

References

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- ¹⁹⁸ Janet Shibley Hyde and Sara M. Lindberg, Chapter 2, “Facts and Assumptions About the Nature of Gender Differences and the Implications for Gender Equity” in *The Handbook for Achieving Gender Equity through Education, Second Edition*, ed. Susan S. Klein (New York, Lawrence Erlbaum Associates, Taylor and Francis Group, 2007).
- ¹⁹⁹ Education Sector, a highly-respected Washington-based education think tank, reports that the decrease in the gender gap does not mean that males are doing worse than previously. This analysis by Sarah Mead, which is also cited in the Introduction, found that during the past three decades, boys’ test scores are mostly on the rise, more boys are going to college and more are earning BAs. The study shows educational inequities are more a matter of income than of gender. It concludes that much of the pessimism about young males seems to derive from inadequate research, sloppy analysis and discomfort with the fact that while the average boy is doing better, the average girl has been improving at a faster rate, so the achievement gap is closing. And, while many want to see single-sex public education options because they emulate wealthy, privileged, private educational institutions, the assumptions about the value are flawed. As described earlier, there has been an overall decrease in single-sex education in many areas of private education in the U.S. Additionally, a July 2006 report from the National Center for Education Statistics, U.S. Department of Education, *Comparing Private Schools and Public Schools Using Hierarchical Linear Modeling*, showed children in public schools generally perform as well or better in reading and mathematics than comparable children in private schools.
- ²⁰⁰ *Garrett v. Board of Education*, 775 F. Supp. 1004 (ED Mich 1991).
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