



# The New York State Report Card 2011–12

School **SHEEPSHEAD BAY HIGH SCHOOL**  
School ID **33-22-00-01-1495**  
District **NEW YORK CITY GEOGRAPHIC  
DISTRICT #22**  
Principal **JOHN OMAHONEY**  
Telephone **(718) 332-2003**  
Grades **9-12, US**

The New York State Report Card is an important part of the Board of Regents' effort to raise learning standards for all students. It provides information to the public on school/district enrollment and staff, student performance, and other measures of school and district performance. Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic supports.

## This report includes:

- 1 Profile**  
This section shows comprehensive data relevant to this school's or district's learning environment, including information about enrollment, attendance and suspensions, and staff.
- 2 Student Performance**  
This section shows student performance on standardized assessments at the elementary, middle, and commencement levels.
- 3 Student Outcomes**  
This section shows outcomes for graduates and non-completers, including post-graduation plans of completers.

### For more information:

Office of Information and Reporting Services  
New York State Education Department  
Room 863 EBA  
Albany, NY 12234  
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# 1 Profile

School **SHEEPSHEAD BAY HIGH SCHOOL**  
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District **NEW YORK CITY GEOGRAPHIC DISTRICT  
 #22**

## Enrollment

	2009-10	2010-11	2011-12
Pre-K	0	0	
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0
Grade 6	0	0	0
Ungraded Elementary	0	0	0
Grade 7	0	0	0
Grade 8	0	0	0
Grade 9	777	692	561
Grade 10	667	612	546
Grade 11	425	386	342
Grade 12	388	436	448
Ungraded Secondary	23	26	27
<b>Total K-12</b>	<b>2280</b>	<b>2152</b>	<b>1924</b>

## Average Class Size

	2009-10	2010-11	2011-12
<b>Common Branch</b>			
<b>Grade 8</b>			
English			
Mathematics			
Science			
Social Studies			
<b>Grade 10</b>			
English	34		34
Mathematics			
Science			
Social Studies	34	34	34

## Enrollment Information

*Enrollment* counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a school's and district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a school's or district's enrollment. The state public enrollment includes public school districts, charter schools, and NYSED-operated programs. Students classified by districts as "pre-first" are included in first grade counts. Kindergarten and Pre-K counts include half- and full-day students.

## Average Class Size Information

*Average Class Size* is the total registration in specified classes divided by the number of those classes with registration. Common Branch refers to self-contained classes in Grades 1-6.

# 1 Profile

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## Demographic Factors

	2009-10		2010-11		2011-12	
	#	%	#	%	#	%
Eligible for Free Lunch	1130	50%	1142	53%	1016	53%
Reduced Price Lunch	113	5%	75	3%	45	2%
Limited English Proficient	397	17%	398	18%	424	22%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	6	0%	0	0%	1	0%
Black or African American	1492	65%	1418	66%	1191	62%
Hispanic or Latino	377	17%	341	16%	305	16%
Asian or Native Hawaiian/Other Pacific Islander	233	10%	220	10%	231	12%
White	172	8%	173	8%	195	10%
Multiracial	0	0%	0	0%	1	0%

## Attendance and Suspensions

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Annual Attendance Rate		78%		81%		82%
Student Suspensions	188	8%	161	7%	147	7%

## Demographic Factors Information

*Eligible for Free Lunch and Reduced-Price Lunch* percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12.

## Attendance and Suspensions Information

*Annual Attendance Rate* is determined by dividing the school's (or district's) total actual attendance by the total possible attendance for a school year. A school's (or district's) actual attendance is the sum of the number of students in attendance on each day the school (or district's schools) was open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day the school (or schools) was open during the school year. The state's *Annual Attendance Rate* is a weighted average of all district-level attendance rates.

*Student Suspension* rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

# 1 Profile

School **SHEEPSHEAD BAY HIGH SCHOOL**  
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## Teacher Qualifications

	2009-10	2010-11	2011-12
<b>Total Number of Teachers</b>	126	96	88
Percent with No Valid Teaching Certificate	2%	0%	2%
Percent Teaching Out of Certification	4%	1%	6%
Percent with Fewer than Three Years of Experience	1%	4%	9%
Percentage with Master's Degree Plus 30 Hours or Doctorate	57%	54%	53%
<b>Total Number of Core Classes</b>	464	421	381
Percent Not Taught by Highly Qualified Teachers in This School*	4%	1%	5%
Percent Not Taught by Highly Qualified Teachers in This District**	4%	5%	4%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	6%	5%	4%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	1%	0%	1%
<b>Total Number of Classes</b>	573	482	431
Percent Taught by Teachers Without Appropriate Certification	4%	1%	6%

\*Not available at the district or statewide level.

