

May-Port CG School Profile

School District #14-Mayville, N.D.

Serving communities of Mayville, Portland, Clifford, and Galesburg



MPCG Middle School & High School



Peter Boe, Jr. Elementary School

May-Port CG School District #14
May-Port CG Middle School and High School
900 W. Main

Mayville, ND 58257

(701) 788-2281 Fax (701) 788-2959

Peter Boe, Jr. Elementary School

20 2nd St. NW

Mayville, ND 58257

(701) 788-2116 Fax (701) 788-9115 School Website:

www.mayportcg.com

May-Port CG Public School District #14

The mission of the May-Port CG school district is to produce citizens who can effectively communicate, gather and use information, make responsible decisions, and adapt to the challenges of the twenty-first century.

Demographics

The May-Port CG Public School District is located in Traill, Steele, and Cass counties. The approximate size of the school district is 444 square miles. The four communities located within the school district are Mayville, Portland, Clifford, and Galesburg.

May-Port CG is a kindergarten through grade twelve school with a student population of 593 students. The district employs approximately 80 full time staff consisting of administrators, classroom teachers, specialists, and support staff.

Beyond the required curriculum, MPCG offers courses in areas of technology, family and consumer sciences, technical education, office education, music, and art. A wider variety of elective courses can be taken over interactive television course work through the Heart of the Valley ITV Consortium consisting of Mayville State University and twenty other high schools. Dual credit classes are available for juniors and seniors at Mayville State University. Students can participate in various internship programs through office work experience and school to work programs. Title I services are available for students in kindergarten through grade twelve. Extra curricular activities including, sports, music, yearbook, speech/debate, FBLA, FCCLA, junior bank board, National Honor Society, Student Council and other clubs are available to all interested students.

District Facts

- Student population-593
- Open enrollment- 0.8% in 8.1% out
- Special education enrollment- 12.1%
- Ethnic makeup- 95.8% Caucasian, 4% other origins
- Transportation- used by 48.1% of the student population
- Free/reduced meals- 23.3% served
- Courses offered grade nine through twelve- 56
- Interactive television courses available- 13
- Dual credit courses available through a college-10
- Graduation credits needed-22
- Graduation rate- 95.8%
- Student contact days- 173
- Accreditation status- accredited with commendation
- Kindergarten through grade five- Peter Boe, Jr. Elementary School, Mayville
- Grade six through eight-May-Port CG Middle School, Mayville
- Grade nine through twelve-May-Port CG High School, Mayville
- Staff with masters degree-36.7%
- Student/classroom teacher ratio-18

Questionnaire Inventories

In an attempt to determine views and perceptions of May-Port CG, questionnaires from *The School Portfolio* by Dr. Victoria Bernhardt were distributed to students, teachers, and community members during the fall of 2005 and will be inventoried again in the fall of 2007.

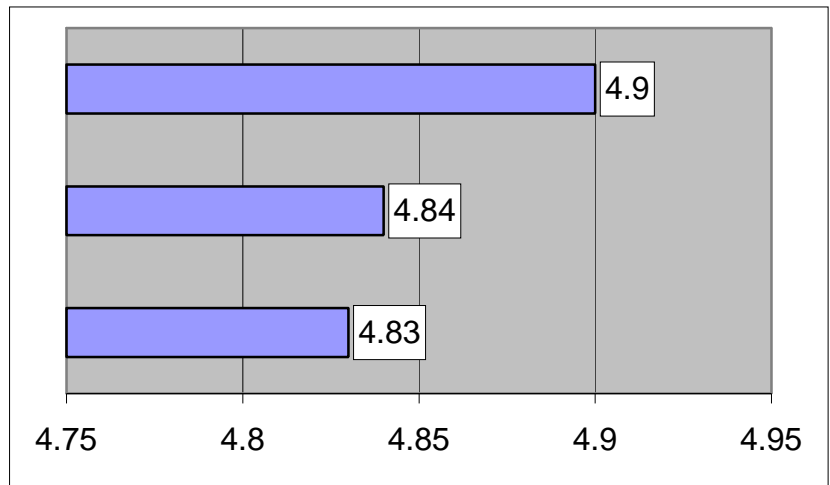
Student Grade Four and Five Questionnaires

Based on responses from 89 students, three areas were noted as strengths. Our students agree to strongly agree that they have good teachers that treat them with respect. They also indicated that their families want them to do well in school.

