

School Accountability Report

Reported for the 2011-12 School Year

Published During 2012-13

Maine Prairie High (Continuation)



This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2011-12 school year. School finances and school completion data are reported for the 2010-11 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2012-13 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

I. About This School

Contact Information (2012-13 School Year)

School Name	Maine Prairie	District Name	Dixon Unified
Street	305 East C Street	Phone Number	707-678-5582
City, Street, Zip	Dixon, Ca 95620-3209	Website	www.dixonusd.org
Phone Number	707-693-6340	Interim Superintendent	Brian Dolan
Principal	Yvette Ramos	Email Address	bdolan@dixonusd.org
Email Address	yramos@dixonusd.org	CDS Code	4875324830055

Principals Message: (2011-2012 School Year)

It is a true pleasure to serve the students of Maine Prairie High School. The faculty and staff have done an outstanding job of fostering an atmosphere of mutual respect and trust. Students are provided a supportive environment all the while preparing for achievement of their post secondary goals.

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Parental Involvement (2011-12) School Year)

Contact Person:	Yvette Ramos	Contact Person Phone #:	707-693-6340
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Maine Prairie HS welcomes parents on campus at all times. We encourage parents to become an active participant in all student activities.

Average Class Size and Class Size Distribution (Secondary)

Subject	2009 - 2010				2010 - 2011				2011 - 12			
	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	22	5	0	0	20	5	0	0	22	6	0	0
Mathematics	22	2	0	0	20	2	0	0	20	3	0	0
Science	15	2	0	0	20	4	0	0	20	3	0	0
Social Science	22	5	0	0	20	5	0	0	22	5	0	0

Student Enrollment by Grade Level (2011-12 School Year)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	0
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	0
Grade 3	0	Grade 10	11
Grade 4	0	Grade 11	44
Grade 5	0	Grade 12	41
Grade 6	0	Ungraded Secondary	
Grade 7	0	Total Enrollment	96

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Student Enrollment by Group (2011-12 School Year)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	1.7	White (not Hispanic)	55
American Indian or Alaska Native	1.7	Two or More Races	--
Asian	--	Socioeconomically Disadvantaged	90
Filipino		English Learners	25
Hispanic or Latino	40	Students with Disabilities	15
Native Hawaiian or Pacific Islander	1.7		--

II. School Safety and Facilities

School Safety Plan (2011-12)

Date School Safety Plan last reviewed:	June 2011
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Students at MPHS are guided by specific school and classroom expectations which foster mutual respect, cooperation, *courtesy*, and tolerance of others. The site is monitored for physical security and safety which includes appropriate evacuation and notification processes.

Suspensions & Expulsions

This table displays the rate of suspensions and expulsions (the total of incidents divided by the total enrollment) at the school and the district levels for the most recent three-year period. *Total number of at-home suspensions divided by total number of students accounted in CBEDS for 11-12.*

	School			District		
	2009-2010	2010-11	2011-12	2009-2010	2010-11	2011-12
Suspension Rate	.8	32.0	11.4	.6	14.0	9.5
Expulsion Rate	.6	0	.01	.5	.5	.5

School Facility Conditions

Maine Prairie High School is a small, all portable building campus. There are five classrooms, an administrative/MP room and a restroom facility. MPHS has been in this site since 1977. The general condition of the campus is good. The school is cleaned daily. Students are supervised before, during and after school and the site is maintained to ensure student safety.

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Planned Improvements (2012-13 School Year)

School Facility Good Repairs Status (2012-13 School Year)

Items Inspected	Repair Status			Repair Needed
	Good	Fair	Poor	Action Taken or Planned
Systems: Gas Systems and Pipes, Mechanical Systems (heating, ventilation and air conditioning), Sewer	X			
Interior: Interior Surfaces (floors, ceilings, walls, and window casings)		X		
Cleanliness: Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms and common areas)		X		
Electrical: Electrical Systems (interior and exterior)		X		
Bathroom/Fountains: Restrooms, Sinks/Drinking Fountains (interior/exterior)		X		
Safety: Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior/exterior)		X		
External: Windows/Doors/Gates/Fences, Playgrounds/School Grounds		X		
<u>Overall Summary:</u>		X		
<u>Date of Inspection:</u>	November 29, 2012			
<u>Completion Date of Inspection Form:</u>	November 29, 2012			

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III. Curriculum and Instructional Materials

Quality, Currency and Availability of Textbooks and Instructional Materials (2011-12 School Year)

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

MPHS uses textbooks and instructional materials which meet or exceed state standards. All materials are approved by the governing board and consistent with the content and cycles of the curriculum frameworks adopted by the SBE. Every student has access to their own textbooks and materials. MPHS follows the comprehensive high school selection process.

