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RareBooksClub. Paperback. Book Condition: New. This item is printed on demand. Paperback. 122 pages. Original publisher: Washington, DC : U. S. Dept. of Education, Office of Educational Research and Improvement, National Center for Education Statistics : Educational Resources Information Center, 2001 OCLC Number: (OCoLC)51784632 Subject: African Americans -- Education -- Statistics. Excerpt: . . . grades earlier, respectively, the black-white reading gap was 58 to 77 percent smaller than the corresponding black-white reading gap for children as a whole. While findings within the same samples of children would, by themselves, suggest a widening of the black-white reading gap as children progressed through school, findings across different samples suggest an overall narrowing of the black-white reading gap between grades 2 and 9, with this narrowing persisting through grade 12. This difference in findings may be consistent with the actual experiences of children as they progressed through school, or it may arise from the use of different cohorts of children in the comparisons. The collection and analysis of longitudinal data following the same sample of children all the way from grade 2 through grade 12 would help to further address the question of how the black-white reading gap changes over the course of the school years. D. Additional Sources of Disparities in Educational Achievement On average, blacks in grade 1 had lower mathematics and reading scores than whites, and blacks in grade 12 also had lower mathematics and reading scores than whites. Among children with similar test scores one or two grades earlier, blacks generally acquired fewer reading skills than whites, and usually acquired fewer mathematics skills as well. These findings imply that black-white disparities in educational achievement can widen as students progress through elementary or secondary school. Possible explanations for these differences in achievement growth include differences in the school or...



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