



2011-12 School Accountability Report Card — Published During the 2012-13 School Year

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GRADES K-8
www.pointarenaschools.org

Principal's Message

We work hard for the success of each student, and we invite parents and the community to participate in a variety of opportunities, from Parents Club to tutoring. Some of the accomplishments at Arena in 2011-12 include:

- A daily period in which students at Middle School level received homework support. All grade levels had the option to receive homework support in the afterschool program.
- Graduated Standards-based English language arts curriculum leveled to meet the specific needs of every student in all grades.
- Differentiated Math Instruction: all grade levels, to support individual abilities.
- Standards-based Report Cards: provided a clear focus for everyone involved in learning, and established the significance of given skills and knowledge.
- Science, music, and art offered at most grade levels.
- An After School Academy that offered homework tutoring, academic support, and a variety of enrichment programs.
- A Three-Tiered Blended Services Model of organization combining general education, early intervention, and Special Education services for all students.
- Ongoing and off-site professional development to enhance staff collaboration, instructional expertise, and classroom and school procedure.
- ELA & Math intervention administered in small groups with a certificated teacher for students not at proficiency.

Public Internet Access

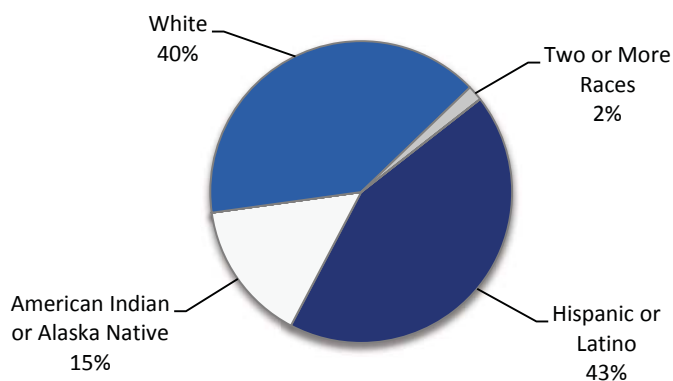
The public may access computers at both the "Tech Center" (707) 882-4173 and the Coast Community Public Library (707) 882-3114. Parents may also sign up to use the high school library computers by contacting the library at (707) 882-2134 ext. 220.

Enrollment and Demographics

The total enrollment at the school was 245 students for the 2011-12 school year.*

Demographics

2011-12 School Year



2011-12 SARC

Mission Statement

The mission of the Point Arena Schools District is to educate people to become competent, responsible participants in a local and global community; people who continue to learn and contribute throughout life.

"Home of the Pirates!"



Principal Paula Patterson

School Accountability Report Card

In accordance with State and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

* Enrollment data was gathered from DataQuest and is accurate as of September 2012.

School Facility Items Inspected

The tables show the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas Systems and Pipes, Sewer, Mechanical Systems (heating, ventilation, and air conditioning)
- **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings)
- **Cleanliness:** Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
- **Electrical:** Electrical Systems (interior and exterior)
- **Restrooms/Fountains:** Restrooms, Sinks/Drinking Fountains (interior and exterior)
- **Safety:** Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
- **Structural:** Structural Condition, Roofs
- **External:** Windows/Doors/Gates/Fences, Playgrounds/School Grounds



Professional Development

Our master schedule is designed to allow collaborative prep time for our teachers to work together, and with math and reading specialists and coaches. Every Wednesday, we have early release days that allow us to explore educational opportunities and discuss and reflect on teaching practices and objectives. Our teachers share methodology and often collaborate on projects. Teachers are encouraged to attend conferences and professional development, as well as receive onsite training to support their teaching.

For the last three years we have dedicated four days to professional development.

School Facilities

Arena Union Elementary was built in 1941. Additions and upgrades throughout the last 68 years have resulted in a campus that now has 25 classrooms, a renovated science lab/classroom, a multipurpose room, staff lounge, and office. A beautiful new library building and a new dining hall building have been completed. Three new classrooms were added during summer break 2012. There is a large paved playground and grass field. Using a State Modernization Grant and the State School Deferred Maintenance Program, we have been able to renovate five of our classrooms, the multipurpose room, hallways, and office spaces. In addition, we were able to re-roof the multipurpose room and main building, repair the walkways, and build new student bathrooms.

