

**Metropolitan Achievement Test
Longitudinal Comparison of National Percentile Grade Level Results**

Reading – 2001-2006

GRADE	2001	2002	2003	2004	2005	2006
2	73	74	75	76	74	74
3	86	87	88	87	87	87
4	71	66	67	67	71	72
5	76	74	74	72	74	74
6	71	70	70	72	70	75
7	75	70	72	72	71	68
8	75	73	72	76	74	75
9	67	72	64	66	65	63
10	74	70	75	71	71	71

Math – 2001-2006

Grade	2001	2002	2003	2004	2005	2006
2	76	74	78	76	76	77
3	84	85	87	85	87	89
4	64	64	66	65	69	70
5	71	72	72	75	73	77
6	65	66	64	72	69	71
7	64	62	64	67	69	70
8	66	67	67	74	73	75
9	75	77	74	76	78	72
10	79	74	80	75	78	79

These graphics can be looked at both horizontally and diagonally. When taken horizontally (for example, grade 2 results from left to right by year) one can get a sense for how our grade 2 program matches with the assessment. If the chart is examined diagonally, one can look at a “cohort” of students (understanding that students both move in and out over the years) and how they do overtime.



**BANGOR SCHOOL
DEPARTMENT**

**2006 MAT Report
(Metropolitan Achievement Test Eighth Edition)**

The Bangor School Department has been administering the Metropolitan Achievement Test (MAT) as a way of measuring the performance of our students against a national reference group for many years. The MAT provides another valid achievement perspective and should be used as part of our overall local assessment system. The MAT continues to be part of how we judge student performance.

Data generated from the Metropolitan Achievement Test have been used for a variety of purposes, not the least of which has been for the placement of students on instructional plans (SIP) if they fall below the fiftieth percentile in specified content areas. The individualized attention we give to students through the SIP process is rooted in our expectation that Bangor students must be able to compete on a national (and now global) level. Bangor’s view is that understanding the relative performance of our students in a national context is vital, and in practical application that philosophy informs our instructional program, guiding teachers and administrators in their work. The MAT is used at all levels of the Bangor School Department, from the system, to the school, to the classroom, to the student.

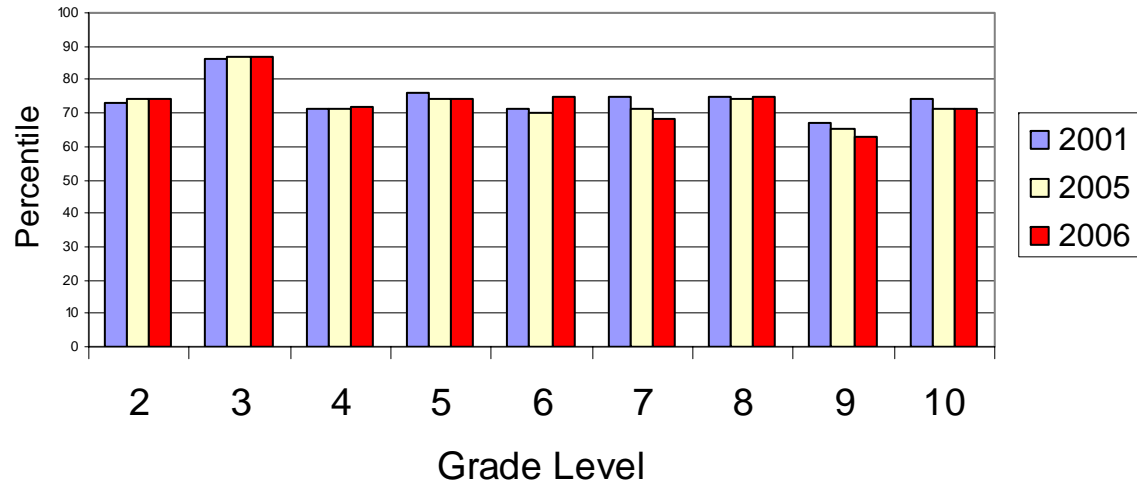
The MAT has been part of the assessment landscape in Bangor since 1979, providing for a nationally-normed baseline of student achievement in grades two through ten. Due to the amount of assessments required by the Department of Education’s Local Assessment System, Bangor decided to drop MAT sub-tests in Science and Social Studies *except for grades 9 and 10, retaining the basic battery of tests.*

