



ALAMEDA SCIENCE & TECHNOLOGY INSTITUTE

555 ATLANTIC AVENUE ALAMEDA, CA



Principal's Message

Alameda Science and Technology Institute was one of the very first Early College High Schools to have opened in the State of California. As an Early College High School, ASTI provides students a unique opportunity to earn up to two years of college credit while still enrolled in high school. Following Core Principles of the national ECHS movement, ASTI aims to recruit and retain students who have been historically under-represented in college for any number of reasons. Because of its small class sizes and the additional support ASTI provides in a highly personalized and rigorous college preparatory curriculum, ASTI has shown great success in helping its students reach their college dreams. ASTI is delighted to have seen 100% of its first graduating senior Class in the Spring of 2008 continue on to transfer to four-year universities or continue on in community college settings. ASTI is proud of its outstanding students and staff, and the school is an example of what students can achieve when given the right opportunities. Welcome to Alameda Science and Technology Institute!

Contact Information

Parents or community members who wish to participate in ASTI's PTSA, School Site Council, or as volunteers on school committees may contact Alameda Science and Technology Institute by phone at (510) 748-4021 or by email at ASTI@alameda.k12.ca.us.

School Profile

The Alameda Science and Technology Institute (ASTI) is located on the College of Alameda campus on the West End of Alameda. First opened in 2004, ASTI's mission is to provide the academic rigor and support needed to prepare students for entrance into college after two years of high school instruction. As one of the first Early College High Schools (ECHS) in California, ASTI offers a unique opportunity to students seeking an alternative to the traditional high school model. Students completing our program can obtain an Associate of Arts (AA) degree and significant transfer units in addition to their high school diploma. Underlying ASTI's mission is the fundamental belief that ALL students deserve and are entitled to a college education and that ALL students are capable of succeeding at the college level. As an Early College High School ASTI's first core principle is a commitment to serving students underrepresented in higher education. In recruitment we actively seek out students that are traditionally underrepresented in the areas of socioeconomic level, home language, first generation college goers and ethnicity. As a community we believe that making college accessible to ALL students – especially those who are underrepresented – is a vital step towards achieving equity in education and our society at large. ASTI seeks a future maximum enrollment of 200 students. ASTI serves approximately 120 students currently in a small and highly personalized school setting.

Student Enrollment by Ethnic Group

2007-08

	Percentage
African American	15.4%
American Indian	0.0%
Asian	48.0%
Caucasian	13.0%
Filipino	11.4%
Hispanic or Latino	9.8%
Pacific Islander	2.4%
Multiple or No Response	0.0%

Mission Statement

All students at Alameda Science and Technology Institute will be prepared to enroll and succeed in college courses. To realize these ends, ASTI gears its rigorous instruction on critical thinking and effective communication while emphasizing a focus on math, science and technology to equip its students with the skills and knowledge necessary to succeed and compete in the new American economy. As an Early College High School, ASTI adheres to core principles that define these schools: most important of these is the stated priority of the ECHS initiative "to serve low-income young people, first-generation college goers, English language learners, and students of color, all of whom are statistically underrepresented in higher education and for whom society often has low aspirations for academic achievement." ASTI's mission is to provide more students with the benefits of increased access to post-secondary education and the unique opportunity to reach their potential through early college enrollment while still in high school.

Parent and Student Involvement

ASTI students and parents currently contribute equally to the ASTI PTSA (Parent Teacher Student Association) as well as to the ASTI SSC (School Site Council) in active efforts to gain family and student participation in school decision-making. ASTI was proud to have chartered its first PTSA in 2007, and representation of strong student participation showed this school to be one of the first PTSAs in Alameda County's Peralta PTSA District with a student president and majority of students serving in this group. Indeed, ASTI School Site Council also has regular meetings with strong participation by students who serve as officers and also who participate in ad hoc and voluntary ways to contribute to and support implementation of the school's mission. In the Fall of 2008 ASTI began a regular group of Parents/Guardians and staff to further enhance collaboration. The group has so far played a key role in designing the recruitment and application process for the incoming freshmen class and engaged in significant fundraising.

Enrollment By Grade

This chart illustrates the enrollment trend by grade level for the past 3 school years.

Enrollment Trend by Grade Level

	2005-06	2006-07	2007-08
9th	20	49	37
10th	41	19	44
11th		30	14
12th			28

Discipline & Climate for Learning

ASTI maintains a safe and orderly environment by publicizing and enforcing school rules and consequences for non-compliance. As a small school, ASTI faculty members and administrators give individual attention to all students and thus need for disciplinary consequences is minimal. All ASTI activities are supervised by its staff. All ASTI students are expected to act responsibly as student learners and to respect themselves and one another. Students are informed of the discipline consequences should an infraction of school rules occur. ASTI is remarkable in its lack of disciplinary infractions when compared to other high schools, and this represents one more positive aspect of the strength of its small learning community.

