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Upgrading the High School Math Curriculum: Math Course-Taking Patterns in Seven High Schools in California and New York.

Educ. Eval. Policy Anal. 18, No. 4, 285-307 (1996).

Student course-taking patterns in seven high schools in California and New York that attempted to enroll lower level math students in more meaningful math courses were studied. Results show that the new transition math courses are partially successful in providing a common curriculum to students with diverse math preparation. (ERIC)

Classification: D33

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