\*\*Not available for charter schools or at the statewide level.

## Teacher Turnover Rate

	2008-09	2009-10	2010-11
Turnover Rate of Teachers with Fewer than Five Years of Experience	13%	50%	43%
Turnover Rate of All Teachers	13%	34%	23%

## Staff Counts

	2009-10	2010-11	2011-12
Total Other Professional Staff	25	23	24
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	11	10	10
Principals	1	1	1

\*Not available at the school level.

## Teacher Qualifications Information

The *Percent Teaching Out of Certification* for public schools is the percent doing so on more than an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

*Core Classes* are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area or otherwise in accordance with state standards, and show subject matter competency.

In public schools, a teacher who taught one class outside of the certification area(s) is counted as *Highly Qualified* provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of *Highly Qualified Teacher* status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification.

In charter schools, a teacher is counted as *Highly Qualified* if the teacher has at least a Bachelor's degree, is certified to teach, and shows subject matter competency. Enabling legislation considers charter school teachers to be certified if they hold any valid teaching certificate. Enabling legislation also permits up to 30 percent (with a maximum of five) of charter school teachers to be without certification and to be considered *Highly Qualified* if they meet all remaining criteria.

*High-poverty* and *low-poverty* schools are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

## Teacher Turnover Rate Information

*Teacher Turnover Rate* for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

## Staff Counts Information

*Other Professionals* includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties.

# 2 Student Performance

School **SHEEPSHEAD BAY HIGH SCHOOL**  
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This section contains annual assessment data for students at the elementary, middle, and commencement levels as well as the performance of secondary-level cohorts on standardized achievement assessments.

## **New York State Testing Program (NYSTP) Assessments**

The New York State Testing Program assessments are administered in English language arts (ELA) and mathematics in grades 3 through 8. The Performance Level Descriptors for these assessments are provided below:

### **English Language Arts**

#### **Level 1: Below Standard**

Student performance does not demonstrate an understanding of the English language arts knowledge and skills expected at this grade level.

#### **Level 2: Meets Basic Standard**

Student performance demonstrates a partial understanding of the English language arts knowledge and skills expected at this grade level.

#### **Level 3: Meets Proficiency Standard**

Student performance demonstrates an understanding of the English language arts knowledge and skills expected at this grade level.

#### **Level 4: Exceeds Proficiency Standard**

Student performance demonstrates a thorough understanding of the English language arts knowledge and skills expected at this grade level.

### **Mathematics**

#### **Level 1: Below Standard**

Student performance does not demonstrate an understanding of the mathematics content expected at this grade level.

#### **Level 2: Meets Basic Standard**

Student performance demonstrates a partial understanding of the mathematics content expected at this grade level.

#### **Level 3: Meets Proficiency Standard**

Student performance demonstrates an understanding of the mathematics content expected at this grade level.

#### **Level 4: Exceeds Proficiency Standard**

Student performance demonstrates a thorough understanding of the mathematics content expected at this grade level.

## **New York State Alternate Assessment (NYSAA)**

The New York State Alternate Assessments are administered in English language arts (ELA) and mathematics to ungraded students with severe cognitive disabilities whose ages are equivalent to graded students in grades 3 through 8 and secondary level. They are administered in science to students with disabilities age equivalent to graded students in grades 4, 8, and secondary level. And they are administered in social studies at the secondary level only.

## **New York State English as a Second Language Achievement Tests (NYSESLAT)**

The New York State English as a Second Language Achievement Tests are administered in grades K through 12 to limited English proficient students.