My family wants me to do well in school.

My teacher treats me with respect.

My teacher is a good teacher.

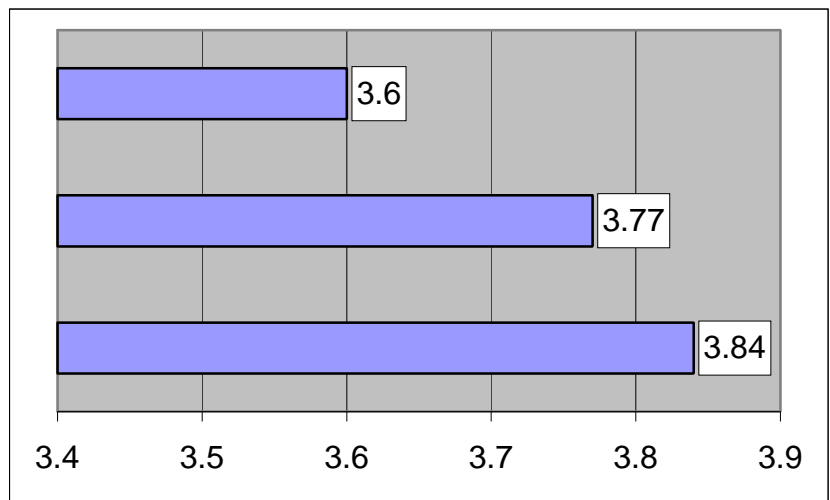


The students agree that they have a part in deciding what they learn, are acknowledged when doing well, and are respected by their peers.

I have choices in what I learn.

I am recognized for good work.

Students at my school treat me with respect



Response Category: 5-Strongly Agree, 4-Agree, 3-Neutral, 2- Disagree, 1-Strongly Disagree

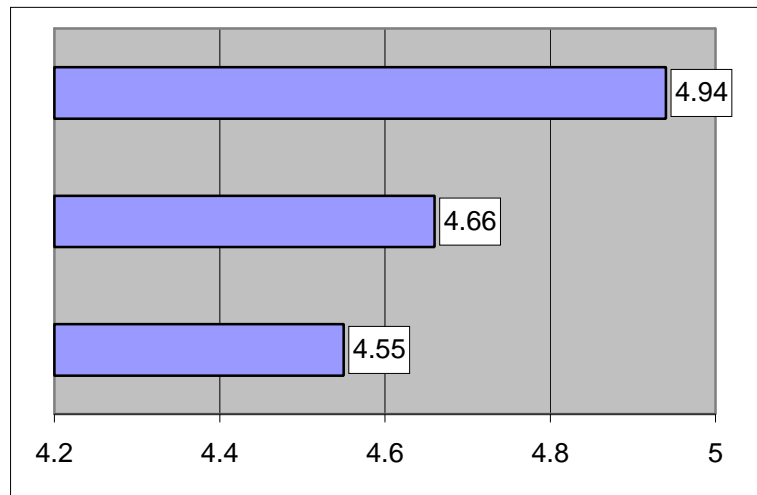
Student Grade Six Through Twelve Questionnaire

Based on responses from 285 questionnaires from students in grade six through twelve, three areas were noted as strengths at May-Port CG. It appears that the students are treated respectfully. There also is support at home that their family wants them to be successful in school.

My family wants me to do well in school.

My family believes I can do well in school.

