fund #	n/a	\$0.000	n/a	\$0.112

Total Rate (sum of above)	n/a	\$0.000	n/a	\$1.569
Standardized Local Tax Base (comptroller valuation)				
Value (after exemptions)	\$0	n/a	\$1,217,164,215,099	n/a
Value Per Pupil ^	\$0	n/a	\$274,818	n/a
Value by Category				
Business	\$0	0.0%	\$462,652,835,760	33.4%
Residential	\$0	0.0%	\$755,943,876,961	54.6%
Land	\$0	0.0%	\$89,686,042,868	6.5%
Oil and Gas	\$0	0.0%	\$67,412,630,466	4.9%
Other	\$0	0.0%	\$9,539,467,375	0.7%

FUND BALANCE INFORMATION

Fund Balance (End of Year 2004-05 audited)	\$1,829,125	n/a	\$5,477,398,260	n/a
Percent of Total Budgeted Expenditures (2005-06)	n/a	15.1%	n/a	17.9%

ACTUAL REVENUE INFORMATION (2004-05)

	-----District-----						-----State-----		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Source:									
Total Revenues	\$9,705,987	100.0%	\$7,270	\$11,548,570	100.0%	\$8,651	\$36,596,399,901	100.0%	\$8,349
Local Tax	\$0	0.0%	\$0	\$0	0.0%	\$0	\$17,592,408,827	48.1%	\$4,014
Other Local & Intermediate	\$282,072	2.9%	\$211	\$294,756	2.6%	\$221	\$1,939,988,233	5.3%	\$443
State	\$9,421,961	97.1%	\$7,058	\$9,706,158	84.0%	\$7,271	\$13,166,271,425	36.0%	\$3,004
Federal	\$1,954	0.0%	\$1	\$1,547,656	13.4%	\$1,159	\$3,897,731,416	10.7%	\$889
Equity Transfers (excluded from revenues)	\$0	n/a	\$0	\$0	n/a	\$0	\$1,107,002,300	n/a	\$253

ACTUAL EXPENDITURE INFORMATION (2004-05)

By Object:									
Total Expenditures	\$9,120,488	100.0%	\$6,832	\$10,763,594	100.0%	\$8,063	\$40,627,525,739	100.0%	\$9,269
Payroll Costs	\$6,906,704	75.7%	\$5,174	\$7,938,548	73.8%	\$5,946	\$25,422,926,260	62.6%	\$5,800
Other Operating Costs	\$2,148,746	23.6%	\$1,610	\$2,760,008	25.6%	\$2,067	\$6,715,530,914	16.5%	\$1,532
Debt Service	\$65,038	0.7%	\$49	\$65,038	0.6%	\$49	\$3,261,371,054	8.0%	\$744
Capital Outlay	\$0	0.0%	\$0	\$0	0.0%	\$0	\$5,227,697,511	12.9%	\$1,193

The \$0.112 includes 293 districts with an Interest and Sinking (I & S) tax rate of \$0.000. Among districts with I & S tax rates, the state average is \$0.156.

^ Not Used for School Funding calculations.