While the MAT provides valuable data, it does not necessarily align with our curriculum in all areas in all grade levels, all the time – as would be expected. It is but one measure of performance, and does not drive programmatic decisions, but informs them. As an example of this relationship, when a detailed analysis of the third grade mathematics curriculum versus the MAT was done several years ago, it was found that thirty percent of the MAT items were not taught or emphasized by the time the test was given. The decision to *not* align the curriculum with the MAT was made at that point due to beliefs about what third grade students should be learning. However, it is the case that the majority of the MAT matches with what students learn at all grade levels, and the test provides us with solid data as to our relative performance against students across the country. It is the only test that is given every year, and it provides us with detailed information in mathematics, reading, science, and social studies. The MAT data is presented here in three ways:

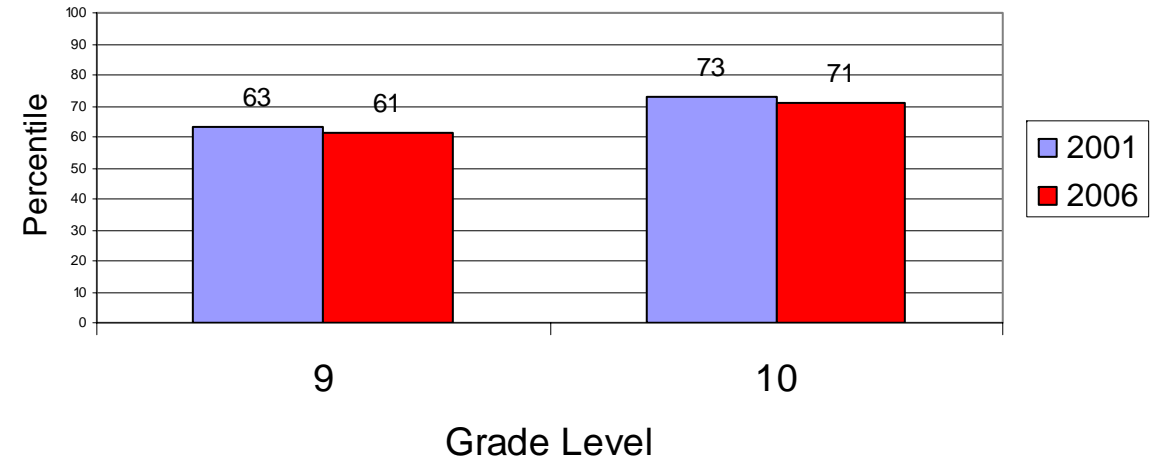
1. National Percentile Grade Level Results (2001, 2005, 2006)
2. Longitudinal Comparison of Reading National Percentile Grade Level Results, Reading – 2001-2006
3. Longitudinal Comparison of Math National Percentile Grade Level Results, Math – 2001-2006

Spring 2006 Metropolitan Achievement Test 8th Edition (MAT 8) Results

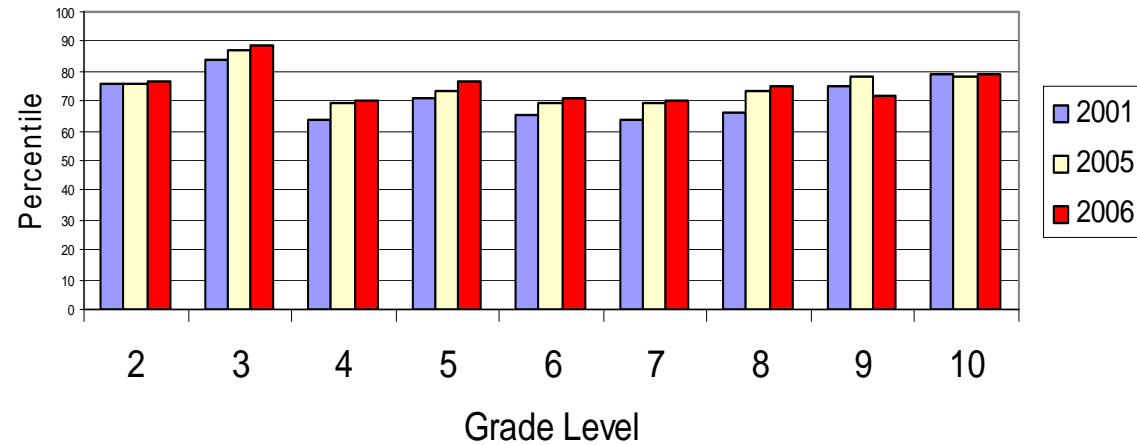
Reading



Science



Math



Social Studies