My teachers treat me with respect

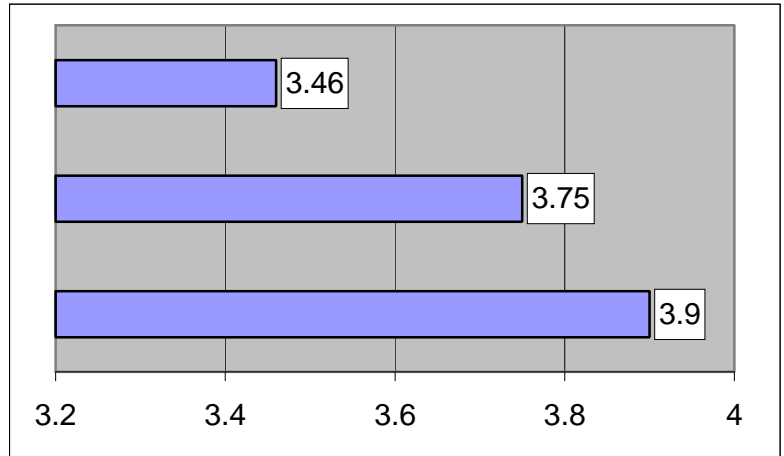


The survey also indicated that students agree or are neutral about the fact that they have freedom at school, have fun learning, and are challenged by the work.

I have fun learning.

I am challenged by the work my teachers ask me to do.

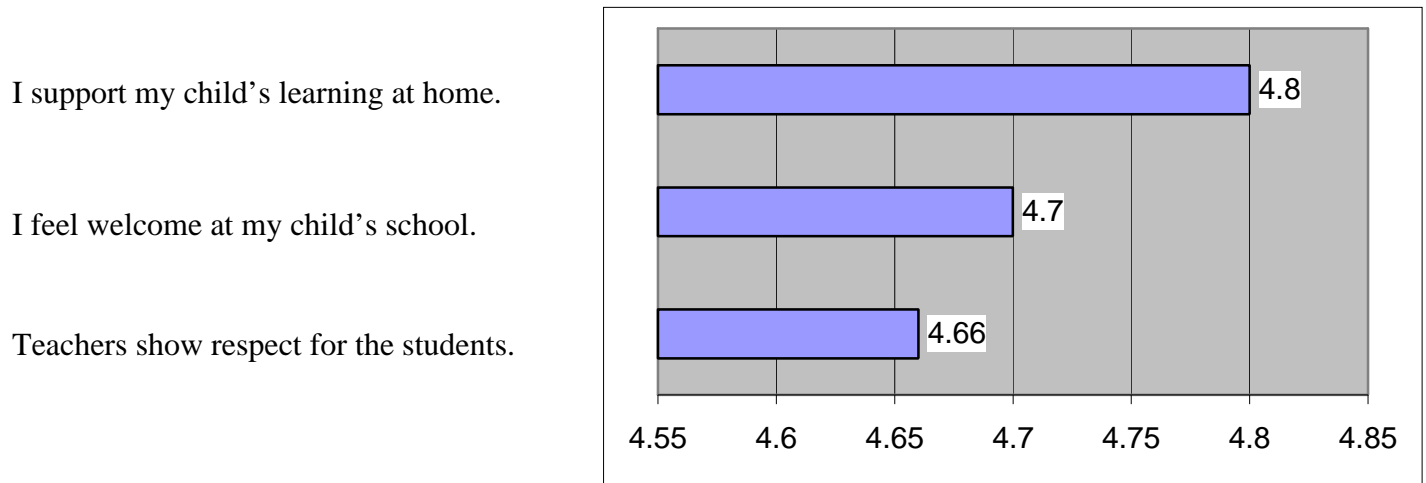
Students at school treat me with respect.



