

**School Accountability Report Card
School Year 2008-09**

Published with data from 2007-08 except where noted

Dataquest: DataQuest is an online resource that contains additional information about this school and comparisons to other schools in the district and state. DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners. The website for DataQuest is <http://dq.cde.ca.gov/dataquest/>

Internet Access: Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Kraemer Middle School

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Placentia, California, 92670
714-996-1551
Principal: Richard McAlindin
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District Information

Placentia-Yorba Linda Unified School District
1301 E. Orangethorpe Avenue, Placentia, CA 92870
Superintendent Dennis Smith, Ed.D.
(714) 996-2550 * www.pylusd.org

Grades: 7 and 8

School Mascot: Tiger Cub

School Colors: Blue and Gold

School Description

Kraemer Middle School, a Title 1 school, is one of five middle schools in the Placentia-Yorba Linda Unified School District. It was built in 1959 on 22.7 acres at the corner of Alta Vista and Angelina Drive in the City of Placentia. The school is named for Daniel Kraemer, Placentia's first settler, who came from Illinois in 1865 and bought thirty-nine hundred acres that had been part of a rancho granted to Juan Pacifico Ontiveros by the Mexican government in 1837.

Kraemer's diverse student population has grown dramatically in recent years, and currently stands at 1055 in grades seven, and eight. Kraemer is the District's middle school Gifted and Talented Education (GATE) magnet school, and feeds into Valencia High School, which is situated adjacent to Kraemer.

Our school motto is: POWER OF THE PAW, Perseverance Always Wins. Excellence in academics is realized through a structured curriculum, with quality instruction focused on the California State Content Standards. Programs that support academic achievement are:

- ✓ Gifted and Talented Education Magnet
- ✓ Honors curriculum for high achievers
- ✓ ALA Program for English Language Learners
- ✓ AVID for college preparatory instruction
- ✓ Math Engineering Science Achievement (MESA)
- ✓ Future Scientist and Engineers of America (FSEA)
- ✓ Science Olympiad
- ✓ Math Counts
- ✓ Class size reduction for reading and pre-algebra classes

- ✓ Daily tutoring in core subjects
- ✓ Nixon Library Geography Program
- ✓ Spelling Bee
- ✓ Constitution Bowl

We believe that a strong performing and visual arts program is central to student learning and achievement. Kraemer offers the following exemplary arts classes and activities:

- ✓ Beginning and Intermediate Instrumental classes
- ✓ Marching Band and Color guard
- ✓ Concert Band
- ✓ Jazz Ensemble
- ✓ String Orchestra
- ✓ Chamber Strings
- ✓ Vocal Ensemble
- ✓ Concert Choir
- ✓ Art and Crafts classes
- ✓ Ballet Folklorico
- ✓ Dance Team
- ✓ Boys Hip Hop

We enrich students' lives by offering a comprehensive, award-winning activities program:

- ✓ Student leadership classes – Recognized by the National and State Activities Directors Association
- ✓ AVID –Recognized as a National Demonstration Site
- ✓ Peer Leadership
- ✓ Intramural athletics program – Unique within our district
- ✓ Curriculum related activities

We believe that student achievement improves when students feel positively connected to school, staff and teachers are caring and nurturing, and there is open communication with parents. A positive “can do” attitude permeates the daily interactions at Kraemer.

School Mission

At Kraemer Middle School we recognize that each student is a unique individual; possessing talents, abilities, goals, and dreams. All students have equal priority at Kraemer as we focus on meeting each of their educational needs. In partnership with families and community members, Kraemer staff is committed to providing students with relevant, rigorous, and meaningful opportunities for empowerment, accountability, success, and high achievement.

Opportunities for Parent Involvement:

Administration, teachers and staff at Kraemer Middle School realize the importance of establishing a strong relationship between parents, school staff and the neighboring community. Parent involvement is essential in building strong educational bonds. Our school has established a Parent Teacher Association (PTA), School Site Council (SSC) English Language Advisory Committee (ELAC) and Parent Institute. Additionally, our school will be working on making communication with our parents a priority. With in these advisory committees the parent involvement policy and school-parent compact will be created and approved.

Administration will communicate public service, attendance, and informational items through the Electronic Phone Communication System. Communication will be provided in both English and Spanish. Staff will use the on-line Aeries system to keep parents informed of student progress. Parent nights will be offered to guide parents with how the Aeries program works; additionally, computers will be set aside for our parents to access Aeries in the school library. The school planners will act as another method of academic communication between the teachers, students

and parents. Our PTA Newsletter provides parents with informational items related to our school calendar, strategies for monitoring student progress, and opportunities to get involved.

Teachers will coordinate efforts to encourage parents to attend Back-to-School Night, Open House, and Parent-Teacher conferences. There will be informational meetings for parents whose children are enrolled in special programs such as AVID, ELD, GATE and Title One. The purpose of these meetings will be to discuss the goals and objectives of the programs and listen to parent concerns and suggestions. We want to provide parents with opportunities for regular meetings to participate in decisions relating to the education of their children. Our teachers offer these meetings at flexible times of the day to accommodate working parents. Our counseling staff conducts individual meeting with parents whose students are at risk for school failure in compliance with AB 1802.

Parents were invited to attend our informational New School Orientation Night in August in order to begin establishing interest in school programs and school advisory committees. We also plan on providing our incoming seventh grade parents with an Orientation Night in the spring. Additional parent nights will be offered based on parent interest.

Through PTA, parents will be supporting the school library by working at the Scholastic book fair and helping with the RIF book distribution.

Kraemer Middle School Convenes an annual meeting to inform parents of participating students of the requirements of Title 1 and their rights to be involved in the Title 1 program. An invitation to the meeting is sent through our Electronic Phone Communication System and by a flyer sent home with students.

Our school provides parents of Title 1 students with an explanation of the curriculum, academic assessments, and proficiency levels students are expected to meet. This information is provided to parents using the following resources:

- STAR testing reports
- 1802 conferences conducted by counseling staff
- Parent Orientation meetings
- Back to school night
- Individual Parent/teacher conferences
- IEP meetings for students with identified disabilities
- Parent Institute
- ELAC meetings

Parents are encouraged to take an active role in monitoring their child's academic progress, daily attendance, and in fostering a working partnership with the teaching staff and Administration at Kraemer Middle School.

School Safety Plan:

In accordance with State law, Kraemer Middle School has developed a School Safety Plan which is reviewed and updated annually by the School Safety Committee. The plan addresses all aspects of campus safety and security including emergency preparedness, child abuse reporting, crisis intervention, safe ingress and egress. The Administrative team reviews the plan on an on-going basis. Regularly scheduled school-wide drills such as fire drills, emergency drills, and crisis drills are conducted with attention to detail to provide an environment of success.

I. Students

Student Enrollment by Grade Level 2008-09 School Year

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	429
Grade 8	626
Ungraded Elementary	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Ungraded Secondary	0
Total Enrollment	1055

Student Enrollment by Group 2008-09 School Year

Group	Percent
African American	2 %
American Indian or Alaska Native	.09 %
Asian	13.08 %
Filipino	1.7 %
Hispanic or Latino	58 %
Pacific Islander	.57%
White (not Hispanic)	24 %
Multiple or No Response	0.57 %
Socioeconomically Disadvantaged	60 %
English Learners	20 %
Students with Disabilities	8 %
Total Number of students	1055

Average Class Size and Distribution

Subject	2005-06				2006-07				2007-08			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	27.7	18	46	21	27.1	19	49	20	21.3	49	50	10
Mathematics	29.7	2	40	8	30.5	1	35	12	27.8	4	41	9
Science	32.9		20	25	33.2		16	30	32.4		19	26
Social Science	31.9	1	24	23	32.2	1	23	26	31.8	1	26	21

II. Staff

Staff Development Days (Last Three Years By Year):

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	62	64	66	1109
Without Full Credential	1	1	2	31
Teaching Outside Subject Area of Competence	LEA Provided	LEA Provided	LEA Provided	N/A

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	LEA Provided	LEA Provided	LEA Provided
Total Teacher Misassignments	LEA Provided	LEA Provided	LEA Provided
Vacant Teacher Positions	LEA Provided	LEA Provided	LEA Provided

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	97.4	2.6
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	97.6	2.4

Title	Number of FTE Assigned to School 2008-09	Average Number of Students per Academic Counselor
Academic Counselor	1.5	791
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	1.0	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	.5	N/A
Resource Specialist (non-teaching)		N/A
Other	1.0	N/A

III. Curriculum and Instructional Materials

Quality, Currency and Availability of Textbooks

Every student in the Placentia-Yorba Linda Unified School District is provided with a textbook and required instructional materials in each of the core curricular subjects.

