

3 **Mentoring and Standardized Achievement of African American Males in the Elementary and Middle Grades**

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ABSTRACT

This study examined the effects of mentoring on standardized achievement for African American males in the elementary and middle grades. Mentoring has been deemed effective regarding social development and various academic indicators, but scant empirical data is available regarding the effects of mentoring on standardized testing. Thus, standardized test data of African American males participating in a district-wide mentoring program in grades 3-8 were examined over a three-year period. Results show that mentoring can influence standardized test results, while other factors continue to influence these results as well. In addition, alternative insight regarding special education and socioeconomic status is presented based on the results of this study. Recommendations for improving the academic success of African American males through mentoring and other strategies are provided.