REVIEW OF DATA RELATED TO DESEGREGATION IN THE URBANA SCHOOLS 1959-1974

COMPILED BY
THE OFFICE OF RESEARCH AND PROGRAM COORDINATION
OF THE
URBANA SCHOOLS

REPORT

Submitted to the Board of Education of the Urbana Schools,
District 116, Eugene Howard, Superintendent, September, 1974

Urbana, Illinois
61801

INTRODUCTION

Education

This document is to be reviewed as a report on data available related to desegregation in Urbana for the years immediately before and after the year of desegregation, 1966. This is not a comprehensive analysis or study based on the data. It is an initial preliminary report with additional data and further interpretation to be presented as it becomes available. Some evaluative statements are made in the presentation of the data but these cite only rather obvious findings and are used primarily to clarify the data.

Information available relating to black students in the district from 1959-1974 was quite limited. Achievement testing, attendance records and enrollment figures were the prime sources covering the entire period. In recent years, under a new developing evaluation program for the district, considerably more data is being made available, including entry level measures, attitudinal measures, reading surveys, etc.

On behalf of the Urbana Schools, the writer wishes to thank the many members of the staff and graduate students who continue to assist in this project. Particular recognition is given to the assistance given by Dr. Larry Goulet, Dr. Kennedy Hill, and students Mary Swenson and Diane Kriger.

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TABLE OF CONTENTS

BACKGROUND INFORMATION

In the Spring of 1972 the Urbana School System began a study of the effects of desegregation on the achievement, absenteeism, and IQ of its black and white pupils. The background for this desegregation study is summarized below.

The Urbana elementary school system was segregated prior to the Fall of 1966. The great majority of black students attended Hays School in the Northwest corner of Urbana. In the fall of 1966 a program of bussing to achieve racial balance was instituted. Each school in Urbana received enough black students to constitute 13 percent of its study body. The assignment was, for the most part, random; although families were not split in the new placements. The Hayes School retained 13 percent black children and, in addition, became the permanent school for the Orchard Downs Married Student Housing at the University of Illinois. (These children had previously been assigned to other schools in Urbana.) Generally this pattern of desegregation has been maintained since 1966.

The desegregation study was comprised of two groups: (1) the entire black population that could be identified in grades kindergarten to six between the school years 1959 and 1971, and (2) a random sample of whites for each grade in 1959 and every new age group entering the system in later years. The black population was identified in the following manner: From 1959 to 1965, the great majority of black children attended Hayes School (the name was later changed to Martin Luther King, Jr., School).

For 1959 the names of the children were taken directly from the teachers' attendance rosters at Hayes School; for all other years before desegregation the names were taken from the official attendance records for Hayes School, which were complied at the Central Office of the school system. The black children who were identified in their grades in 1959 were followed until they left the system or until they completed sixth grade. Each year the black children who were new to or returning to the district were also identified. From 1966 until 1969 they were identified from a list of black children which was maintained in the Central Office. In 1970 a complete listing of all children in elementary schools was coded by race, and in 1971 the attendance records from the Central Office began to be coded by race. These were the sources for identification of new black children in 1970 and 1971.

Policy and Guideline For Desegregation in Urbana

Early in the Spring of 1966, informal discussions were being held by patrons of Urbana School District No. 116 concerning possible methods where by a better racial balance could be obtained in the elementary schools. Hays Elementary School (renamed in 1970 to Martin Luther King, Jr. Elementary School) was the predominantly black school of the nine elementary schoo in the district. The one junior and one senior high schools were already i tegrated.

During the regular Board of Education meeting held on May 17, 1966, a representative of the Council on Community Integration encouraged the Board to establish some policy on integration. Members of the Council offered to meet with other interested groups and particularly the Citizens' Advisor Council which was also studying ways to bring about integration. Though ma individuals and groups in the community saw the value of desegregating the schools, the group most active in initiating the process was the leadership the black community.

Study meetings of the Board of Education were held on July 21, 1966 and July 25, 1966 to study pupil assignment for the 1966-67 school year. A special meeting of the Board was held on July 26, 1966 and the following policy statement was adopted:

> "The constant goal of the Urbana School District has been to provide an educational program to best serve the individual student within available financial resources of the District. To implement this goal, the Board of Education established the policy several years ago providing the J. W. Hays School with a superior staff and facilities and with a reduced class size.
>
> "Although this policy has proved effective, the Board of Education, after careful review, has determined that racial balance in our school system is not only desirable, but the racial balance can be achieved now, preserving our academic standards, without waste of existing facilities and without crippling financial expenditure.
>
> "Convinced that racial balance in all schools of the District is educationally sound as well as morally right, the Board has decided to place the majority of Hays School area pupils in other schools. Although it has heretofore been a policy of District Number 116 to plan for neighborhood schools and to transport pupils only for special classes and because of lack of space, the Board recognizes that there is no other feasible way to achieve racial balance in all Urbana Schools under present conditions. The Hays School area pupils will be enrolled in all grades of all elementary schools. To make use of the space thus vacated at Hays School, all pupils living in University-owned housing South of Florida Avenue and West of Race Street will be transported to Hays to join a core of Hays area pupils in an enriched program. In addition several special education classes, including Head Start, will meet at Hays School.
>
> "The group of approximately 180 pupils living in that University-owned housing South of Florida Avenue and West of Race Street resides in a compact housing area and can board school buses without loss of time in making numerous stops. Some pupils from this area were transported to other schools in 1965-66 because of overcrowded conditions at Yankee Ridge School. Most of these pupils are children of graduate students attending the University of Illinois for one to three years. As a group they are able children and would benefit from a special enriched curriculum such as will be provided for them at Hays.

"The hot lunch program for pupils attending Hays, Washington, and Thomas Paine Schools will be continued. All other pupils in the elementary schools who are transported by bus will be asked to bring sack lunches. Milk will be available at all schools.

"It is expected that there will be about 1,225 students at Urbana High School and about 1,350 at Urbana Junior High School. There will be no change in the use of bus transportation to these schools. The cafeterias will operate as before."

With this policy as a guide, the administrative staff began working out the procedures for implementation. It was apparent that a further refinement of the above policy was advisable. Consequently, at a Special Meeting of the Board of Education held on August 19, 1966, the following resolution was presented and adopted:

"WHEREAS, it is provided in and by 10-21.3 of the School Code, that this Board of Education has the duty,

> To establish one or more attendance units within the district. As soon as practicable, and from time to time thereafter, the Board shall change or revise existing units or create new units in a manner which will take into consideration the prevention of segregation and the elimination of separation of children in public schools because of color, race, or nationality. All records pertaining to the creation, alteration or revision of attendance units shall be open to the public. As amended by act approved June 13, 1963.

and

"WHEREAS, It is provided in and by 10-22.5 that this school board shall have the power,

> To assign pupils to the several schools in the district; to admit non-resident pupils when it can be done without prejudice to the rights of resident pupils and provide them with any services of the school including transportation; to fix the rates of tuition in accordance with 10-20.12a, and to collect and pay the same to the treasurer for the use of the district, but no pupil shall be excluded from or segregated in any such school on account of his color, race or nationality. As amended by act approved August 16, 1963.

and

"WHEREAS, pursuant to the duty and power aforesaid; this board has heretofore established certain attendance units within said school district, and prescribed attendance of pupils to schools in such attendance units, with exceptions made necessary to further the education of certain children, such as attendance in special classes, changing of residence during the school year and overcrowding of various schools; and

"WHEREAS, due to the inadequacy of space in the Yankee Ridge attendance unit, it has been necessary to transport pupils residing in that part of the Yankee Ridge area, known as Orchard Downs, to various other schools where classroom space is available, and it appears desirable that the entire area attend the same school; and

"WHEREAS, it appears to this board that many of the pupils residing within the Hays School unit might be improved educationally and culturally by attendance in other schools of the district all as provided in the statutes hereinabove referred to.

"NOW, THEREFORE, BE IT AND IT IS HEREBY RESOLVED, as follows:

1. That all that part of the Yankee Ridge School attendance unit lying West of the center line of Race Street in Urbana, Illinois, be detached from the Yankee Ridge School attendance unit, and shall be designated as a new unit under the name "Orchard Downs" unit.

   Pupils enrolled in Kindergarten and grades one through six residing in such new attendance unit will be transported to the Hays School.

2. That the administrative staff shall assign those pupils residing in the Hays School attendance unit as in the judgment of such staff may likely benefit educationally and culturally by attending elsewhere, to each of the schools in the district other than Hays School.

3. That no pupil shall be excluded from any school or segregated in any such school on account of his color, race or nationality.

4. That existing attendance units and rules and regulations governing attendance of pupils residing within such units shall continue in full force and effect, except as modified herein.

"BE IT FURTHER RESOLVED, that this Resolution take effect upon its passage."

As a result of this resolution, black children were assigned in approximately equal numbers to all nine elementary schools. Children were bused from the King School area to the other eight schools and the students living in the University of Illinois housing area (Orchard Downs) were bused to King School.

There has been very little adjustment made in these procedures since their adoption in 1966. Elementary children are still bused from the King School area to other elementary schools. However, a great deal of "natural" integration has taken place as more and more black families are living in all parts of the school district. An attempt is made to balance the percentage of black students by considering the number of these "local" black students in each school area. As the number of "local" blacks have increased fewer bus students are assigned to those schools. This phenomenon has made it necessary to begin looking at black students in varying socio-economic settings. Children being bused to some schools may be very different from local children in attendance and in others very similar. In this report, there was no attempt to distinguish between children bused for desegregation and those who make up part of a local school population.

Test Data

From 1959 until 1969 the Urbana School System conducted a district-wide testing program during the month of October. In the school year 1970, the testing time was changed to the Spring. Between 1959 and 1967 the testing program consisted of the California Test of Mental Maturity - Short Form (CTMM) and the California Achievement Test (CAT). From October 1968 - April 1972 the tests given were the

California Test of Mental Maturity - Short Form and the Comprehensive Test of Basic Skills (CTBS). All of the tests were published by the California Test Bureau, a division of McGraw-Hill Book Company. From 1959 to 1967, the usual test pattern was that the CTMM was given in the first, second, and fourth grades, and the CAT was given in the second through sixth grades. From 1968-1972 the CTMM was given in first through sixth grades, and the CTBS in second through sixth grades. No CTMM tests were given after 1972, and the CTBS was given to a sampling of children at various grade levels. The California Achievement Test was originally standardized and normed in 1957, with a renorming in 1963. At the same time (1963) the California Test of Mental Maturity was revised. Norms for the CTBS have remained constant from 1968. These changes in administration and norming of the standardized tests used in Urbana are reviewed in Table 1.

TABLE 1
Changes in Tests and Test Administration 1959 - 1974

YEAR	NORM CHANGES	ADMINISTRATION CHANGES
1959-1960 1960-1961	1957 Norms in affect for CAT and CTMM	Districtwide testing grade 2-6- in October with CAT given to grades 2 through 6 and the CTMM given to grades 1, 2 and 4.
1961-1962 1962-1963 1963-1964 1964-1965	1963 Norms for CTMM and CAT	
1965-1966 1966-1967 1967-1968 1968-1969	CAT changed to CTBS - with new norms	Additional black children were included for testing from 1966-70. This increase was approximately 5% each year. Where 30% of blacks were not tested in 1965, less than 5% were excluded in 1971.
1969-1970 1970-1971 1971-1972		Testing Time changed to April.
1972-1973 1973-1974		No CTMM tests given after 4/72. A sampling process was initiated at this time systematically selecting children from gr. 2-6 for the CTBS

Organization for Instruction

As early as 1966 the Urbana Elementary Schools were discussing plans to develop an ungraded, continuous pupil progress plan of organization. Throughout the entire period there has been a movement in this direction so that by 1968 there were only a very small percentage (less than 3%) of children who were considered for retention throughout the elementary schools. This contrasted sharply with the early sixties when a large number of children particularly from schools having a concentration of lower socio-economic families were retained. The level of retention approached 20% in some classrooms during this period. As part of the movement toward continuous progress, the Junior High School brought in all overage children from the fifth and sixth grades during the summer of 1968 giving them the opportunity of moving on into 7th grade the following year. This no doubt was one of the factors which helped to increase the black population at the high school.

In 1971 beginnings were made in the direction of multi-age grouping and organizations patterned after less traditional models. These patterns seem to be expanding and though many teachers have not deliberately planned to change their classrooms, a general movement has been made toward a less structured model with wider participation in decision-making.

Special Education for exceptional children was offered throughout this entire period for children at both ends of the ability continuum. For educationally mentally handicapped children, the program did not vary significantly throughout the period except that fewer children were being segregated for instruction each year, particularly fewer

black children. Children identified as EMH were taught in self-contained classrooms with an increasing trend toward early integration into regular classrooms. Children in those self-contained classrooms and in a special program for children with severe emotional problems were not included in any of the achievement or intelligence testing reported in this study.

A significant change was affected, however, in other areas of special education especially for Type A (socially maladjusted children). In the early years of this period 1959-66 most of the children identified in this category were segregated into separate classrooms. District-wide testing did not include these children while they were working in separate rooms. At Hays (King) School which was 95% black prior to 1966, as many as 40% of some grade levels were placed into this category. In the fall of 1966 services for this group were beginning to be provided on an itinerant basis in some of the schools with these children being regarded as part of the regular classroom. After 1967 test scores for these children were also included in the district reporting. This gradually feeding back into the tested population of blacks from special classes may have had a significant effect on the means scores for black children. The group fed back in during this change consisted of approximately 30% of the black population with approximately an additional five percent being returned each year in the period from 1966 to 1971. Since this group would normally score in the lower half, this process would be expected to result in a lower mean for the black population. A longitudinal is needed to follow the gains of individual students so that this change does not affect the changes immediately following desegregation.

This trend toward itinerant service has continued so that in 1971-72 all services in this area were provided on this basis. Test scores for black students prior to 1967 generally do not reflect the achievemen of the total black population. This is an extremely important factor when comparing scores over the years 1959-1972.

Early in this period special classes were established for gifted children in grades 4-6 in three of the schools. This program included children referred from the other five schools who met the entry requirements. The prime entry requirement was an achievement-intelligen score. Later in the period the emphasis on ungradedness and continuous progress helped to eliminate the need for these special rooms so that by 1970 no children were transported for this purpose and the schools were in the process of fading out the special rooms for gifted children. This change did not affect the test data since the scores were reported regardless of their assignment.

Instructional Emphasis and Materials

During this period (1959-1972) the Urbana Elementary Schools moved from a textbook orientated instructional base to one which has virtually eliminated the textbook as a basis for instruction. Textbooks are still extensively used, but in most cases, a single text does not determine the instructional emphasis. This trend began as early as 1964 and continued to develop to the present.

Individualized materials in an IPI format began to be used in 1965 in one school and with the help of State and Federal funding spread to four schools in 1967 and to all nine elementary schools in 196

The IPI format consists of an individualized, diagnostic-prescriptive approach to instruction with a large reservior of materials for instruction built around a sequential continuum of skills. The main thrust of this movement toward instructional materials developed and produced locally was in the primary grades K-3. The change in instruction resulting from the IPI approach was not only a change in instructional materials but also the introduction of curriculum clerks to assist in the classroom. By 1969, three hours of clerk time was provided for every kindergarten and primary classroom for the purpose of individualizing instruction in the areas of reading and materials.

In 1967, a small beginning was made in introducing the Taba Social Studies in the elementary schools. This program was built around a process - concept approach rather than the more traditional content basis fostered over the years by most of the major textbook programs. Through continued inservice the Taba approach is being implemented by a larger number of teachers each year. More than 50% of the elementary teachers are now utilizing these techniques.

Science, art and music all have moved in a similar direction away from a textbook base to one which reflects more options for teachers in providing instruction appropriate for varying groups with different learning styles.

REVIEW OF RELATED PROJECTS

In recent years much money and effort has been spent in an attempt to achieve racial balance in our nation's schools. Paralleling this trend, numerous researchers have addressed themselves to the effects of such desegregation efforts on academic performance.

In a recent article, Jencks and Bane (1972) discussed the schools and their ability to provide equal opportunity. This discussion supports the following generalizations and may serve as a general review of recent research findings.

1. Making schools more equal will not help very much. Differences between schools have very little effect on what happens to students after they graduate.

2. If we want economic equality in our society, we will have to get it by changing our economic institutions, not by changing the schools.

3. The primary reason some people end up richer than others is not that they have more added cognitive skills.

4. There is almost as much economic inequality among those who scored high on the standardized tests as in the general population.

5. Eliminating qualitative differences between elementary schools would reduce the range of scores on standardized tests in sixth grade by less than 3%.

6. Our best guess, after reviewing all the evidence we could find, is that racial desegregation raises black elementary school students' test scores by a couple of points, but most of the test score gap between black and whites persists, even when they are in the same schools. If anything, it helps.

7. Even if we went beyond "equal opportunity" and allocated resources disproportionately to schools whose students now do worst on tests and are least likely to acquire credentials, this would not improve the student's prospects very much.

8. The evidence does not tell us why school quality has so little effect on test scores.

9. Children seem to be more influenced by what happens at home than by what happens in school.

10. Reallocating resources, reassigning pupils, and rewriting the curriculum seldom change the ways students and teachers actually treat each other minute by minute.

11. Even when the schools exert an unusual influence on children, the resulting changes are not likely to persist into adulthood.

12. The evidence we have reviewed, taken all together, suggests that equalizing opportunity cannot take us very far toward eliminating inequality.

The implications of these findings are summarized by Jencks and Bane:

> In America, as elsewhere, the long term drift over the past two hundred years has been toward equality. In America, however, the contribution of public policy to this drift has been slight. As long as egalitarians assume that public policy cannot contribute to equality directly but must proceed by ingenious manipulations of marginal institutions like the schools, this pattern will continue. If we want to move beyond this tradition, we must establish political control over the economic institutions that shape our society.

The Equality of Education Opportunity Survey (Coleman, et al., 1966), a national study involving over 645,000 pupils in 4,000 public schools is one of the most frequently quoted. It revealed that:

> Those students who first entered desegregated schools in the early grades do generally show slightly higher average scores than the students who first came to desegregated schools in later grades. (p. 331)

In order to explain the lower performance of the older children,

> ...one would need to look at the learning experience of these children coming late to desegregation to see whether their relatively poorer achievement is due to lack of preparation for a more competitive situation, to continued segregation within the desegregated school or to some other factor. (p. 331)

Using verbal ability scores as the primary measure of scholastic achievement, the investigation also suggested that the achievement of racial minority groups rises as the proportion of white students in a school increases; that this relationship becomes stronger as grade in school increases; and that better curriculum and facilities do not account for higher achievement in schools with larger proportions of white pupils. According to Coleman, et al.:

> The higher achievement of all racial and ethnic groups in schools with the greater proportion of white students is largely, perhaps wholly, related to effects associated with the student body's educational background and aspirations. This means that the apparent beneficial effect of a study body with a high proportion of white students comes not from racial composition per se, but from the better educational background and higher educational aspirations that are, on the average, found among white students. (p. 307)

Racial Isolation in the Public Schools, a report by the U. S. Commission on Civil Rights (1967), reanalyzed the Equality of Educational Opportunity data for sixth, ninth, and twelfth-grade students. One of the major problems in the reanalysis was to separate the effects of social class and race upon academic achievement, a relationship which had been left somewhat clouded in the Coleman study (Weinberg, 1970). The Commission found that the percentage of white students in the classroom the previous year did make a difference in verbal achievement over and above both the social class of the student and his fellow pupils and teacher quality (St. John, 1970). This inconsistency regarding the importance

of racial desegregation in the two reports may be attributed in part to the use of percentage of white students per school in the analyses done by Coleman, et al and the use of percentage of white students per classroom in the analyses done by the Commission. As stated by the U. S. Commission on Civil Rights in the Appendices of Racial Isolation in the Public School:

> It is the classroom within the school where the characteristics of the fellow students have their effects. The regression analysis of the Coleman Report...only dealt with schoolwide student compositions. Thus it did not take into account the fact that Negro students in segregated classrooms apparently do not derive any benefit from attending majority white schools. (p. 42)

Further reports by several of the participants in the Commission set up to carry out a reassessment of the Coleman Report have now been published in a 570 page volume entitled, On Equality of Educational Opportunity, edited by Frederick Mosteller and Daniel P. Moynihan. They confirm nearly all the major findings of the Coleman Report and conclude that:

1. Black and white school children are exposed to nearly comparable school resources as measured by per pupil expenditures, books, laboratories, and the like--within geographical regions, although the degree of racial segregation remains high.

2. The average achievement of children who are poor, or who are members of minority groups, is lower at every level of schooling than that of the average white pupil. With the exception of Oriental-Americans, this finding holds true for all minority groups in the survey--Indian-Americans, Mexican-Americans, Puerto Ricans and Blacks.

3. Family background factors are even more strongly related to pupil achievement than Coleman originally asserted. It is the "human resources" that children bring to school rather than the traditionally defined services provided by the school that most affect pupil achievement.

4. We have no real idea of what school policies, if any, can compensate for the inequalities, in cognitive skills between rich and poor children that are apparent at the time they enter school.

The reanalysis of the Coleman data covers a great many facets of public education. However, the major overall finding that emerges is that now, just as when the Coleman Report was issued in 1966, we don't know much about how to remedy inequalities in education; in fact, we don't know a great deal about the learning process itself. The widespread realization of these truths has had the virtue of fostering an attitude of healthy skepticism toward any and all schemes for improving learning.

A number of related studies have been reviewed. A brief statement is made of each summarizing the findings with a more complete review in the appendix.

RESEARCHER AND/OR LOCATION	DATE	GENERAL FINDINGS
Samuels	1958	difference between achievement of black and white students increased after 1 year of desegregation, but decreased or remained constant after 2 years.
Stallings (Louisville Public Schools)	1959	both races made progress in achievement during initial period of desegregation with gains of black students greater than those of whites.
Fortenberry	1959	blacks achieved better in desegregated than in segregated classes
Katzenmeyer (Jacksonville Michigan)	1962	during first two years of desegregation the increase in I.Q. score for blacks was significantly higher than for whites.

St. John (Ypsilanti Michigan)	1970	no significant differences were found between perfo mance of black students in a segregated and desegreg school.
Anderson (Nashville Tennessee)	1966	black children in racially mixed schools achieved s nificantly brighter than blacks in non-mixed school
Pritchard (Chapel Hill Schools)	1969	desegregation did not have a significant negative e on either races scholastic achievement.
Frary and Goolsby (Gulfport Michigan)	1970	black students perform at a higher level in integrat classrooms, when readiness is held constant there i no difference in achievement between blacks and whit
Educational Testing Service (Evanston Illinois)	1971	gap between achievement of black and white students mained the same after integration.
Scudder and Jurs (Denver Colorado)	1971	no evidence of any general effect of the presence o black students on the academic achievement of non- black students.
Faulk (McKeesport Pennsylvania)	1972	greater achievement gains for black students after gration.

Many of the above studies pointed to a positive effect of desegregation on the performance of black students. Some possible reasons for this positiv effect were cited by Katz (1964). He speculated that:

> Acceptance of Negroes by white peers and adults should have a social facilitation effect upon their ability to learn, by motivating them to adhere to white standards of academic performance; anticipation that high performance will win white approval should endow scholastic success with high-incentive value.

However, other researchers have suggested problems associated with the initial period of desegregation which might affect black children.

> One...might postulate that when the Negro child broadens his environmental contacts by going to school (and to and from school) he is made aware of his inferior caste status, and this has the same depressing effect on his performance that his inferior class status had all along.

When black pupils enter newly desegregated schools, there are factors which militate against their academic success.

> The challenges to be met by these youngsters are several: adjust to new school staff and physical surroundings, the novelty of being bused to and from school, anxiety and apprehension as to acceptance by a largely white peer group, and the general aura of a political struggle to which many of them have been exposed directly and indirectly.

In conclusion, it is difficult to establish a casual relationship between desegregation of the schools and academic achievement, or equal educational opportunities. Although there have been many studies in the area, many are limited by methodological difficulties. Despite these limitations the preponderance of evidence from the many studies indicates that the achievement of neither blacks or whites is affected negatively by desegregation. With the many other opportunities made available to the school environment by the implementation of desegregation, schools need not hesitate to integrate because of academic factors.

ENROLLMENT AND ATTENDANCE 1959-1974

Elementary School Enrollment

Elementary School enrollments for this period are presented in Table 2 below. The number of black students has doubled from 245 in 1959, to 494 in 1973. Black enrollment reached its peak in the years from 1967-70 and seems to have leveled off at this time. The growth of black enrollment has generally far exceeded the district trend with the percentage of black students increasing by 50% over the period while the other population increased by less than 2%. Table 2 presenting elementary enrollments over the years 1959-1973 follows.

Table 2

Elementary School Enrollment 1959-1974

YEAR	NUMBER OF BLACK CHILDREN	PERCENT OF TOTAL	NUMBER OF OTHER CHILDREN	TOTAL ELEMENTARY ENROLLMENT
1959-60	245	8%	2,731	2,976
1960-61	246	8%	2,702	2,948
1961-62	241	8%	2,799	3,040
1962-63	260	8%	2,818	3,078
1963-64	305	9%	3,046	3,351
1964-65	345	10%	3,146	3,491
1965-66	426	11%	3,340	3,738
1966-67	456	12%	3,325	3,781
1967-68	513	13%	3,441	3,954
1968-69	495	12%	3,497	3,992
1969-70	539	13%	3,486	4,025
1970-71	542	14%	3,320	3,862
1971-72	497	14%	3,090	3,587
1972-73	483	14%	2,911	3,394
1973-74	494	15%	2,786	3,280

Rate of Attrition

The attrition rate for elementary children in Urbana is comparatively high. In recent years, the overall attrition rate for black children is no higher than for the full population. Tables 3 and 4 indicate the attrition ratio for sample years. These rates affect test scores and other data when viewed across years in that nearly half of each group entering a grade on a given year are no longer with the group three years later. In some early years at the elementary level as many as 20% leave at the end of a given year.

Attrition rates do not reflect changes that occur within the fraction of the group that is changing. As an example in a classroom of 25 children where 20 return the following year the attrition rate is 20%, but the teacher may experience many more moveins and moveouts in that the five children making changes may replaced several times while the twenty children remain constant.

Table 3

Attrition Rate for Total Population in Kindergarten and Grade Two Over Three Year Period 1968 -- 1971

KINDERGARTEN	GRADE TWO
Cohort	Cohort
1968=566	1968=596
(39% loss)	(39% loss)
Gr. 2-3, 1971 = 332	Gr. 4-5, 1971 = 361

Table 4

Attrition Rate for Black Kindergarten and Grade Two Children in Select Years From 1959 - 1971

Kindergarten	Grade Two
Cohort	Cohort
Kind., 1959 = 38	Gr. 2, 1959 = 36
(61% loss)	(53% loss)
Gr. 2-3, 1962 = 15	Gr. 4-5, 1962 = 17
Kind., 1964 = 59	Gr. 2, 1964 = 50
(49% loss)	(48% loss)
Gr. 2-3, 1967 = 30	Gr. 4-5, 1967 = 26
Kind., 1965 = 42	
(43% loss)	
Gr. 2-3, 1968 = 24	
Kind., 1966 = 73	
(40% loss)	
Gr. 2-3, 1969 = 44	
Kind., 1967 = 57	Gr. 2, 1967 = 57
(35% loss)	(30% loss)
Gr. 2-3, 1970 = 37	Gr. 4-5, 1970 = 40
Kind., 1968 = 50	Gr. 2, 1968 = 74
(36% loss)	(30% loss)
Gr. 2-3, 1971 = 32	Gr. 4-5, 1971 = 52

High School Enrollments

The number of black students enrolled and graduating from Urbana High School over the past 20 years has had a greater increase than the general increase in the black population in the community. Though the data covering this period are incomplete there are sufficient data to support this statement. As indicated in Table 5 the black population in Urbana increased from 890 (3.9% of the total population) in 1950, to 3,575 (10.9% of the total population) in 1970. During this same period the black student population at the high school increased from 2% to 11.4%. This table also indicates that the total high school population increased 241% over these years while the black student population increased over three times as fast or by 772%.

Table 5

Comparison of Community Population and High School Enrollment Grades 10-12

YEAR	TOTAL POPULATION		NON-WHITE POPULATION		
	City of Urbana	High School	City of Urbana	Percent of City	High School	Percent of High School
1950	22,834	404	890	3.9%	18 (best estimate exact data not available)	2.0%
1960	27,294	857	1,720	6.3%	23	2.7%
1970	32,800 (44% increase from 1950)	1,378 (241% increase from 1950)	3,575 (324% increase from 1950)	10.9%	157 (772% increase from 1950)	11.4%

Table 6 indicates the actual number of black students enrolled at Urbana High School at each grade level during the years 1958-1974. These figures indicate that the student enrollment remained quite constant through 1963 but began to increase sharply in 1963-64 and continued to increase through 1970 when it leveled off at approximately the same level as the elementary population.

Table 6

Black Students Enrolled In Urbana High School 1958-59 Through 1971-72

	Grade 10	Grade 11	Grade 12	Total	Percent of Total High School
1958-59	12	12	5	29	3.8%
1959-60	10	11	2	23	2.7%
1960-61	10	8	5	23	2.7%
1961-62	15	10	4	29	3.2%
1962-63	15	12	4	31	3.3%
1963-64	26	12	10	48	4.4%
1964-65	31	15	6	52	4.7%
1965-66	45	26	10	81	6.8%
1966-67	48	34	10	92	7.5%
1967-68	55	42	23	120	9.6%
1968-69	65	53	32	150	10.0%
1969-70	65	55	41	161	11.2%
1970-71	51	66	40	157	10.4%
1971-72	72	50	54	176	12.4%
1972-73	74	73	37	184	15.2%
1973-74	75	73	59	207	15.5%

first year desegregat

Figure 1 demonstrates that in 1971 and the years following there is little difference between the percentage of black students in high school and in the elementary levels. Though this equalization may be partially attributed to a stabilization of the population, it also indicates that more black students are staying in school through grade 12.

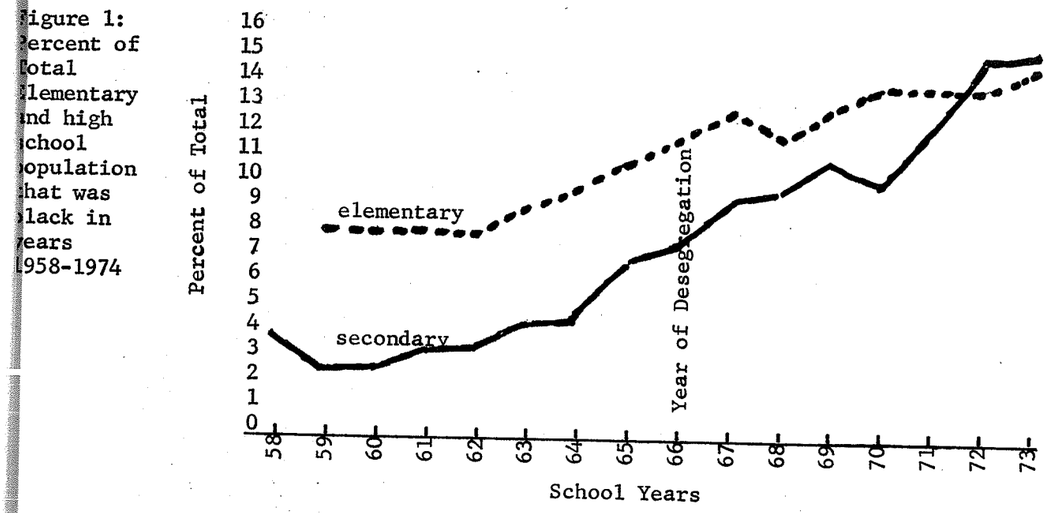


Figure 1: Percent of Total Elementary and high school population that was black in years 1958-1974

Elementary Attendance

School attendance for the years 1959-1972 was reviewed for black students by determining the percent of absenteeism for each grade level each year. Records were found for all years except 1963-64. Prior to 1966 the only black students identified were those in attendance at Hays (King) School. An improved record keeping system implemented in 1966 provided more accurate and complete data from that point. Full district averages were not computed prior to 1966 since the record system used prior to that date requires an inordinate amount of time to provide this information.

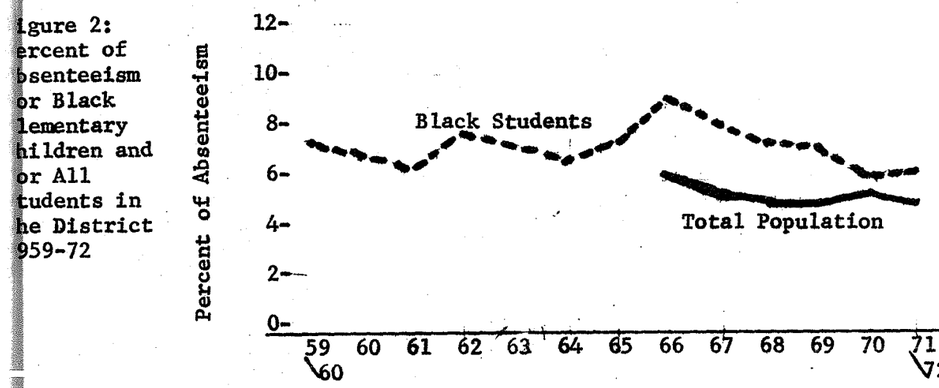
The absenteeism for the total district including all children K-12 is quite stable and has remained at slightly more than 5%. This indicates that almost 95% of all children enrolled throughout the year are in attendance. Absenteeism was found to be highest at kindergarten, decreasing at each grade level from grade one through six, then increasing slightly at the secondary levels. Table 7 indicates the percent of absenteeism for all black students at all elementary levels during the years 1959-1972. Empty cells result from missing records. The total absenteeism for black children (k-6) was near 7% prior to 1966, in 1966-67 the year of desegregation, it rose sharply to 9% and has continued to drop from this point coming close to reaching the district level in 1971-72. Desegregation seemed to have a direct relationship on attendance. Improved attendance is usually regarded as a significant indicator of improved student attitude.