ACTUAL EXPENDITURE INFORMATION (continued)	-----District-----						-----State-----		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function (Objects 6100-6400 only):									
Total Operating Expenditures	\$9,055,450	100.0%	\$6,783	\$10,698,556	100.0%	\$8,014	\$31,684,439,697	100.0%	\$7,229
Instruction (11,95)	\$4,385,944	48.4%	\$3,285	\$5,366,971	50.2%	\$4,020	\$18,304,800,060	57.8%	\$4,176
Instructional-Related Services (12,13)	\$202,728	2.2%	\$152	\$259,123	2.4%	\$194	\$1,152,087,258	3.6%	\$263
Instructional Leadership (21)	\$100,310	1.1%	\$75	\$145,164	1.4%	\$109	\$493,685,877	1.6%	\$113
School Leadership (23)	\$1,408,709	15.6%	\$1,055	\$1,414,063	13.2%	\$1,059	\$1,787,967,963	5.6%	\$408
Support Services-Student (31,32,33)	\$1,118,186	12.3%	\$838	\$1,390,222	13.0%	\$1,041	\$1,519,774,521	4.8%	\$347
Student Transportation (34)	\$82,069	0.9%	\$61	\$82,069	0.8%	\$61	\$863,357,045	2.7%	\$197
Food Services (35)	\$39,810	0.4%	\$30	\$228,727	2.1%	\$171	\$1,676,750,837	5.3%	\$383
Cocurricular Activities (36)	\$15,256	0.2%	\$11	\$15,256	0.1%	\$11	\$809,628,358	2.6%	\$185
Central Administration (41,92)	\$276,431	3.1%	\$207	\$284,847	2.7%	\$213	\$1,122,303,126	3.5%	\$256
Plant Maintenance and Operations (51)	\$899,871	9.9%	\$674	\$899,871	8.4%	\$674	\$3,328,712,192	10.5%	\$759
Security and Monitoring Services (52)	\$196,153	2.2%	\$147	\$196,153	1.8%	\$147	\$222,250,998	0.7%	\$51
Data Processing Services (53)	\$329,983	3.6%	\$247	\$416,090	3.9%	\$312	\$402,072,261	1.3%	\$92
Community Services (61)	\$0	n/a	\$0	\$0	n/a	\$0	\$183,873,319	n/a	\$42
Equity Transfers (excluded from expenditures)	\$0	n/a	\$0	\$0	n/a	\$0	\$1,107,002,300	n/a	\$253
Instructional Expenditure Ratio* (11,12,13,31)		31.7%						62.5%	
ACTUAL PROGRAM EXPENDITURE INFORMATION (2004-05)									
By Program:									
Total Operating Expenditures	\$7,065,410	100.0%	\$5,292	\$8,419,438	100.0%	\$6,307	\$23,792,801,952	100.0%	\$5,428
Bilingual/ESL Education (25)	\$149,255	2.1%	\$112	\$158,729	1.9%	\$119	\$1,018,445,900	4.3%	\$232
Career & Technology Education (22)	\$195,916	2.8%	\$147	\$195,916	2.3%	\$147	\$841,369,287	3.5%	\$192
Accelerated Education (24,30)	\$810,812	11.5%	\$607	\$1,633,188	19.4%	\$1,223	\$2,985,766,010	12.5%	\$681
Gifted & Talented Education (21)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$364,115,599	1.5%	\$83
Regular Education (11)	\$4,961,224	70.2%	\$3,716	\$5,131,080	60.9%	\$3,844	\$13,869,852,144	58.3%	\$3,164
Special Education (23)	\$917,936	13.0%	\$688	\$1,270,258	15.1%	\$952	\$3,881,430,242	16.3%	\$886
Athletics/Related Activities (91)	\$30,267	0.4%	\$23	\$30,267	0.4%	\$23	\$563,302,935	2.4%	\$129
Other (26,28,29)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$268,519,835	1.1%	\$61

* For more details on this Chapter 44 measure, please go to http://www.tea.state.tx.us/school.finance/audit/instexp_ratio.html.

PROGRAM INFORMATION

PROGRAM INFORMATION	-----District-----		-----State-----	
	Count	Percent	Count	Percent
Student Enrollment by Program:				
Bilingual/ESL Education	218	12.7%	657,716	14.6%
Career & Technology Education	963	56.3%	914,268	20.3%
Gifted & Talented Education	0	0.0%	342,353	7.6%
Special Education	184	10.7%	500,037	11.1%
Teachers by Program (population served):				
Bilingual/ESL Education	2.1	2.6%	26,441.0	8.8%
Career & Technology Education	8.2	10.2%	11,958.5	4.0%
Compensatory Education	0.0	0.0%	9,814.1	3.2%
Gifted & Talented Education	0.0	0.0%	6,591.3	2.2%
Regular Education	64.0	78.8%	208,245.2	68.9%
Special Education	6.8	8.4%	31,437.5	10.4%
Other	0.0	0.0%	7,660.9	2.5%

'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

'-' indicates zero observations reported for this group.

'n/a' indicates data reporting is not applicable for this group.