## **Secondary-Level Cohorts**

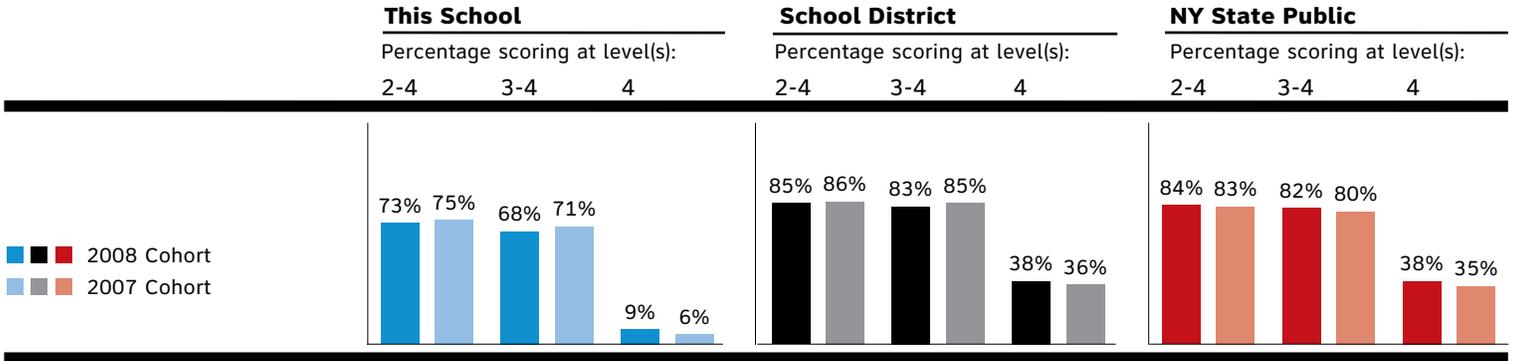
A secondary-level cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday in a particular year. The 2008 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday between July 1, 2008 and June 30, 2009. The 2007 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday between July 1, 2007 and June 30, 2008. For more detailed information on cohort definitions, see *Secondary-Level Cohort Definitions* at <http://www.p12.nysed.gov/irs/sirs/>.

# 2 Student Performance

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## Total Cohort Results in Secondary-Level English Language Arts after Four Years of Instruction



Results by Student Group	2008 Cohort			2007 Cohort				
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>621</b>	<b>73%</b>	<b>68%</b>	<b>9%</b>	<b>619</b>	<b>75%</b>	<b>71%</b>	<b>6%</b>
Female	315	77%	73%	11%	320	80%	76%	8%
Male	306	68%	62%	6%	299	70%	66%	5%
American Indian or Alaska Native								
Black or African American	371	78%	72%	9%	392	78%	75%	7%
Hispanic or Latino	102	53%	49%	7%	102	62%	58%	2%
Asian or Native Hawaiian/Other Pacific Islander	83	75%	72%	10%	70	73%	67%	7%
White	64	-	-	-	55	82%	78%	11%
Multiracial	1	-	-	-				
Small Group Totals	65	72%	68%	9%				
General-Education Students	544	78%	74%	10%	543	82%	78%	7%
Students with Disabilities	77	38%	26%	0%	76	28%	21%	1%
English Proficient	496	79%	74%	10%	526	77%	75%	7%
Limited English Proficient	125	47%	41%	2%	93	63%	52%	2%
Economically Disadvantaged	300	69%	65%	7%	299	76%	72%	6%
Not Disadvantaged	321	76%	70%	10%	320	75%	71%	6%
Migrant								
Not Migrant	621	73%	68%	9%	619	75%	71%	6%

### NOTES

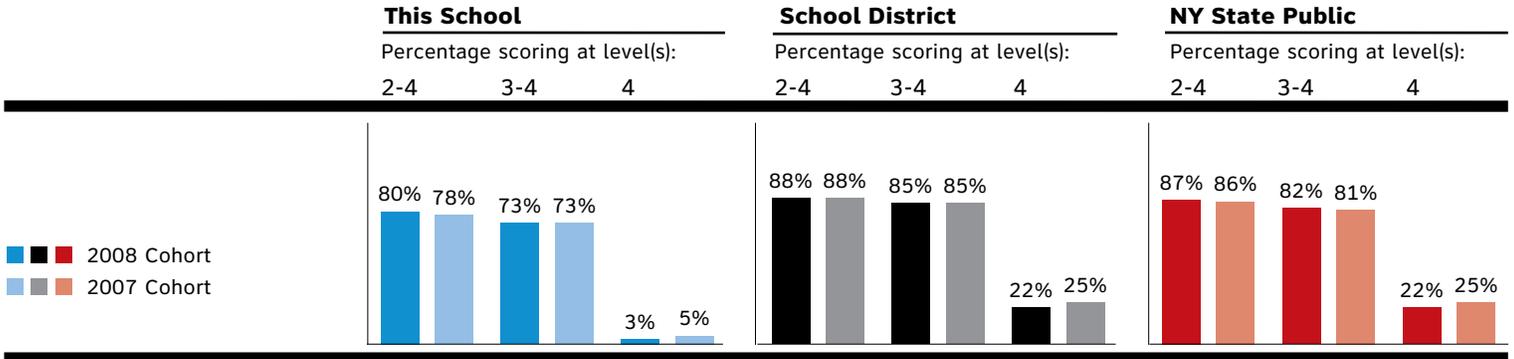
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# 2 Student Performance