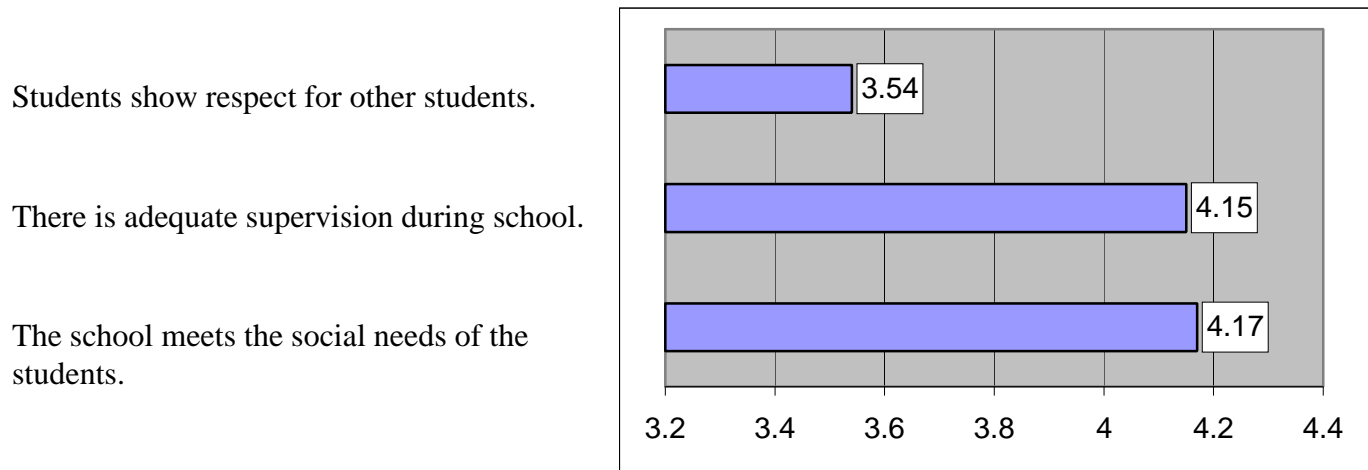
Response Category: 5-Strongly Agree, 4-Agree, 3-Neutral, 2- Disagree, 1-Strongly Disagree

Parent Kindergarten through Grade Eight Questionnaire

Based on responses from 51 parents of kindergarten through grade eight students, three areas were noted as strengths at May-Port CG. Parents feel strongly that they are welcome at the school at any time and encourage learning at home. They also feel that the teachers are respectful towards their child/children.



The three lowest scores show that parents are neutral to agreement that students are respectful to others, that they are properly supervised, and that the school adheres to the students social needs.



Response Category: 5-Strongly Agree, 4-Agree, 3-Neutral, 2- Disagree, 1-Strongly Disagree

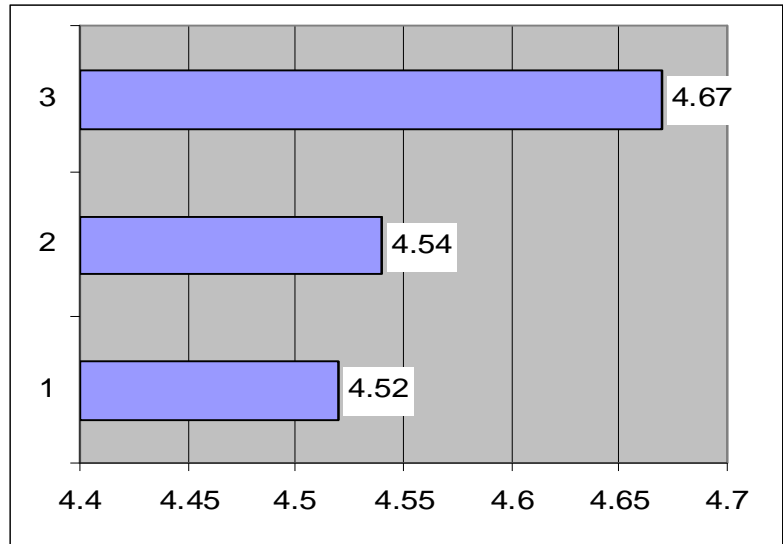
High School Parent Questionnaire

Based on responses from 43 parents of high school students, five areas were noted as strengths at May-Port CG. Parents feel strongly they are welcome at the school at any time. Parents support their child's learning at home. The principals and teachers are treated with respect by parents. Parents also feel their phone calls are responded to in a timely fashion.

I support my child's learning at home.

I feel welcome at my child's school.

I respect the school's principal.