Dallas Can! Academy District Long Range Goals

- Goal #1: All students, African, American, Hispanic, White, Economically Disadvantaged, At-Risk Special Education and LEP will within the next 3 years achieve an 70% mastery level of performance in TAAS/TAKS reading. 95% of the students identified will take the test.
- Goal #2: All students, African American, Hispanic, White, Economically Disadvantaged, At-Risk, Special Education and LEP will within the next 3 years achieve a 70% mastery level of performance in TAAS/TAKS math. 95% of the students identified will take the test.
- Goal #3: All students, African American, Hispanic, White, Economically Disadvantage, At-Risk, Special Education, and LEP, will achieve a 80% mastery level of performance in TAAS writing including the open ended questions found in reading.. 95% of the students identified will take the test.
- Goal #4: Specified students (10th graders) will achieve a 70% mastery level of performance in TAKS Social Studies/Science. 95% of the students identified will be tested.
- Goal #5: Diploma student t(including all students mentioned above) will complete and pass 80% of courses attempted. Counselors/teachers/administrators will administer graduation plans Graduation rate will improve according to each campus.
- Goal #6: Attendance will be maintained at the state required accountability goal of 90% or higher for all students.
- Goal #7: All students (including all those mentioned above), will be retained at the state required accountability goal of 75% or higher, and the dropout rate will be less than 10%.
- Goal #8: All students, (including all those mentioned above), will have access to and utilize technology in all core subject areas.
- Goal #9: Parental involvement will increase annually for all students.
- Goal #10: Special populations of students will achieve to their maximum potential through appropriate modifications to the basic instructional program and through staff development that emphasizes high expectations and appropriate teaching strategies.
- Goal #11: A safe learning environment and character education will be provided for all students through effective violence prevention programs and character education programs.
- Goal #12: All students and parents will have opportunities to plan effectively for post-secondary education.
- Goal #13: The school will develop a SAT/ACT preparation program.
- Goal #14: To retain and educate pregnant students during and after the pregnancy
- Goal #15: All appropriate personnel (administrators, principals, teachers, teacher assistants, et.) will participate in the district's staff development in order to implement the school-wide strategies.
- Goal #16: Ensure that the staff employed by the Dallas Can! Academy District are certified and highly qualified personnel.

Dallas Can! Academy District Student Disciplinary Action

Dallas Can! has no reported violent or criminal incidents that have occurred on the campus.

In order to ensure that the learning environment is safe and secure for staff and students, the District has taken steps to reduce crime and eliminate other safety concerns. Measures such as providing crime prevention education, developing a crisis response team, and preparing for potential disasters are helping to reduce crime and improve a sense of well-being in schools.

The students respect and comply with the laws of the city, state and country. The district adheres to laws that prohibit smoking, drugs and alcohol anywhere in school or on the school premises. We demonstrate behavior that provides for safety in the school.

The District shall not tolerate actions that endanger the well-being of students or faculty or disrupt the educational process. Accordingly, hand-held metal detectors may be used, or walk through safety checks may be conducted at any time by the administration as a safeguard to students and to maintain a safe environment. Students shall be subject to search by a metal detector on a random basis or if there is an individualized reasonable suspicion that the student possesses a prohibited weapon. All prohibited weapons or other devices that are located shall be confiscated and turned over to applicable law enforcement agencies, who shall determine whether or not to initiate criminal prosecution. Students shall be notified at the beginning of each school year that they may be subject to search by a metal detector on a random or regular basis or on the basis of an individualized reasonable suspicion that the student possesses a prohibited weapon.

Annual TASP/Alternative Test High School Summary Report

One of the AEIS public notification requirements is to include information received under Texas Education Code §51.403(e) for each high school campus in the district. This information, provided to districts from the Texas Higher Education Coordinating Board (THECB), reports on student performance in postsecondary institutions during the first year enrolled after graduation from high school. As of January 17, 2005, the most recent report, the 2002-03 Annual TASP/Alternative Test High School Summary Report, is not available from the THECB website.

Given that a public hearing must be held within 90 days of receipt of the AEIS materials, it is not necessary for districts to wait for the 2002-03 THECB report. To meet the requirement of TEC §51.403(e), districts may proceed with their hearing for public discussion and publication of the AEIS by referencing the most current THECB report available, which is for the 2001-02 school year.

TEXAS HIGHER EDUCATION COORDINATING BOARD
 ANNUAL TASP/ALTERNATIVE (TASP/A) TEST REPORT OF STUDENT PERFORMANCE
 2001-2002 HIGH SCHOOL GRADUATES