School and grounds beautification is ongoing. The maintenance and operations staff work daily from 7 a.m. - 8 p.m., on varying shifts, and do an outstanding job of ensuring the campus is clean, safe and a functional environment for learning. The school's liability insurance carrier inspects the campus annually for safety.

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair, or poor condition.

School Facility Good Repair Status		2012-13 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/Fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Poor
Electrical	Good	External	Good
Overall Summary of Facility Conditions			Fair
Date of the Most Recent School Site Inspection			8/24/2012
Date of the Most Recent Completion of the Inspection Form			8/24/2012

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the school site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs		2012-13 School Year
Items Inspected	Deficiencies, Action Taken or Planned, and Date of Action	
Systems	Several metal ramps have deteriorated from the salt air, potentially compromising their structural integrity. Some railings have rusted through, presenting rusty edges that could cause injury or damage to clothing. Planned for repair: June 2013.	

Parental Involvement

Some of the groups and opportunities include:

- One-on-one tutoring/literacy focus
- Standardized Testing and Reporting (STAR) test support
- Parent Teacher Club (PTC)
- Site Council
- Classroom time
- Adopt a classroom
- District English Language Advisory Committee (DELAC)
- Garden maintenance

For additional information about organized opportunities for parent involvement at Arena Elementary, contact Cyndy Freebairn-Smith, Site Council President, at (707) 884-9778.

Textbooks and Instructional Materials

All of our texts, in every academic discipline, are State-approved and adopted by the Governing Board, according to State guidelines concurrent with cyclical adoptions.

Textbooks and Instructional Materials List		2012-13 School Year
Subject	Textbook	Adopted
English-Language Arts	SRA Imagine It! (K-3)	2010
English-Language Arts	SRA Open Court (4-5)	2002
English-Language Arts	Holt, Rinehart and Wilson Literature and Language Arts (4-8)	2012
Mathematics	Pearson Scott Foresman (K-5)	2006
Mathematics	McDougall Littell, Math 1 & 2	2008
Mathematics	McDougall Littell, Algebra 1	2008
Science	Harcourt (K-5)	2007
Science	Prentice Hall, California Science Explorer (6-8)	2007
History-Social Science	Scott Foresman (K-5)	2006
History-Social Science	Teachers Curriculum, History Alive! (6-8)	2006

School Safety

Arena Union is committed to the safety and security of each student. The School Safety Plan was last reviewed, updated, and discussed with the school faculty in October 2012. To maintain these conditions, which contribute to the best possible learning environment, the School Safety Plan includes the following elements:

- 1. Disaster Procedures:** A Comprehensive School Safety/Disaster Preparedness Plan has been completed and, as part of the implementation phase, a multi-district earthquake and terrorist-on-campus scenarios were staged. The scenarios covered many details including radio communication, bus transportation and evacuation, medical triage, surveillance, lockdown, and student/staff accountability. Updates and new staff trainings are ongoing.
- 2. School Crime Assessment:** Information is analyzed to determine what steps may be taken to reduce incidents of crime. Surveillance cameras have been installed throughout the campus.
- 3. Child Abuse Reporting:** Teachers and other school employees are required by law to report any cases of suspected child abuse or child neglect. Reports are investigated by the Department of Social Services.
- 4. School Discipline:** We embrace the concepts of the BEST (Build Effective Schools Together) program, which promotes the idea of targeted positive behavior reinforcement with clear parameters regarding schoolwide social and safety behavior. Students are given clear guidelines of expectations and all staff takes part in supporting this program. We have a clear behavior and consequence policy in place.
- 5. Procedures to Notify Teachers of Dangerous Pupils:** If a student is deemed dangerous because of behavior at school or behavior outside of school, which has been dealt with by county juvenile authorities, the teacher(s) of the student will be promptly notified of the status of the student.
- 6. Sexual Harassment Policy:** District policies that prohibit sexual harassment or discrimination of any kind are strictly adhered to.