	Suspensions & Expulsions					
	School			District		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	0	1	0	936	1348	1126
Suspension Rate	0.0%	1.0%	0.0%	9.2%	13.2%	10.9%
Expulsions	0	0	0	22	13	6
Expulsion Rate	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%

Class Size

ASTI class sizes are typically maintained at smaller sizes than at comprehensive high schools to support students in their accelerated Early College High School program. Average class sizes vary by grade level and subject area taught. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

	Class Size Distribution											
	Classrooms Containing:											
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	06	07	08	06	07	08	06	07	08	06	07	08
English	15	21	22	7	7	8	2	1	4	-	1	1
Mathematics	12	22	19	5	2	3	-	3	1	-	-	-
Science	20	23	20	4	3	5	1	2	-	-	-	-
Social Science	15	19	23	4	1	1	-	-	2	-	-	-

Dropout & Graduation Rates

Alameda Science and Technology Institute believes that effective instruction consists of the continuous building of new concepts upon existing ones and requires regular attendance and participation. ASTI graduated its first class in the Spring of 2008. One hundred percent of the senior class has graduated and moved on to either a four-year or two-year college.

	Graduation & Dropout Rates		
	04-05	05-06	06-07
Dropout Rate	6.15%	1.64%	1.02%
Graduation Rate	75.40%	96.70%	

Safe School Plan

The ASTI team meets regularly to discuss safety issues and to take proactive steps in addressing school-related safety issues. Since ASTI is co-located on the College of Alameda campus, ASTI also is under the jurisdiction of the Alameda County Sheriff's Office that works closely with COA and ASTI administrators on any safety and security issues that arise.

School Facilities

Located on the College of Alameda campus in a series of modular classrooms on the west end of campus, ASTI is a safe and clean facility with more than adequate school facilities. Because ASTI is actually co-located on the COA campus, ASTI students enjoy a small autonomous high school campus that also affords them all the privileges accessible to them as Early College High School students concurrently enrolled at the College of Alameda.

School Facility Conditions				
Date of Last Inspection: 08/23/2007				
Overall Summary of School Facility Conditions: Poor				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)			X	PCR 1 - INTERIOR FINISHES STILL UNFINISHED - COMPLETED 9/07.
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety			X	PCR 1 - NO SITE FACP. SCHEDULED TO BE INSTALLED IN TWO WEEKS. WORK COMPLETED 9/07.
Electrical (Interior and Exterior)			X	PCR 1 - UNFINISHED WORK - HAS ALL BEEN COMPLETED AS OF 12/07.
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)			X	
Restrooms			X	REST ROOM BUILDING - NO CUSTODIAL STAFF- STAFF ASSIGNED 9/2007.
Sewer			X	REST ROOM BUILDING - CONNECTION EXPOSED AND UNFINISHED - CONNECTION SCHEDULED TO BE COMPLETED NEXT WEEK - WORK FINISHED IN OCTOBER 2007.
Roofs (observed from the ground, inside/outside the building)			X	
Playground/School Grounds				Not Evaluated
Overall Cleanliness			X	

Teacher Assignment

For the 2007-2008 school year, ASTI had 5 fully credentialed teachers who met all credential requirements in accordance with State of California and guidelines. ASTI faculty members are all highly qualified under NCLB standards and are moreover wholly dedicated to the success of every learner enrolled in ASTI's Early College High School program. All ASTI faculty in 2007-2008 had graduate degrees. Faculty members are assigned appropriately according to their subject area expertise, and all ASTI faculty evidence advanced and continuing educational attainment for placement as instructors in this uniquely accelerated college preparatory program.

	Teacher Credential Status			
	School			District
	05-06	06-07	07-08	07-08
Fully Credentialed	4	4	5	515
Without Full Credentials	0	0	0	20
Working Outside Subject	1	0	1	29

	Misassignments/Vacancies		
	05-06	06-07	07-08
Misassignments of Teachers of English Learners	2	2	1
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	2	2	1
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers

ASTI teachers meet the Federal No Child Left Behind (NCLB) Act requirements that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" in those teaching fields. Minimum qualifications include possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	90.1%	9.9%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	93.2%	6.8%

Data Sources

Data within the SARC was provided by Alameda City Unified School District, retrieved from the 2006-07 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Counseling & Support Staff

Upon admission and continuing biannually through subsequent years, all ASTI students are comprehensively assessed in their reading, writing and math proficiencies to gauge their progress and determine their readiness for college. In yearly interviews thereafter and also in ongoing use of MAP (Measure of Academic Progress) value-added assessments only offered in AUSD at ASTI, the faculty continues to check student progress to indicate areas of both strength and challenge. ASTI students enroll in full-time College of Alameda coursework in the 11th and 12th grade years to satisfy high school requirements while also earning college credits simultaneously. Thus, two years of both time and significant college costs are avoided as students progress at an accelerated rate in the ASTI ECHS program.