Core Curriculum Areas	Percent of Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2008-09)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Date of certification of instructional materials: September 16, 2008

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	100% of students have standards-aligned, State adopted textbooks and instructional materials in Reading and Language Arts.	0%
Mathematics	100% of students have standards-aligned, State adopted textbooks and instructional materials in Mathematics.	0%
Science	100% of students have standards-aligned, State adopted textbooks and instructional materials in Science.	0%
History-Social Science	100% of students have standards-aligned, State adopted textbooks and instructional materials in History/Social Science.	0%
Foreign Language	100% of students have standards-aligned instructional materials in Foreign Language.	0%
Health	100% of students have standards-aligned, instructional materials in Health.	0%
Visual and Performing Arts	100% of students have access to standards-aligned instructional materials in Visual and Performing Arts.	0%
Science Laboratory Equipment (grades 9-12)	100% of students have access to hands-on, standards-aligned equipment for science.	0%

IV. Test Scores – Student Performance and Accountability

Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the Standardized Testing and Reporting (STAR) Results Web page at <http://star.cde.ca.gov>. *Note: Scores are not shown when the number of students tested is 10 or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student. Groups that fall into this range are indicated with an asterisk in the tables below.*

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	42	42.9	48.5	61.5	61.4	64.9	44.8	45.5	48.4
Mathematics	51.5	50.1	52.3	65.7	65.4	67.3	48	48.5	51.2
Science	40	44	50	40	44	50	32	37	46
History-Social Science	38	34	35	54	53	54	32.9	32.9	35.6

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	33.3	42.9	50	21
American Indian or Alaska Native	*	*	*	*
Asian	91.4	90	91	83
Filipino	83.3	66.7	50	50
Hispanic or Latino	33.2	39.6	32	18
Pacific Islander	*	*	*	*
White (not Hispanic)	76	73.8	78	56
Male	42.5	51.3	48	35
Female	52.5	51.2	54	35
Economically Disadvantaged	32.8	39.3	33	18
English Learners	23.9	33.2	11	3
Students with Disabilities	13.4	21.4	11	7
Students Receiving Migrant Education Services	*	*	*	*

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California Physical Fitness Test Results (School Year 2007-08)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the [Physical Fitness Testing](#) Web page.

Grade Level	Percent of Students Meeting Healthy Fitness Zones
5	0
7	11.80
9	0

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the [API](#) Web page.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2005	2006	2007
Statewide	6	6	6
Similar Schools	7	8	7

"N/A" means a number is not applicable or not available due to missing data.

""** means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

"A" means the school or subgroups scored at or above the statewide performance target of 800 in 2008.

"B" 6030043

"C" means the school had significant demographic changes and will not have any growth or target information.

"D" means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.

"E" indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	17	6	18	767
African American				
American Indian or Alaska Native				
Asian	0	2	16	976
Filipino				
Hispanic or Latino	18	6	27	694
Pacific Islander				
White (not Hispanic)	17	5	19	885
Socioeconomically Disadvantaged	21	8	25	691
English Learners	7	25	21	655
Students with Disabilities	72	-9	-42	540

"N/A" means a number is not applicable or not available due to missing data.

"*" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

"A" means the school or subgroups scored at or above the statewide performance target of 800 in 2008.

"B" means the school did not have a valid 2007 Base API and will not have any growth or target information.

"C" means the school had significant demographic changes and will not have any growth or target information.

"D" means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.

"E" indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

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) Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the [AYP](#) Web page.

AYP Overall and by Criteria (School Year 2007-08)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	No
API	Yes	Yes
Graduation Rate	N/A	Yes

Federal Intervention Program (School Year 2008-09)

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. Detailed information about PI identification can be found at the [AYP](#) Web page.

Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2004-2005	
Year in Program Improvement	Year 5	
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	9.4

V. Other Data

Suspensions and Expulsions – Most Recent Three Years

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	49.6	28.6	22.3	9.8	6.6	7.0
Expulsions	0.9	0.3	0.3	0.2	0.1	0.1

Teacher and Administrative Salaries

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39077	\$40721
Mid-Range Teacher Salary	\$72447	\$65190
Highest Teacher Salary	\$90887	\$84151
Average Principal Salary (Elementary)	\$108621	\$104476
Average Principal Salary (Middle)	\$115763	\$108527
Average Principal Salary (High)	\$129061	\$119210
Superintendent Salary	\$223215	\$210769
Percent of Budget for Teacher Salaries	42.4 %	39.9 %
Percent of Budget for Administrative Salaries	5.0 %	5.5 %

School Finances

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	LEA Provided	LEA Provided	LEA Provided	LEA Provided
District	N/A	N/A	LEA Provided	\$71936
Percent Difference – School Site and District	N/A	N/A	LEA Provided	LEA Provided
State	N/A	N/A	\$5300	\$65008
Percent Difference – School Site and State	N/A	N/A	LEA Provided	LEA Provided

Types of Services Funded:

List a brief description of the programs and supplemental services that are provided at the school through categorical or other sources.

Title I was passed into law in 1965 as part of President Lyndon Johnson's *War on Poverty*. The purpose is to ensure that all students have the background they need in order to learn. This includes a focus on core curriculum, remediation, and enrichment. The funds must supplement the funding that the school receives from the state, and provide services and materials that are in addition to what non-Title I schools receive.

The Title I funding comes to the school based on free/reduced lunch participation rates. Schools that have a participation rate greater than the district average are eligible.

Title I usually brings other funding sources along with it. Title III funding is federal funding so that students whose primary language is not English can learn English as rapidly as possible.

Kraemer offers a variety of programs and supplemental services funded by categorical monies.

- A math intervention class (math lab) is offered to students who are at risk of not passing the California High School Exit Exam.
- An additional half-time counselor is available to provide prevention, intervention and postvention services to students who are referred by parents and staff.
- After school activities are offered to students Monday-Thursday in both academic and non-academic areas. Transportation is also provided to students who qualify.
- Academic Facilitators are provided for students who are at risk of retention in the 8th grade.
- Academic planners are provided to all students to help with time management, organization and teacher-parent communication.
- Field trip experiences are provided to economically disadvantaged students.
- Test preparation materials are provided to teachers in Language Arts and Math to help students prepare for the STAR testing.
- Instructional materials for a reading program (CARE) are provided.
- A part-time computer lab aide is available to assist teachers during instructional time and to provide students increased access to technology.

School Facilities

Description of the safety, cleanliness and adequacy of the school facility

Description of any planned or recently completed facility improvements

The school's facilities and restrooms are in good repair and condition. The campus landscaping has been renovated, new sprinkler heads have been installed in several planters and main sprinkler valves have been replaced. The main playfield is heavily used and was renovated in the Spring of 2008.

The main administration building, girls and boys PE locker rooms, and band room and the 900 building restroom are in need of modernization. This project is scheduled to start in the summer of 2010.

School Facility Good Repair Status (School Year 2008-09)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Date of Inspection: December 4, 2008

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			Gate repair/door repairs
Interior Surfaces (walls, floors, and ceilings)	X			Ceiling tiles
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs	X			Roof Leaks
Overall Cleanliness	X			

Overall Summary of School Facility Good Repair Status (School Year 2008-09)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary		X		

Summary of Most Recent Site Inspection

The inspection on 12/4/08 found a gate outside the kitchen that needed repair, doors in several rooms that needed various repairs, stained ceiling tiles and roofs that leaked two rooms, and a toilet that needed repair in boys restroom.

Repairs Needed

A gate did not open properly by kitchen, doors in three rooms required adjustment or repair, stained ceiling tiles indicated roof leaks and a toilet needed repair in boys' restroom.

Corrective Actions Taken or Planned

Work orders were submitted and repairs were made.