We support a common sense approach to “ready to learn at school” attire, as prescribed in our Board-adopted dress code. No gang related logos, sagging or revealing clothing can be worn at school. Shoes must be close-toed.

- 7. Safe and Orderly Environment:** Teachers, administrators, and campus supervisors consistently supervise and interact with students to reinforce behavioral expectations and safety standards.

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2012-13 School Year	
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	0%
Foreign Language	
Health	0%

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2012-13 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing board approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Does every student, including English Learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Currency of Textbook	
2012-13 School Year	
Data Collection Date	9/2012

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program aims to identify strengths and weaknesses to improve student learning. STAR consists of several key tests that are designed for the student's age and individual needs. These tests include: the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test. The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

The STAR results are evaluated and compared to state standards using the following five performance levels: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science.

For more information on the STAR program including tests, participation, groups, and scores by grade level, please visit <http://star.cde.ca.gov/>.

STAR Results for All Students

Subject	Students Scoring at Proficient or Advanced Levels								
	Arena ES			Arena Union ESD			California		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
English-Language Arts	41%	39%	50%	48%	45%	53%	52%	54%	56%
Mathematics	34%	42%	48%	34%	40%	44%	48%	50%	51%
Science	57%	47%	65%	53%	43%	61%	54%	57%	60%
History-Social Science	50%	66%	67%	49%	62%	63%	44%	48%	49%

STAR Results by Student Group: English-Language Arts, Mathematics, Science, and History-Social Science

Group	Students Scoring at Proficient or Advanced Levels			Spring 2012 Results
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the District	53%	44%	61%	63%
All Students at the School	50%	48%	65%	67%
Male	47%	46%	68%	67%
Female	55%	50%	61%	67%
American Indian or Alaska Native	39%	39%	❖	❖
Hispanic or Latino	30%	34%	44%	60%
White	73%	64%	86%	75%
Socioeconomically Disadvantaged	40%	42%	50%	55%
English Learners	17%	33%	❖	❖
Students with Disabilities	22%	39%	❖	❖

Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

Suspension and Expulsion Rates	Three-Year Data Comparison					
	Arena ES			Arena Union ESD		
	09-10	10-11	11-12	09-10	10-11	11-12
Suspension Rate	0.186	0.108	0.151	0.186	0.108	0.151
Expulsion Rate	0.000	0.000	0.004	0.000	0.000	0.004

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of the schools within California. API is measured on a scale from 200 to 1,000. This score reflects the school, district or a student group's performance level, based on the results of statewide testing. The state has set an API score of 800 as the statewide target.

The annual API reporting cycle consists of the Base and Growth API. The Base API begins the reporting cycle and the results are released approximately a year after testing occurs (e.g. The 2011 Base API is calculated from results of statewide testing in spring 2011, but the results are not released until May 2012). Growth API, calculates test results in the same fashion and with the same indicators as the Base API but from test results of the following year (e.g. The 2012 Growth API is calculated from results of statewide testing in spring 2012 and released in September 2012). The year of the API corresponds to the year of testing. Therefore, for the 2011-12 API reporting cycle, the 2011 Base indicator and 2012 Growth indicator are used. To represent how much a school's API changed from 2011-12 (known as the 2011-12 API Growth), the 2011 Base API is subtracted from the 2012 Growth API. The Base API Report includes the Base API, targets, and ranks. The Growth API Report includes Growth API, growth achieved, and whether or not targets were met.

To learn more, visit the API information guides at www.cde.ca.gov/ta/ac/ap/documents/infoguide12.pdf and www.cde.ca.gov/ta/ac/ay/documents/overview12.pdf.

API Ranks

API Ranks	Three-Year Data Comparison		
	2009	2010	2011
Statewide API Rank	1	2	2
Similar Schools API Rank	1	2	2

API Testing

Assessment data is reported only for *numerically significant* groups. To be considered numerically significant for the API, the group must have either: (1) at least 50 students with valid STAR Program scores who make up at least 15% of the total valid STAR Program scores, or (2) at least 100 students with valid STAR Program scores.

API Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide API rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools API rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools API rank, for which information is available.

API Growth by Student Group

This table displays, by student group, first, the 2012 Growth API at the school, district, and state level followed by the actual API change in points added or lost for the past three years at the school.

Group	2012 Growth API and Three-Year Data Comparison								
	2012 Growth API						Arena ES – Actual API Change		
	Arena ES		Arena Union ESD		California		09-10	10-11	11-12
	Number of Students	Growth API	Number of Students	Growth API	Number of Students	Growth API			
All Students	167	774	169	774	4,664,264	788	29	-3	50
Black or African American	0	■	0	■	313,201	710	■	■	■
American Indian or Alaska Native	16	680	16	680	31,606	742	■	■	■
Asian	1	■	1	■	404,670	905	■	■	■
Filipino	0	■	0	■	124,824	869	■	■	■
Hispanic or Latino	81	707	81	707	2,425,230	740	■	-40	92
Native Hawaiian or Pacific Islander	0	■	0	■	26,563	775	■	■	■
White	64	867	66	864	1,221,860	853	46	56	6
Two or More Races	5	■	5	■	88,428	849	■	■	■
Socioeconomically Disadvantaged	128	738	129	738	2,779,680	737	30	0	69
English Learners	62	710	62	710	1,530,297	716	■	-23	90
Students with Disabilities	20	581	20	581	530,935	607	■	■	■

■ Data are reported only for numerically significant groups.

Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in these four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district met each of the AYP criteria and made overall AYP for 2011-12. For more information, visit www.cde.ca.gov/ta/ac/ay/.

Federal Intervention Program

Districts and schools receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate) can enter into Program Improvement (PI). Each additional year that the district or schools do not meet AYP results in advancement to the next level of intervention. This table displays the 2012-13 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Teacher Qualifications, Teacher Misassignments and Vacant Teacher Positions

This table displays information about teacher credentials and teacher qualifications. It also displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

Adequate Yearly Progress

Adequate Yearly Progress Criteria		2011-12 School Year		
	Arena ES		Arena Union ESD	
Met Overall AYP	Yes		Yes	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API	Yes		Yes	
Graduation Rate	✘		✘	

Federal Intervention Program

Federal Intervention Program		2012-13 School Year	
	Arena ES	Arena Union ESD	
Program Improvement Status	In PI	Not In PI	
First Year of Program Improvement	2009-2010	✧	
Year in Program Improvement	Year 3	✧	
Number of Schools Identified for Program Improvement	1		
Percent of Schools Identified for Program Improvement	50.00%		

Teacher Qualifications, Teacher Misassignments and Vacant Teacher Positions

Teacher Credential Information		Three-Year Data Comparison			
	Arena Union ESD		Arena ES		
	11-12	09-10	10-11	11-12	
Teachers					
With Full Credential	18	20	20	18	
Without Full Credential	0	0	0	0	
Teaching Outside Subject Area of Competence		0	0	2	
		Arena ES			
Teachers	10-11	11-12	12-13		
Teacher Misassignments of English Learners	0	0	0		
Total Teacher Misassignments	0	0	0		
Vacant Teacher Positions	0	0	0		

✘ Not applicable. The graduation rate for AYP criteria applies to high schools.

✧ Not applicable.

