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Chapter Five- The Relationships Between Mathematics Test Score Gaps and Changes in Families and Schools, 1972-1992 Decomposing Changes in the Black-White Test Score Gap; Decomposing Changes in the Latino-White Test Gap; Chapter Six- Test Score Gaps Among Racial-Ethnic Groups: Conclusions and Policy Implications; Limitation of Our Analysis; Changes in Mathematics Score Gaps Among Blacks, Latinos, and Whites; Changes in Families and Test Score Gaps in Mathematics; Changes in Schools and Test Score Gaps in Mathematics; Persistent Inequality in the Mathematics Test Score Gaps Policy Implications of Our Analysis Appendix A- Item Response Theory Scaling of Pooled Senior Cohorts in NLS, HSB, and NELS; Appendix B- Mathematics Items Mapping Across Data Sources, 1972-1992; Appendix C- Item Response Theory Estimation Methods; Appendix D- Survey Items Used to Operationalize Individual, Family, and School Measures in NLS-72, HSB-82, and NELS-92; Appendix E- Multilevel Results Relating Mathematics Achievement to Individual, Family, and School Characteristics, 1972-1992; References

Sommario/riassunto

Examines several nationally representative senior high school student cohorts between the early 1970's to early 1990's to understand trends in the mathematics scores of these different racial-ethnic groups.