SUMMARY REPORT

	TOTAL GRADUATES	COLLEGE BOUND	% OF GRADS	ACADEMIC EXEMPT	% OF GRADS	NON-ACAD		-----TASP/A TEST TAKERS-----					
						EXEMPT/ UNTESTED	% OF GRADS	TASP/A TAKERS	% OF GRADS	% PASS ALL	% PASS READ	% PASS MATH	% PASS WRITING
CULBERSON	51	26	51.0	12	23.5	1	2.0	***	***	***	***	***	***
CULBERSON-ALLAMOORE ISD	51	26	51.0	12	23.5	1	2.0	***	***	***	***	***	***
DALLAM	75	35	46.7	11	14.7	3	4.0	***	***	***	***	***	***
DALHART ISD	67	31	46.3	9	13.4	3	4.5	19	28.4	26.3	47.4	31.6	68.4
TEXLINE ISD	8	4	50.0	2	25.0	0	0.0	***	***	***	***	***	***
DALLAS	20503	9750	47.6	3131	15.3	922	4.5	***	***	***	***	***	***
ALPHA CHARTER SCHOOL	2	1	50.0	0	0.0	0	0.0	***	***	***	***	***	***
CARROLLTON-FARMERS B ISD	1277	678	53.1	271	21.2	70	5.5	337	26.4	24.6	49.9	34.1	72.7
CEDAR HILL ISD	382	234	61.3	66	17.3	38	9.9	130	34.0	14.6	52.3	26.9	61.5
COPPELL ISD	542	340	62.7	174	32.1	40	7.4	126	23.2	32.5	57.9	54.0	67.5
DALLAS CAN ACADEMY CHARTER	340	61	17.9	1	0.3	8	2.4	***	***	***	***	***	***
DALLAS ISD	6532	2494	38.2	467	7.1	243	3.7	1784	27.3	10.9	37.8	20.3	57.3
DESOTO ISD	386	235	60.9	71	18.4	32	8.3	132	34.2	18.2	47.7	31.8	62.1
DUNCANVILLE ISD	707	383	54.2	147	20.8	29	4.1	207	29.3	10.1	36.7	17.9	57.0
EAGLE ACADEMY OF DALLAS	3	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0.0	0.0	0.0
EAGLE ADVANTAGE SCHOOLS	31	13	41.9	0	0.0	0	0.0	***	***	***	***	***	***
EDUCATION CENTER INTERNATIONAL	4	1	25.0	0	0.0	0	0.0	***	***	***	***	***	***
FAITH FAMILY ACADEMY OF OAK CL	9	3	33.3	0	0.0	1	11.1	***	***	***	***	***	***
GARLAND ISD	2689	1617	60.1	484	18.0	123	4.6	1010	37.6	23.1	53.7	33.4	70.7
GRAND PRAIRIE ISD	1035	449	43.4	127	12.3	41	4.0	281	27.1	19.6	44.5	31.3	63.7
HIGHLAND PARK ISD	414	178	43.0	111	26.8	34	8.2	33	8.0	42.4	63.6	57.6	69.7
HONORS ACADEMY	225	80	35.6	10	4.4	8	3.6	62	27.6	0.0	21.0	6.5	54.8
I AM THAT I AM ACADEMY	10	3	30.0	0	0.0	1	10.0	***	***	***	***	***	***
IRVING ISD	1308	565	43.2	223	17.0	57	4.4	285	21.8	9.5	44.2	24.9	54.7
JEAN MASSIEU ACADEMY	7	4	57.1	0	0.0	0	0.0	4	57.1	0.0	0.0	0.0	0.0
LANCASTER ISD	252	126	50.0	33	13.1	18	7.1	75	29.8	6.7	29.3	9.3	48.0
MESQUITE ISD	1956	1026	52.5	364	18.6	66	3.4	596	30.5	21.6	49.7	32.0	70.8
NORTH HILLS SCHOOL	21	10	47.6	7	33.3	2	9.5	***	***	***	***	***	***
PEGASUS CHARTER SCHOOL	2	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0.0	0.0	0.0
RICHARDSON ISD	1891	1088	57.5	554	29.3	93	4.9	441	23.3	27.0	54.4	43.3	71.2
RYLIE ACADEMY	17	7	41.2	1	5.9	1	5.9	***	***	***	***	***	***
UNIVERSAL ACADEMY	3	2	66.7	0	0.0	0	0.0	***	***	***	***	***	***
WILMER-HUTCHINS ISD	102	39	38.2	2	2.0	10	9.8	***	***	***	***	***	***
WINFREE ACADEMY	356	113	31.7	18	5.1	7	2.0	88	24.7	10.2	43.2	23.9	47.7
DAWSON	209	134	64.1	35	16.7	22	10.5	***	***	***	***	***	***
DAWSON ISD	9	4	44.4	4	44.4	0	0.0	0	0.0	0.0	0.0	0.0	0.0
KLONDIKE ISD	11	6	54.5	3	27.3	0	0.0	***	***	***	***	***	***
LAMESA ISD	171	109	63.7	22	12.9	18	10.5	69	40.4	13.0	37.7	29.0	60.9
SANDS CISD	18	15	83.3	6	33.3	4	22.2	***	***	***	***	***	***
DE WITT	285	158	55.4	58	20.4	9	3.2	***	***	***	***	***	***
CUERO ISD	158	80	50.6	32	20.3	4	2.5	44	27.8	18.2	40.9	36.4	59.1
NORDHEIM ISD	8	3	37.5	1	12.5	0	0.0	***	***	***	***	***	***
YOAKUM ISD	88	57	64.8	20	22.7	4	4.5	33	37.5	24.2	60.6	39.4	66.7