Subject Area	Textbook Title/Publisher	Year of Adoption
English-Language Arts	Prentice Hall	2007
Mathematics	Glencoe	2008
History-Social Science	Prentice Hall Magraders	2006
Science	Prentice Hall	2007
Other		
		Yes / No
Most recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials		No

Availability of Textbooks and Instructional Materials

Core Curriculum Area	Percent of Pupils who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	0
Mathematics	0
Science	0
History-Social Science	0
Foreign Language	0

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Health	0
Visual and Performing Arts	0
Science Laboratory Equipment (9-12)	0

Textbook Information Collection Date:	November 29, 2012
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Textbook Insufficiency (if applicable)

NA

Standardized Testing and Reporting

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CST's); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CST's show how well students are doing in relation to the state content standards. The CST's include English-language Arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CST's with accommodations or modifications or the CMA with accommodations. The CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations or modifications of the CMA with accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR program can be found in the Explaining 2011 STAR Program Results to the public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>

Note: Scores are not shown when the number of students tested is ten or less, 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.

Standardized Testing and Reporting Results for All Students – Three Year Comparison

Subject	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
English-Language Arts	6.0%	6.0%	8.0%	47.0%	50.0%	50.4	52.0%	54%	57.2
Mathematics	0.0%	--	--	42.0%	44%	45.3	48.0%	50%	51.5
Science	0.0%	--	--	53.0%	49.7%	53.4	54.0%	57%	59.5
Social Science	2.0%	3.0%	--	41.0%	41.6%	46.2	44.0%	47.7%	48.8

Detailed data regarding the performance at proficient or advanced of NCLB identified subgroup is available at Maine Prairie School or the District Office

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Standardized Testing and Reporting Results for by Student Group –Most Recent Year

Group	Percentage of Students Scoring at Proficient or Advanced Level			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the District	50.4	45.3	53.4	46.2
All Students at the School	6	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	7	--	5	7
Native Hawaiian or Pacific Islander	--	--	--	--
White (Not Hispanic)	9	--	--	5
Two or More Races	--	--	--	--
Male	9	--	5	9
Female	5	--	--	--
Economically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--

Detailed data regarding the performance at proficient or advanced of NCLB identified subgroup is available at Maine Prairie School or the District Office

2011-12 Alternative School Accountability Information (Based on ASAR) Report Summary (Based on CBEDS 2011-12)

Student Enrollment	
Grades 9 – 12:	96
Total Long-term (90 day) Students Served	96
Total Independent Study Students Including in Total Long-term Students Served	7
Students Enrolled (unduplicated count):	96

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2011-12 School and District Comparison

Students Receiving Free or Reduced Meals (Economically Disadvantaged)	School = 72.73% District = 59.08%
Teachers with Full Credentials	7
Average Years Teaching Experience	15.6

California Physical Fitness Test Results (School Year 2011-2012)

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 at the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pfi/>.

Note: Scores are not shown when the number of students tested is 10 or less, 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.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	83.1	65.1	39.5

IV. 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 1000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API is a 1 to 10 ranking. A statewide rank of 1 means 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

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10 schools of the 100 similar schools, while a similar schools rank of 10 means the school's academic performance is better than at least 90 of the 100 similar school.

API Rank	2009	2010	2011
Statewide	0	0	0
Similar Schools	0	0	0

Academic Performance Index Growth by Student Group – Three Year Comparison

Group	Actual API Change		
	2009-10	2010-11	2011-12
All Students at the School	-49	-46	-71
Black or African American	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Filipino	--	--	--
Hispanic or Latino	0	0	--
Native Hawaiian or Pacific Islander	--	--	--
White (Not Hispanic)	0	0	--
Two or More Races	--	--	--
Socioeconomically Disadvantaged	0	0	--
English Learners	--	--	--
-Students with Disabilities	--	--	--

Academic Performance Index Growth by Student Group – 2012 Growth API Comparison

Group	2012 Growth API		
	School	District	State
All Students at the School	14	7	12
Black or African American	--	--	14

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American Indian or Alaska Native	--	--	9
Asian	--	--	7
Filipino	--	--	10
Hispanic or Latino	--	8	11
Native Hawaiian or Pacific Islander	--	--	12
White (Not Hispanic)	--	13	8
Two or More Races	--	--	13
Socioeconomically Disadvantaged	--	6	11
English Learners	--	-1	10
Students with Disabilities	--	10	14

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 <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria (2011-2012 School Year)

AYP Criteria	School	District
Overall	100	100
Participation Rate – English Language Arts	100	100
Participation Rate -- Mathematics	100	100
Percent Proficient – English Language Arts	6%	51.9
Percent Proficient – Mathematics	--	55.1
API	ASAM	754
Graduation Rate	78	78.1

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Federal Intervention Program (2011-2012 School Year)

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 (ELA 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 CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	NA	Yes
First Year of Program Improvement	NA	2008-09
Year in Program Improvement	NA	Year 3+
Number of Schools Currently in Program Improvement	NA	3

V. Teachers and Support Staff

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE Web site on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Parents may request information regarding the professional qualifications of their child's teacher(s) and teacher(s)' aide(s).