ASTI's college counselor offers individualized college and career counseling to students throughout the four years they are students. Parent/Guardian informational nights, class meetings and individual meetings are all held to ensure that students stay on track for graduation and college eligibility. The college counselor also works with each student personally to identify appropriate colleges and guides them through the application process.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Academic Counselor	1	1

Staff Development

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year, then sharing their experiences and knowledge with district colleagues. The district dedicated 3 days to staff development annually for the past years. Topics for staff development during the 2007/08 school year included:

- Math Collaboration grades 6-12
- Strategic Instruction Model (University of Kansas) grades 6-12
- Early College High School strategies by Foundation for California Community Colleges

ASTI staff have also sought out additional staff development opportunities beyond what is offered by the district. ASTI is currently collaboration with a research group based in Columbia University to conduct an inquiry-based research project focused on improving assessment. ASTI staff meet regularly to discuss curriculum and focus their efforts on the collection and analysis of data.

Curriculum Development

All curriculum development in the Alameda City Unified is based on the California State Content Standards and Frameworks. ASTI faculty members provide instruction that aligns with state standards, district goals, and the statewide assessment program. Curriculum guides are updated regularly by the Director of Curriculum and Instruction/Assessment Coordinator. Moreover, ASTI faculty also align their instructional planning and implementation with college faculty at the College of Alameda to ensure that ASTI students are adequately prepared for college classes taken while at ASTI.

During 2007-08, changes to the curriculum included:

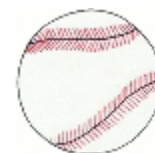
- Adoption of new science textbooks
- First year implementation of new History/Social Studies curriculum, grades 9 - 12

Physical Fitness

In the spring of each year, Alameda Science and Technology Institute is required by the state to administer a physical fitness test to all students in grades five, seven, and nine. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

Percentage of Students in Healthy Fitness Zone	
2007-08 Test Results	
9th Grade	
School	
School Overall	31.4%
School (Boys)	36.4%
School (Girls)	29.2%
District	
District Overall	41.8%
District (Boys)	37.7%
District (Girls)	46.0%
State	
State Overall	35.6%
State (Boys)	36.7%
State (Girls)	34.5%

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.



California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. Summative scores are not available for Math (grades 8-11), Science (available for grades 5 and 8 only), and grade 9 Social Science. For results on course specific tests, please see <http://star.cde.ca.gov>.

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	No
API School Results	No		Yes	
Graduation Rate	Yes		Yes	

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

California Standards Test (CST)

Combined % of Students Scoring at Proficient and Advanced Levels

	Language Arts						Social Science									
	9			10			11			10			11			
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	
All Students																
School	64	77	77	71	75	83	74	77		50	50	68		57	38	
District	59	60	64	56	49	51	48	53	47	50	42	46	46	48	49	
State	44	47	49	37	37	41	36	37	37	30	29	33	35	35	38	
Males																
School	*	92	82	65	*		67	*		43	*	86		50	*	
District	54	57	58	54	43	48	45	51	42	53	43	48	46	49	49	
State	40	43	45	33	33	37	33	33	33	33	34	38	37	37	40	
Females																
School	64	68	75	80	*	73	83	*		60	*	58		67	*	
District	65	63	71	60	55	55	50	56	53	47	42	44	47	47	49	
State	48	53	53	42	41	45	39	41	41	27	26	29	34	33	36	
Socioeconomically Disadvantaged																
School	*	*	72	69	*	*	75	*		38	*	*		58	*	
District	44	47	49	34	32	33	32	35	29	36	29	31	34	32	34	
State	27	32	33	21	21	26	21	22	22	17	17	20	21	22	24	
Asian																
School	*	86	88	79	*	91	83	*		50	*	73		50	*	
District	71	71	72	61	57	60	56	59	54	57	55	55	59	52	60	
State	65	71	73	58	58	64	55	57	58	53	51	55	54	54	58	

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Federal Intervention Programs

	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2008-09)	-	-
# of Schools Currently in PI	-	1
% of Schools Identified for PI	-	4.35%

API School Results

	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	9	10	10	
Similar Schools Rank	N/A	N/A	N/A	
All Students				
Actual Growth	88	-48	-	-

N/A - Means a number is not applicable or not available due to missing data.