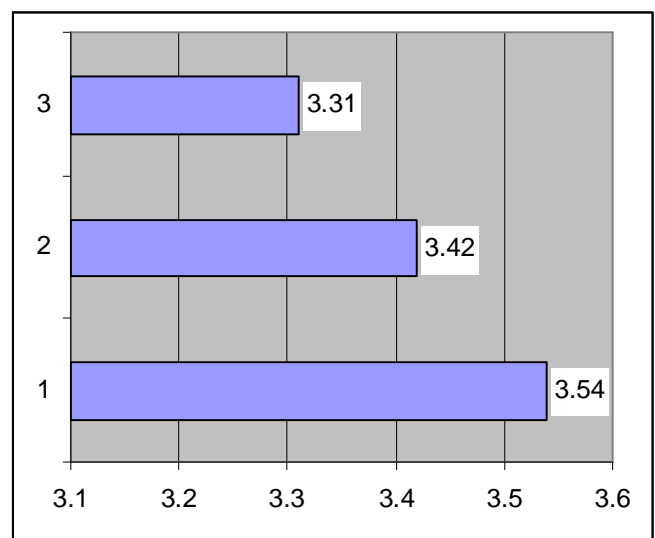


The graph below indicated five areas that were ranked in the neutral zone by high school parents. Parents feel students do not treat other students fairly. They would like more college information prior to graduation. Parents wished the school would meet the social needs of their child. They would also like more communication about volunteering and programs at the school.

The school provides adequate information to students about attending college after graduation.

The school clearly communicates how parent volunteers can help.

Students are treated fairly by other students.



Response Category: 5-Strongly Agree, 4-Agree, 3-Neutral, 2- Disagree, 1-Strongly Disagree

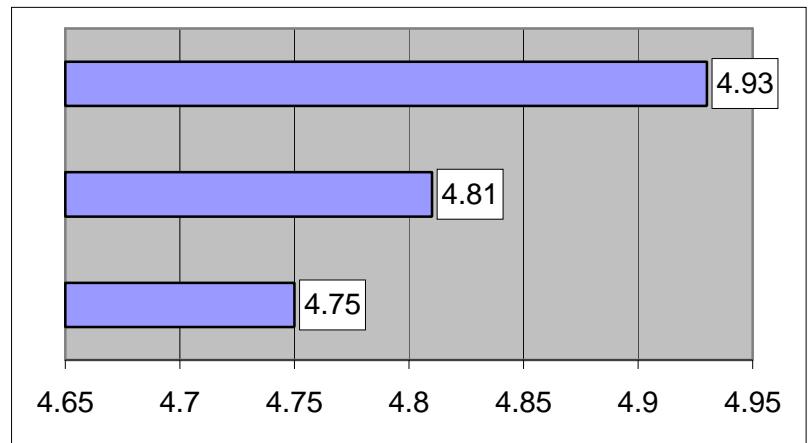
Elementary Staff Questionnaire

Based on responses from 19 questionnaires from elementary staff, three areas were noted as strengths. Teachers felt strongly that they loved the results of the work they achieved with students and that teachers are expected to produce quality work. They also felt that parental involvement is vital to educating students.

I love seeing the results of my work with students.

I believe that quality work is expected of me.

I believe student achievement can be achieved through effective parental involvement.

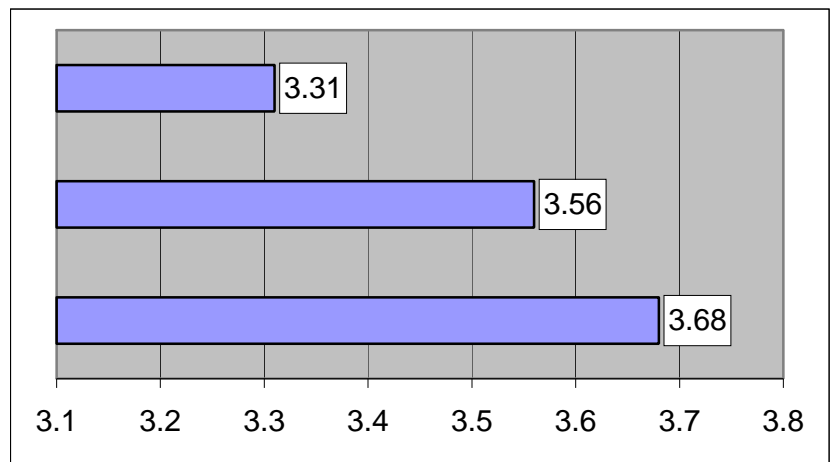


Teachers were neutral on multi-age classroom, instructing English language learners, and communication between teachers and administration.