Detailed information regarding teacher credentials can be found at: <http://www.ctc.ca.gov/>

Teachers	School			District
	2009-10	2010-11	2011-12	2011-12
With Full Credential	5	7	7	171
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	0

Vacant Teacher Positions and Teacher Misassignments

Indicators	School		
	2009-2010	2010-2011	2011-2012

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Vacant Teacher Positions	0	0	0
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0

Core Academic Class Taught by No Child Left Behind Compliant Teachers (2011-12 School Year)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Complaint Teachers
This School	100%	0%
All Schools in District	99%	.5%
High-Poverty Schools in District	100%	0%
Low-Poverty Schools in District	--	--

Professional Development

This section provides detailed information on teacher and staff and the process in which they are trained for instructional improvement. Faculty and staff have participated in a variety of professional development. All staff are preparing for the Western Association of Schools and Colleges (WASC) self study. Along with the district MPHS teachers are beginning to participate in Professional Learning Communities.

Professional Development Days

Indicator	Professional Development Days		
	2009-10	2010-11	2011-12
Number of school days dedicated to staff development	2	2	2

Counselors, and Other Support Staff (School Year 2011-2012)

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This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	100
Counselor (Social/Behavior or Career Development)	Included in Acad. Counselor	--
Librarian	--	--
Library Services Staff	--	--
Psychologist	.2	--
Social Worker	--	--
Nurse	--	--
Speech/Language/Hearing Specialist	.1	--
Resource Specialist (non-teaching)	.8	--
Other	--	0

VI. High School Information

Completion of High School Graduation Requirements

Group	School	District	State
All Students at the School	60%	81.6%	75.2%
Black or African American	--	70.6%	59.7%
American Indian or Alaska Native	--	100%	68.3%
Asian	--	75%	89.7%
Filipino	--	75%	88.1%
Hispanic or Latino	40%	78.6	68.8%
Native Hawaiian or Pacific Islander	--	--	--
White (Not Hispanic)	60%	86.3%	84.1%
Two or More Races	--	--	84.9%
Socioeconomically Disadvantaged	100%	77.5%	68.6%

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English Learners	25%	64%	56.6%
Students with Disabilities	10%	62.9%	57.7%

Advanced Placement Courses (2011-12 School Year)

Subject	Number of AP Courses Offered	Percent of Students in AP Courses
English	NA	NA
Mathematics	NA	NA
Science	NA	NA
Social Studies	NA	NA
Computer Science	NA	NA
Foreign Language	NA	NA
Fine and Performing Arts	NA	NA
Other Courses	NA	NA

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admissions	NA
Graduates Who Completed All Courses Required for UC/CSU Admission	NA

****For more information regarding Admissions:** University of CA: <http://www.universityofcalifornia.edu/admissions/>.
CA State University: <http://www.calstate.edu/admissions/>.

Drop Out and Graduation Rate

	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Drop Out Rate				7.2%	14.3%	16.4	4.5%	17.5%	14.4%

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Graduation Rate				79.02%	81.8%	78.1%	78.6%	75.2%	76.3%
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CAHSEE Results by Performance Level for All Students – Three-Year Comparison

Subject	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
English-Language Arts	0.0%	0.0%	0.0%	54.0%	56.3%	51.9%	54.0%	58.9%	58.1%
Mathematics	0.0%	0.0%	0.0%	64.0%	54.4%	55.1%	53.0%	56.2%	59.5%

CAHSEE Results by Performance Level for Student Groups

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the District	--	--	--	--	--	--
All Students at this School	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--
Asian	--	--	--	--	--	--
Filipino	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--
White (Not Hispanic)	--	--	--	--	--	--
Two or more Races	--	--	--	--	--	--
Male	--	--	--	--	--	--
Female	--	--	--	--	--	--
Economically Disadvantaged	--	--	--	--	--	--
English Learners	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--

** For more information on CAHSEE: <http://cahsee.cde.ca.gov/>, or visit Maine Prairie School or the District Office.

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VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (2010-11 Fiscal Year)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School	\$6,819.00	\$6,672.00	\$147.00	
District			\$6,850.00	\$62,008.00
State			\$8,323.00	\$67,871.00

Types of Services Funded (2011-12 Fiscal Year)

Categorical funds, namely Economic Impact Aid (EIA) are spent on the school counselor.

Teacher and Administrative Salaries (2010-2011 Fiscal Year)

Range	District	State Average for Districts in the Same Category
Beginning Teacher Salary	\$36,495.00	\$38,725.00
Mid-Range Teacher Salary	\$55,593.00	\$59,717.00
Highest Teacher Salary	\$74,377.00	\$77,957.00
Average Principal Salary (Elementary)	\$86,806.00	\$95,363.00
Average Principal Salary (Middle)	\$97,878.00	\$98,545.00
Average Principal Salary (High)	\$101,018.00	\$107,031.00
Superintendent Salary	\$168,566.00	\$149,398.00
Percent of Budget for Teacher Salaries	\$40.75%	37.20%

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Percent of Budget for Administrative Salaries	5.24%	5.85%
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(<http://www.cde.ca.gov/fg/fr/sa/cefavg salaries.asp>)

VIII. Data Access

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g Academic Performance Index [API], Adequate Yearly Process [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing and data pertaining to English Learners.

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 may 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.