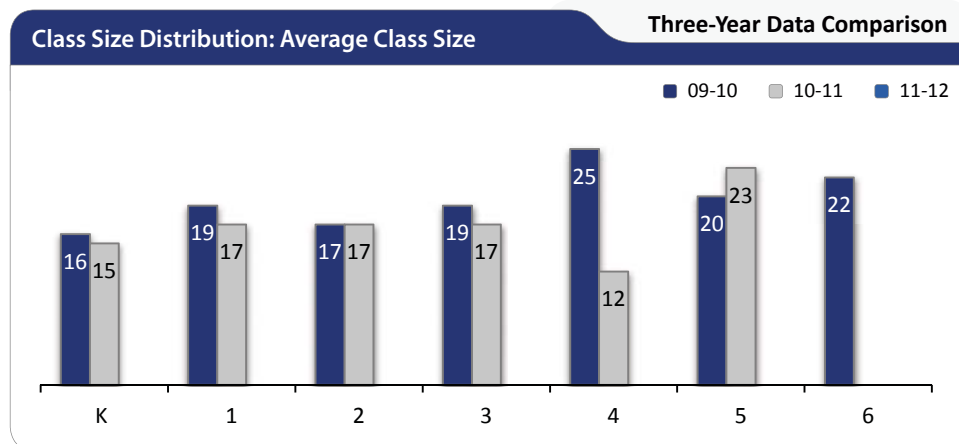
No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be “highly qualified.” In general, for a teacher to be considered highly qualified, they must have a bachelor’s degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2011-12 school year. For more information on teacher qualifications related to NCLB, visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers		2011-12 School Year	
	Percent of Classes in Core Academic Subjects		
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers	
Arena ES	100.00%	0.00%	
All Schools in District	100.00%	0.00%	
High-Poverty Schools in District	100.00%	0.00%	
Low-Poverty Schools in District	◇	◇	

Class Size

The bar graph displays the three-year data for average class size and the table displays the three-year data for the number of classrooms by size.



Class Size Distribution: Number of Classrooms by Size		Three-Year Data Comparison								
Grade	09-10			10-11			11-12			
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+	
K	2			2			3			
1	1			2			2			
2	2			1			1			
3	1			2			1			
4		1		2			2			
5	1				1		1			
6	1						1			

NCLB Note

High-poverty schools are defined as those schools with student participation of approximately 40% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The *Fitnessgram*® is the designated PFT for students in California public schools put forth by the State Board of Education. PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the *Fitnessgram*®. The table shows the percentage of students meeting the fitness standards of being in the “healthy fitness zone” for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.

Percentage of Students Meeting Fitness Standards	
2011-12 School Year	
Grade 5	
Four of Six Standards	22.70%
Five of Six Standards	18.20%
Six of Six Standards	4.50%
Grade 7	
Four of Six Standards	13.60%
Five of Six Standards	31.80%
Six of Six Standards	31.80%

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2011-12 School Year	
Academic Counselors	
FTE of Academic Counselors	0.0
Ratio of Students Per Academic Counselor	◇
Support Staff	
Social/Behavioral or Career Development Counselors	1.0
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	0.5
Psychologist	0.0
Social Worker	0.0
Nurse	0.33
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	0.0



Types of Services Funded

These programs and services are provided at the school either through categorical funds or other sources that support and assist students:

- After School Program
- Band
- Athletics



School Accountability Report Card

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Financial Data

The financial data displayed in the SARC is from the 2010-11 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, visit www.cde.ca.gov/ds/fd/cs and www.cde.ca.gov/ds/fd/ec.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.

District Salary Data	2010-11 Fiscal Year	
	Arena Union ESD	Similar Sized District
Beginning Teacher Salary	\$38,817	\$38,625
Mid-Range Teacher Salary	\$58,448	\$55,530
Highest Teacher Salary	\$78,079	\$70,729
Average Principal Salary	\$94,216	\$92,955
Superintendent Salary	\$110,000	\$106,757
Teacher Salaries — Percent of Budget	34.2%	35.78%
Administrative Salaries — Percent of Budget	6.6%	6.69%

Financial Data Comparison

The following table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2010-11 Fiscal Year			
	Total Expenditures Per Pupil	Expenditures Per Pupil From Restricted Sources	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Arena ES	\$14,031	\$4,900	\$9,131	\$55,728
Arena Union ESD			\$9,131	\$55,728
California			\$5,455	\$67,871
School and District — Percent Difference			0%	0%
School and California — Percent Difference			+40.3%	-21.8%

◇ Not applicable.

Data for this year's SARC was provided by the California Department of Education (CDE), school and district offices. For additional information on California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English Learners. Additionally, Ed-Data in partnership with the CDE, provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools. More information can be found at www.ed-data.k12.ca.us/Pages/Home.aspx. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1 of each year.

All data accurate as of November 29, 2012.