I believe student achievement can be achieved through multi-age classrooms.

I work effectively with English language learners.

My administrator facilitates communication effectively.



Response Category: 5-Strongly Agree, 4-Agree, 3-Neutral, 2- Disagree, 1-Strongly Disagree

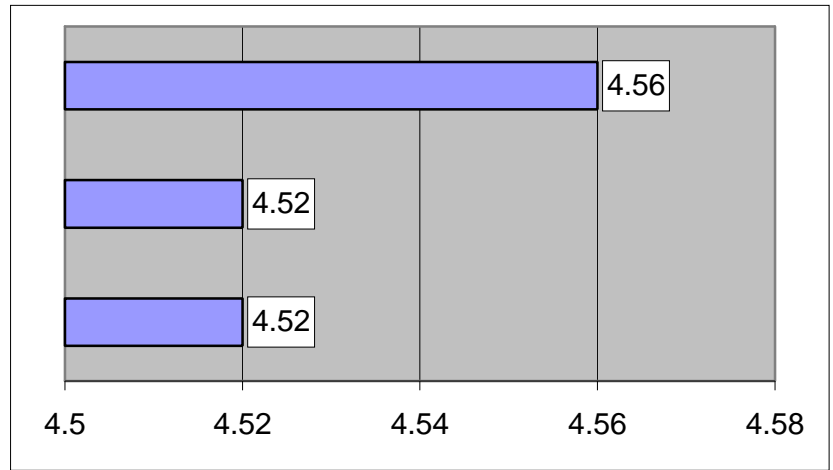
Middle School and High School Staff Questionnaire

Based on responses from 25 questionnaires, five areas were noted as strengths. Teachers felt strongly about student achievement involving technology and having the opportunity to use their own individual creativity when teaching. Overall, they felt that learning could be fun.

I feel learning can be fun

I have the opportunity to think for myself not just carry out instructions.

Student achievement can increase through the used of varied technologies.

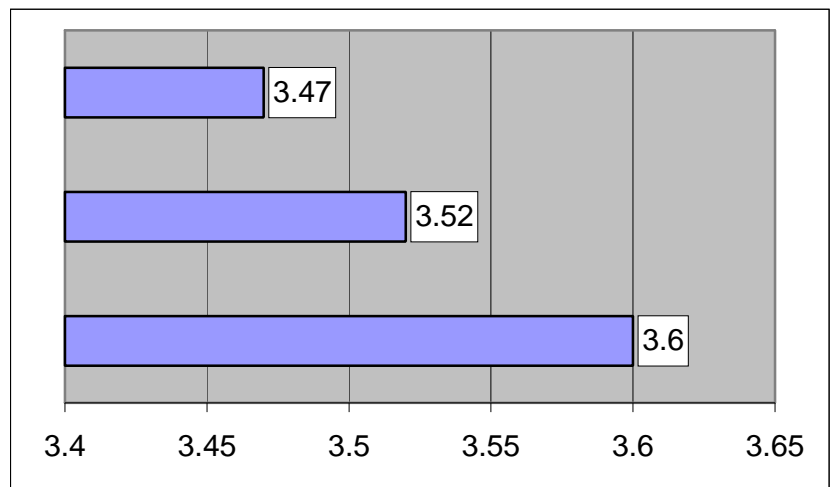


Teachers were neutral about the morale of students, multi-age classrooms, and working with English learning students.

Morale is high on the part of students

Student achievement can be achieved through multi-age classrooms.

I work effectively with English language learners.



Response Category: 5-Strongly Agree, 4-Agree, 3-Neutral, 2- Disagree, 1-Strongly Disagree

Instructional Data

The organization of the May-Port CG School consists of three sections: elementary, kindergarten through grade five, middle school, grade six through eight, and high school, grade nine through twelve. The elementary curriculum includes the core courses (math, reading, language arts, health, science, social studies), physical education, music, and technology instruction. The middle school operates the homeroom concept with an extended language arts period, and six exploratory classes on a six-week rotation basis.