Instructional Materials

AUSD held a Public Hearing on September 23, 2008, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. In addition, ASTI students use college texts provided in their classes at College of Alameda.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the Alameda Free Library, 1550 Oak Street, which contains numerous computer workstations.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
9th	Mathematics	McDougal Littell	N/A	Yes	0.0%
10th	Mathematics	McDougal Littell	N/A	Yes	0.0%
9th-10th	Reading/English	Glencoe/McGraw Hill	2001	Yes	0.0%
11th-12th	Reading/English	Prentice Hall	2001	Yes	0.0%
9th	Science	Holt	N/A	Yes	0.0%
11th	Science	Prentice Hall	N/A	Yes	0.0%
10th	Science	Prentice Hall	N/A	Yes	0.0%
11th	Social Science/History	McDougal Littell	N/A	Yes	0.0%
12th	Social Science/History	Prentice Hall	N/A	Yes	0.0%
10th	Social Science/History	Prentice Hall	N/A	Yes	0.0%

District Revenue Sources

In addition to general state funding, Alameda Science and Technology Institute receives state and federal funding for the following categorical funds and other support programs:

IASA-VI Formula Entitlements

Lottery:InstructionalMaterials

Other Local

District Expenditures

Alameda City Unified spent an average of \$7856.07 to educate each student, based on 2006-07 FY audited financial statements). The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$3,667
From Restricted Sources	\$709
From Unrestricted Sources	\$2,958
District	
From Unrestricted Sources	\$6
Percentage of Variation between School & District	
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	-44.19%

Average Salary Information

Teachers - Principal - Superintendent

2006-07

	District	State
Beginning Teachers	\$39,871	\$39,871
Mid-Range Teachers	\$57,376	\$57,949
Highest Teachers	\$76,028	\$76,028
Elementary School Principals	\$98,501	\$103,327
Middle School Principals	\$97,879	\$102,675
High School Principals	\$111,148	\$116,594
Superintendent	\$167,375	\$172,396

Salaries as a Percentage of Total Budget

Teacher Salaries	44.0%	40.2%
Administrative Salaries	6.0%	5.8%

Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on FY 2006-07 financial statements).

Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English-Language Arts and Mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. During the 2007-2008 school year, ASTI was proud to see 100% of its 12th graders having passed the CAHSEE.

Completion of High School Graduation Requirements			
	School	District	State
All Students	100.0%	88.5%	*

* Data was not available at the time of publication.

Career Technical Education Participation

Enrollment & Program Completion in Career/ Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)

Question	Response
How many of the school's pupils participate in CTE?	0
What percent of the school's pupils complete a CTE program and earn a high school diploma?	0.0
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	100.0

Like every other high school in Alameda, ASTI offers Career Technical Education courses. These included ROP Journalism and ROP Media Studies in 2007-2008. ROP courses offered at ASTI may double in 2008-2009.

Advanced Placement Classes

Alameda Science and Technology Institute, an Early College High School located on the College of Alameda campus, provides students with the unique opportunity to enroll in College of Alameda classes, beginning in their junior year, for dual credit towards their high school graduation and advanced placement in college. Under this unique accelerated educational model, conventional Advanced Placement courses are not necessary. Most graduates of ASTI will have earned two years of college credit upon matriculation, some earning Associate of Arts degrees and some earning the community college units required for transfer to four-year universities.

Advanced Placement Classes

# of Courses	Enrollment
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UC/CSU Course Enrollment

	Percentage
% of Student Enrollment in Courses Required for UC/ CSU Admission	34.2%
% of Graduates Who Completed All Courses Required for UC/CSU Admission	-

* Duplicated Count (one student can be enrolled in several courses).

UC/CSU Course Completion

Students at Alameda Science and Technology Institute are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C'.

SAT-1

Each year, students have the opportunity to participate in the SAT, which is designed to assess many of the skills that are important to a student's success in college and their general educational development. In 2006-07 school year the Alameda Science and Technology Institute only had 11th graders, but no 12th graders therefore no SAT preparation was offered.

SAT I Test Results

	Grade 12 Enrollment	% Seniors Tested	Average Verbal	Average Math	Average Writing
School					
04-05					
05-06					
06-07					
District					
04-05	838	0.53%	481	525	0
05-06	842	0.54%	483	528	490
06-07	872	0.54%	493	533	493
State					
04-05	411,036	35.6%	500	522	0
05-06	384,878	40.4%	495	516	496
06-07	442,895	36.8%	493	513	492

