

Differences in Mathematics Skills as a Function of Economic Status for Grade 6-8 Black Boys in Texas

Abstract

Examined in this study was the extent to which differences were present in mathematics skills of Grade 6, 7, and 8 Black boys in Texas as a function of their economic status. Statewide data were obtained from the Texas Education Agency Public Education Information Management System on all Black boys for the 2010-2011 school year. Statistically significant differences were present for Black boys in their mathematics skills for all three grade levels as a function of their economic status. Black boys in poverty had statistically significantly lower mathematics scores on each TAKS Mathematics objective in comparison to Black boys who were not economically disadvantaged. Implications of the findings are discussed and suggestions for further research are made.

Keywords: Black boys, economically disadvantaged, mathematics skills, Grade 6, Grade 7, Grade 8, Texas