The high school operates on a seven period day. Twenty-two credits are needed to graduate. All students are to take a minimum of six credits each year, and to be in attendance eight semesters. Students may take five and one half credits during their senior year. May-Port CG graduation requirements include: four credits in English, two credits in mathematics, two credits in science, three credits in social studies, one credit in physical education, one credit in keyboarding, one half credit in family living, one half credit in business and computer applications, and one half credit in word processing.

Elementary students have access to a computer lab with 30 computers. Labs with a total of 104 computers are available to high school and middle school students. Each classroom is equipped with a computer and access to a printer. Computer equipment is updated regularly. Multimedia presentation equipment is available from the media center on request.

Teachers are given flexibility in methodology/teaching styles. A hands-on philosophy of instruction is fully implemented at the kindergarten level. Self-contained classroom instruction is dominant in kindergarten through grade five, and the homeroom concept together with departmentalization is used in grade six through eight. High school methodology includes, but is not limited to, lecture, hands-on activities, student-driven projects, cooperative learning experiences, and labs. Curriculum development is an ongoing process at all levels of instruction. Current emphasis is on mathematics and language arts.

Staff development opportunities are available through the local university system. Additional opportunities for training are provided by the school technology coordinator and the media resource coordinator. Instructors are encouraged to attend state/national educational conferences, as well as conferences associated with specific disciplines.

There are several support programs available to assist in student learning. The goal of the Title I program is to provide educational services and activities to meet the individual needs of children identified as failing or most at risk of failing in school. Special services in the areas of learning, physical therapy, and speech/language therapy are provided to those who qualify, based on results of cognitive assessments, other test instruments, and diagnostic information collected from medical professionals. Examples of those served include educable mentally handicapped (EMH), specific learning disabled (SLD), speech/language impaired, and emotionally disturbed among many others.

State Proficiency Tests

The state proficiency test the students take at May-Port CG is given to grade three through eleven. They are currently being tested in the areas of Language Arts and Mathematics. Test scores reviewed were given to students in grades four, eight, and twelve. In all areas and grades the students showed adequate yearly progress.

READING

Grade Level	Advanced		Proficient		Partially Prof.		Novice	
	State	MPCG	State	MPCG	State	MPCG	State	MPCG
3	25%	26%	56%	56%	17%	16%	2%	2%
4	21%	26%	56%	62%	17%	6%	5%	6%
5	19%	21%	53%	50%	21%	24%	7%	6%
6	26%	27%	49%	62%	18%	5%	6%	5%
7	24%	37%	52%	52%	17%	11%	7%	0%
8	12%	14%	60%	60%	19%	21%	8%	5%
11	14%	13%	59%	58%	19%	25%	7%	4%

Mathematics

	State		MPCG		State		MPCG	
	State	MPCG	State	MPCG	State	MPCG	State	MPCG
3	22%	14%	64%	68%	10%	14%	4%	4%
4	22%	31%	58%	54%	16%	11%	5%	3%
5	19%	21%	59%	62%	16%	15%	5%	3%
6	20%	16%	51%	45%	20%	29%	8%	11%
7	20%	36%	48%	53%	24%	11%	8%	0%
8	19%	25%	48%	43%	24%	23%	9%	9%
11	21%	24%	36%	35%	31%	33%	12%	8%

Target Areas and Goals

In accordance with the North Dakota School Improvement process and based on data from tests scores and questionnaires two target areas with two goals were chosen for the district.

Target Area: Math

Goals:

1. Students will demonstrate improvement and competency in analyzing data.
2. Students will demonstrate improvement by applying basic and advanced properties of the concepts of measurement.

Target Area: Language Arts

Goals:

1. Students will improve writing across the curriculum for a variety of purposes through authentic pieces following the steps of the writing process.
2. Students will show improvement in reading effectively across the curriculum.

May-Port CG School Organizations

The Annual Staff meets once a week to compile the yearbook. The annual staff is open to grade nine through twelve.

