

A Comparison of the Achievement of Pupils in a Segregated
Negro School with That of Similar Pupils in an
Integrated School

Andrew J. Moore
Volusia County

It has been a generally accepted assumption that Negro pupils transferred from a segregated school into an integrated school, because of certain environmental conditions believed to exist in white schools, will progress at a more rapid rate than comparable Negro pupils who remain in a segregated school. This study was undertaken to investigate this assumption.

Procedure

The samples were taken from two Junior High Schools in Volusia County. One was a segregated Negro school with a pupil population of 750 and the other an integrated school with a pupil population of 1400. Fifty-five eighth grade pupils were selected at random from the segregated school and matched on the basis of seventh grade mental maturity scores with fifty-five pupils who had been in attendance at the integrated school for a period of two years. The test scores used for matching was the language IQ of the California Mental Maturity Test, administered in the county-wide testing program of 1966. In the spring of 1968 all one hundred pupils took the Stanford Achievement. Scores on the Paragraph Meaning, Arithmetic Computation and Language subtests were used as post tests.

The means, standard deviations, standard errors and t values were calculated for each achievement area.

Findings

Table 1 presents the means and standard deviations for California Mental Maturity (Pretest), Stanford Paragraph Meaning, Arithmetic Computation and Language scores, Table 2 presents standard errors and t values. These data indicate that there was no significant difference in the Mental Maturity of the two groups of pupils in the study.

On the achievement subtests administered at the end of the year, there were some differences in achievement in all areas in favor of the group in the integrated school.

TABLE 1

Means and Standard Deviations for California
Mental Maturity, Stanford Paragraph
Meaning, Arithmetic Computation
and Language

	MM	PM	AC	Lang.
Segregated Group M	92.1	17.9	10.4	73.0
SD		8.46	5.09	23.61
Integrated Group M	92.4	21.7	11.8	79.1
SD		9.73	5.31	21.12

N = 55

TABLE 2

Mean Difference, Standard Errors and t Values

	PM	AC	Lang.
Mean Difference	3.8	1.4	6.1
Standard Errors	1.2	.91	3.29
<u>t</u> Value	3.2*	1.53	1.8

*Significant at .05 level.

However, the only statistically significant difference was on Paragraph Meaning. The t value for Language approached significance.

Summary and Conclusion

This study was undertaken to investigate the assumption that Negro pupils transferred from a segregated school into an integrated school will progress at a greater rate than pupils attending a segregated school. One hundred ten pupils constituted the sample. Fifty-five were chosen from the segregated school and matched on the basis of California Mental Maturity Test scores with fifty-five from the integrated school. Three subtests of the Stanford Achievement Test were used in the comparison. There were some differences in achievement in all areas in favor of the group in the integrated school. However, the only statistically significant difference was in Paragraph Meaning, although Language approached significance.

There is a need for further research in this area including more variables such as curriculum, teacher attitude, pupil attitude, administrative attitude, and using a longer period of time.

One specific problem which needs investigating is the lack of gain for Arithmetic Computation.