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District **NEW YORK CITY GEOGRAPHIC DISTRICT #22**

## Total Cohort Results in Secondary-Level Mathematics after Four Years of Instruction



Results by Student Group	2008 Cohort			2007 Cohort				
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>621</b>	<b>80%</b>	<b>73%</b>	<b>3%</b>	<b>619</b>	<b>78%</b>	<b>73%</b>	<b>5%</b>
Female	315	82%	74%	3%	320	81%	76%	5%
Male	306	78%	71%	3%	299	75%	69%	6%
American Indian or Alaska Native								
Black or African American	371	80%	70%	0%	392	79%	73%	2%
Hispanic or Latino	102	71%	66%	2%	102	72%	65%	2%
Asian or Native Hawaiian/Other Pacific Islander	83	94%	92%	14%	70	77%	76%	20%
White	64	-	-	-	55	80%	78%	15%
Multiracial	1	-	-	-				
Small Group Totals	65	77%	74%	8%				
General-Education Students	544	84%	80%	4%	543	85%	81%	6%
Students with Disabilities	77	47%	23%	0%	76	26%	14%	0%
English Proficient	496	81%	73%	3%	526	78%	73%	5%
Limited English Proficient	125	76%	71%	4%	93	76%	71%	8%
Economically Disadvantaged	300	77%	70%	5%	299	76%	72%	5%
Not Disadvantaged	321	82%	75%	1%	320	79%	73%	5%
Migrant								
Not Migrant	621	80%	73%	3%	619	78%	73%	5%

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### 2008 Total Cohort Results in Secondary-Level Global History and Geography, U.S. History and Government, and Science after Four Years of Instruction

	All Students				General-Education Students				Students with Disabilities			
	Cohort Enrollment	Percentage of students scoring:			Cohort Enrollment	Percentage of students scoring:			Cohort Enrollment	Percentage of students scoring:		
		55-64	65-84	85-100		55-64	65-84	85-100		55-64	65-84	85-100
<b>Global History and Geography</b>	621	9%	45%	9%	544	9%	49%	10%	77	10%	14%	1%
<b>U.S. History and Government</b>	621	8%	54%	9%	544	8%	59%	10%	77	9%	18%	4%
<b>Science</b>	621	6%	61%	5%	544	6%	67%	6%	77	9%	21%	0%

### New York State Alternate Assessments (NYSAA) 2011-12

Secondary Level	All Students				
	Total Tested	Number of students scoring at Level:			
		1	2	3	4
English Language Arts	4	—	—	—	—
Mathematics	4	—	—	—	—
Social Studies	4	—	—	—	—
Science	4	—	—	—	—

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# 2 Student Performance

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## Regents Exams

		All Students				General-Education Students				Students with Disabilities			
		Total Tested	Percentage of students scoring at or above:			Total Tested	Percentage of students scoring at or above:			Total Tested	Percentage of students scoring at or above:		
			55	65	85		55	65	85		55	65	85
Comprehensive English	2011-12	588	72%	60%	9%	541	75%	62%	9%	47	38%	26%	0%
	2010-11	706	76%	68%	8%	625	79%	71%	8%	81	57%	43%	2%
	2009-10	786	82%	75%	7%	732	85%	78%	8%	54	48%	37%	0%
Integrated Algebra	2011-12	848	71%	43%	3%	735	76%	47%	3%	113	41%	12%	0%
	2010-11	727	83%	67%	2%	659	86%	71%	2%	68	46%	31%	0%
	2009-10	770	77%	59%	1%	705	80%	62%	2%	65	46%	23%	0%
Geometry	2011-12	73	88%	79%	27%	73	88%	79%	27%	0			
	2010-11	31	61%	45%	10%	31	61%	45%	10%	0			
	2009-10	288	68%	49%	2%	284	—	—	—	4	—	—	—
Algebra 2/Trigonometry	2011-12	199	17%	14%	1%	196	—	—	—	3	—	—	—
	2010-11	156	55%	45%	10%	156	55%	45%	10%	0			
	2009-10	73	77%	70%	11%	72	—	—	—	1	—	—	—
Global History and Geography	2011-12	674	70%	51%	11%	614	74%	55%	12%	60	32%	17%	0%
	2010-11	618	70%	52%	9%	568	72%	55%	10%	50	48%	26%	0%
	2009-10	402	63%	47%	6%	368	65%	49%	6%	34	35%	21%	3%
U.S. History and Government	2011-12	587	53%	34%	5%	510	59%	38%	5%	77	14%	9%	0%
	2010-11	708	61%	41%	6%	629	63%	42%	6%	79	42%	27%	4%
	2009-10	1116	75%	67%	18%	1055	76%	68%	19%	61	59%	49%	2%
Living Environment	2011-12	701	75%	53%	4%	615	81%	59%	5%	86	30%	12%	0%
	2010-11	647	81%	59%	4%	588	84%	62%	5%	59	56%	25%	0%
	2009-10	721	74%	50%	3%	662	77%	52%	3%	59	47%	31%	0%
Physical Setting/Earth Science	2011-12	170	55%	32%	3%	166	—	—	—	4	—	—	—
	2010-11	237	41%	23%	1%	227	41%	24%	1%	10	20%	10%	0%
	2009-10	243	24%	12%	0%	233	24%	12%	0%	10	20%	10%	0%
Physical Setting/Chemistry	2011-12	60	78%	42%	2%	59	—	—	—	1	—	—	—
	2010-11	125	44%	22%	2%	123	—	—	—	2	—	—	—
	2009-10	185	33%	15%	0%	183	—	—	—	2	—	—	—
Physical Setting/Physics	2011-12	16	56%	56%	25%	16	56%	56%	25%	0			
	2010-11	21	57%	57%	5%	21	57%	57%	5%	0			
	2009-10	30	40%	23%	7%	30	40%	23%	7%	0			

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### Regents Competency Tests

		All Students		General-Education Students		Students with Disabilities	
		Total Tested	Percent Passing:	Total Tested	Percent Passing:	Total Tested	Percent Passing:
Mathematics	2011-12	45	40%	0		45	40%
	2010-11	50	42%	0		50	42%
	2009-10	83	24%	0		83	24%
Science	2011-12	55	31%	0		55	31%
	2010-11	57	42%	1	—	56	—
	2009-10	46	20%	0		46	20%
Reading	2011-12	26	54%	1	—	25	—
	2010-11	57	30%	0		57	30%
	2009-10	45	38%	0		45	38%
Writing	2011-12	21	71%	2	—	19	—
	2010-11	61	57%	0		61	57%
	2009-10	44	86%	0		44	86%
Global Studies	2011-12	46	28%	3	—	43	—
	2010-11	45	24%	0		45	24%
	2009-10	62	19%	0		62	19%
U.S. History and Government	2011-12	56	30%	2	—	54	—
	2010-11	90	27%	0		90	27%
	2009-10	100	16%	0		100	16%

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## New York State English as a Second Language Achievement Test (NYSESLAT)

		All Students				General-Education Students				Students with Disabilities						
		Total Tested	Percent of students scoring in each performance level:			Total Tested	Percent of students scoring in each performance level:			Total Tested	Percent of students scoring in each performance level:					
			Begin.	Interm.	Adv.		Prof.	Begin.	Interm.		Adv.	Prof.	Begin.	Interm.	Adv.	Prof.
<b>Listening and Speaking (Grades K-1)</b>	2011-12	0				0				0						
	2010-11	0				0				0						
	2009-10	0				0				0						
<b>Reading and Writing (Grades K-1)</b>	2011-12	0				0				0						
	2010-11	0				0				0						
	2009-10	0				0				0						
<b>Listening and Speaking (Grades 2-4)</b>	2011-12	0				0				0						
	2010-11	0				0				0						
	2009-10	0				0				0						
<b>Reading and Writing (Grades 2-4)</b>	2011-12	0				0				0						
	2010-11	0				0				0						
	2009-10	0				0				0						
<b>Listening and Speaking (Grades 5-6)</b>	2011-12	0				0				0						
	2010-11	0				0				0						
	2009-10	0				0				0						
<b>Reading and Writing (Grades 5-6)</b>	2011-12	0				0				0						
	2010-11	0				0				0						
	2009-10	0				0				0						
<b>Listening and Speaking (Grades 7-8)</b>	2011-12	0				0				0						
	2010-11	0				0				0						
	2009-10	0				0				0						
<b>Reading and Writing (Grades 7-8)</b>	2011-12	0				0				0						
	2010-11	0				0				0						
	2009-10	0				0				0						
<b>Listening and Speaking (Grades 9-12)</b>	2011-12	395	12%	35%	26%	27%	371	13%	36%	25%	26%	24	8%	13%	33%	46%
	2010-11	417	14%	31%	22%	34%	387	15%	32%	21%	32%	30	0%	17%	33%	50%
	2009-10	410	14%	30%	24%	32%	380	14%	31%	24%	32%	30	7%	27%	23%	43%
<b>Reading and Writing (Grades 9-12)</b>	2011-12	395	13%	53%	20%	14%	371	13%	55%	19%	13%	24	21%	29%	29%	21%
	2010-11	417	20%	43%	22%	15%	387	20%	44%	22%	15%	30	20%	40%	23%	17%
	2009-10	410	15%	46%	27%	11%	380	14%	46%	28%	12%	30	27%	53%	20%	0%

NOTE  
The — symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

# 3 Student Outcomes

School **SHEEPSHEAD BAY HIGH SCHOOL**  
School ID **33-22-00-01-1495**

District **NEW YORK CITY GEOGRAPHIC DISTRICT**  
**#22**

## High School Completers

		All Students		General-Education Students		Students with Disabilities	
		Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates
<b>Total Graduates</b>	2011-12	360		333		27	
	2010-11	429		411		18	
	2009-10	396		374		22	
<b>Receiving a Regents Diploma</b>	2011-12	297	83%	286	86%	11	41%
	2010-11	324	76%	320	78%	4	22%
	2009-10	228	58%	222	59%	6	27%
<b>Receiving a Regents Diploma with Advanced Designation</b>	2011-12	27	8%	27	8%	0	0%
	2010-11	34	8%	34	8%	0	0%
	2009-10	51	13%	51	14%	0	0%
<b>Receiving an Individualized Education Program (IEP) Diploma</b>	2011-12	22	N/A	0		22	N/A
	2010-11	19	N/A	0		19	N/A
	2009-10	9	N/A	0		9	N/A

### NOTE

Students receiving Regents diplomas and Regents diplomas with advanced designation are considered graduates; recipients of IEP diplomas are not.

## High School Non-completers

		All Students		General-Education Students		Students with Disabilities	
		Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
<b>Dropped Out</b>	2011-12	164	9%	135	8%	29	11%
	2010-11	191	9%	156	8%	35	11%
	2009-10	211	9%	166	9%	45	15%
<b>Entered Approved High School Equivalency Preparation Program</b>	2011-12	7	0%	7	0%	0	0%
	2010-11	17	1%	16	1%	1	0%
	2009-10	30	1%	21	1%	9	3%
<b>Total Non-completers</b>	2011-12	171	9%	142	9%	29	11%
	2010-11	208	10%	172	9%	36	12%
	2009-10	241	11%	187	10%	54	18%

## Post-secondary Plans of 2011-12 Completers

	All Students		General-Education Students		Students with Disabilities	
	Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
<b>To 4-year College</b>	112	29%	110	33%	2	4%
<b>To 2-year College</b>	149	39%	139	42%	10	20%
<b>To Other Post-secondary</b>	15	4%	2	1%	13	27%
<b>To the Military</b>	7	2%	6	2%	1	2%
<b>To Employment</b>	21	5%	15	5%	6	12%
<b>To Adult Services</b>	0	0%	0	0%	0	0%
<b>To Other Known Plans</b>	3	1%	2	1%	1	2%
<b>Plan Unknown</b>	75	20%	59	18%	16	33%