Athletic Activities available to MPCG students in grades 7-12 are basketball, football, wrestling, volleyball, track, golf, cheerleading, dance line, and baseball (high school only).

Family, Career and Community Leaders of America (FCCLA) deals with all areas of family and consumer science. Students in grade seven through twelve may join this organization. Members may attend state and national leadership conferences.

Future Business Leaders of America (FBLA) incorporates all areas of the business field and helps members learn about today's business world. Members compete in a state leadership conference to test the skills they have learned. Those who place first at the state conference may attend the national conference.

The Jazz Band consists of band members in grade nine through twelve who are interested in playing jazz tunes in a more relaxed manner.

Junior Bank Board of Directors is open to seniors who are interested in learning more about the operations of a bank. The group meets two mornings each month and travels to Minneapolis in the spring to visit various institutions including the Grain Exchange.

The Letter Winner's Club consists of anyone in grade seven through twelve who has earned a letter in a varsity sport, FCCLA, swing choir, jazz band or speech.

National Honor Society is for juniors and seniors who have maintained a cumulative B+ or better grade average, and who demonstrate good citizenship, leadership and a genuine concern for the well being of others. Members participate in community service projects.

The speech team is open to students in grade seven through twelve, with novice and varsity meets taking place throughout the year. Members earn the right to compete at the state level.

There are separate high school and middle school student councils. Student council membership is open to all high school students. Middle school students are elected to represent their class. These groups organize activities for the student body.

Swing Choir consists of students in grades nine through twelve who are interested in pop music.

Community Information

MPCG school district represents the following four communities: Mayville, Portland, Clifford, and Galesburg. These are four thriving communities with approximately 84 businesses. They are traditional farm communities raising mostly small grains, soybeans, sunflowers, and etc. Interstate 29 makes it an easy commute to Fargo or Grand Forks.

Mayville State University

This institution opened its doors in 1889 and offers associate and baccalaureate degrees to over 800 students both on and off campus. Technology is a focus as each student has a notebook computer and the institution offers long distance learning. MSU enriches the community with easy access to continued education, sporting events, the arts, an indoor pool, and a new recreational facility that is currently being built.

Medical and Emergency Services

Mayville, Portland, Clifford, and Galesburg all have a volunteer fire department with first responders in all communities. West Traill Ambulance is available for the surrounding area. Merit Care Medical Clinic is located in Mayville along with Union Hospital. Other medical services available are Merit Care Eye Clinic, Goose River Dental, Aasen Drug, Omdalen Chiropractic Clinic, Christianson Chiropractic Clinic, Luther Memorial Home, Sharon's Massage Therapy, and Halvorson's Massage Therapy.

Libraries

Mayville Public Library was built in 1900 and was the first public library to be erected in North Dakota. In 1977 it was named to the National Register of Historic Places. Mayville State University also opens its library to the public and has access to any materials available in the state of North Dakota through the inter-library loan program.

Churches

The four communities maintain many churches each of varying denominations.

Recreation

The area's recreational facilities include the Mayville Water Park, The Al Meyer Sports Complex at MSU that houses a baseball diamond, Jerome Berg Field for football, a track, and tennis courts. A nine-hole golf course offers golfers a beautifully maintained, lush course and comfortable clubhouse facilities. Island Park offers playground, volleyball, and picnic facilities. Winter fun includes snowmobiling, cross-country skiing, and hockey for all ages. Community sporting leagues include baseball, soccer, and bowling. Along with these sporting opportunities, these communities offer a dinner theatre, movie theatre, and many fine restaurants.

Dollars for Scholars

Mayville Portland Clifford Galesburg area Dollars for Scholars is a chapter affiliate of Citizens' Scholarship Foundation of America, Inc. It is a nationally recognized nonprofit student aid service organization. The local chapter provides for approximately \$4,000 in scholarships each year through fund raising events.

May-Port CG Booster Club

The booster club contributes to Dollars for Scholars, purchases equipment for extra-curricular programs, funds students to attend national conferences or conventions, and volunteers time working at extra-curricular events.

School Improvement Process

The following is a flow chart of the district's school improvement committees:

