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Altri autori (Persone)	ChubbJohn E LovelessTom <1954->
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Nota di contenuto	Introduction / John Chubb and Tom Loveless -- Would smaller classes help close the Black-white achievement gap? / Alan B. Krueger and Diane M. Whitmore -- Exploring explanations for ethnic differences in voucher impacts on student test scores / Paul E. Peterson and William G. Howell -- Reducing the gap : success for all and the achievement of African-American and Latino students / Robert E. Slavin and Nancy A. Madden -- Achievement of African-American students in the Wisconsin SAGE Program's reduced size classes / Alex Molnar ... [et al.] -- The Lone Star gamble : high-stakes testing, accountability, and student achievement in Texas / Laurence A. Toenjes ... [et al.] -- Getting the answers right / Abigail Thernstrom and Stephan Thernstrom -- High achievement in mathematics : lessons from three Los Angeles elementary schools / David Klein -- Track assignment and the Black-white test score gap : divergent and convergent evidence from 1980 and 1990 sophomores / Samuel R. Lucas and Adam Gamoran -- The role of federal resources in closing the achievement gaps of minority and disadvantaged students / Ann Flanagan and David Grissmer.
Sommario/riassunto	The achievement gap between white students and African American and Hispanic students has been debated by scholars and lamented by policymakers since it was first documented in 1966. The average black or Hispanic secondary school student currently achieves at about the same level as the average white student in the lowest quartile of white

achievement. Black and Hispanic students are much less likely than white students to graduate from high school, acquire a college or advanced degree, or earn a middle-class living. They are also much more likely than whites to suffer social problems that oft