Table 7

Percent of Absenteeism 1959-1972

	BLACK CHILDREN BY GRADE LEVEL							Total Black	Total Absenteeism
	Kind.	Gr.1	Gr.2	Gr.3	Gr.4	Gr.5	Gr.6	Children K-6	K-12,All Students
1959-60	7.7%	8.2%	7.3%		7.3%		5.7%	7.3%	
1960-61	9.2	8.1	6.3	4.6	4.5	8.0	3.9	6.8	
1961-62	8.0	4.3	6.8	5.7	5.8	6.8	7.9	6.3	
1962-63	12.2	8.6	6.6	6.7	6.1	7.4	6.4	7.9	
1963-64									
1964-65	9.6	5.8	5.7	5.7	5.1	8.7	6.1	6.8	
1965-66	14.3	9.7	6.3	5.9	5.3	6.3	5.7	7.6	
1966-67	13.1	9.1	8.7	8.8	7.9	7.1	7.4	9.2	6.0%
1967-68	12.5	8.4	6.3	7.4	8.7	7.8	6.4	8.1	5.5
1968-69	11.8	10.0	7.5	5.6	6.8	5.7	6.0	7.6	5.1
1969-70	12.0	8.6	8.0	6.4	5.9	7.0	5.7	7.4	5.2
1970-71	9.7	7.2	6.0	5.9	5.4	4.7	5.4	6.1	5.6
1971-72	11.4	7.2	6.4	5.8	5.2	5.3	3.9	6.3	5.2

Figure 2 indicates that absenteeism for both black and total population was highest in the year of desegregation with both dropping slightly in the years following. Absenteeism for black students came within one-half percentage point of dropping to the district average in 1970-71 and continues to remain close to the district average.



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TEST DATA

Achievement Tests

In the period prior to desegregation and in the years immediately following the implementation (1959-1973), a standardized achievement test was administered annually to many elementary children in the district. Though data from achievement tests is subject to many limitations and problems, some of these problems are delineated early in this report, these are the only data available for large groups of children throughout this period. The following information should be kept in mind when reviewing achievement test data for this period:

1. The general test biases affecting minority students - several examples cited in section II of this report.

2. Changes in test norms. Norms established in 1957 were used through 1963-64, 1963 norms were used through 1967-68, from 1968-69 to the present the norms have been constant.

3. In the early years 1959-1967 a large percentage of the black children (as large as 30%) were not included in the district testing program. Beginning in 1967-68 a larger percentage of black children were included in the district program so that by 1971-72 black children were included on the same basis as all children in the district. Since the black children excluded from testing during the period from 1959-1967 were those who usually scored the lowest on standardized tests, it can be assumed that mean scores for black children might be expected to be significantly lower when they included all black children rather than only the top 70%.

4. Norm scores for black children at a grade level on a specific year are for all children located for that year who were tested. Each year at each grade represents a different group of black children. The attrition rate described earlier indicates that more than a third of each group changes within a three year period. This means that when any grade is followed over a period of years a constant process of integrating new children from outside the district is taking place and the scores of the group represent achievement and lack of achievement from many other schools.

5. Test scores were not available for all children each year. Each year's scores represent all those located for a given year.

6. Beginning in 1970-71 testing was changed from October of each school year to April.

7. Beginning in 1972-73 a systematic sampling process was used to determine district means for black children and the total population.

Table 8 indicates the mean achievement for black children and the total population at each grade level in both reading and math.

The changes in the testing program referred to in these items above are indicated in the last column to the right at the year in which each occurred.

Figures 3 to 12 present the achievement scores of black children and the total population for both math and reading. It is impossible to determine how much the effect of including all black children in 1967 had on the mean scores, but there is no doubt that this tended to depress the mean scores in the later years. The differential between black students and the total district tends to become greater at higher grade levels, however, this increase is not as great as found in similar studies. The differential was not as great as the cumulative deficit defined by Kennedy (1969).

Mean Achievement Scores For Black Children And Total Population In Reading And Math In The Urbana Schools
1959 - 1973

Year	Group	Grade 2			Grade 3			Grade 4			Grade 5			Grade 6			Changes in Testing program
		n	read	math	n	read	math	n	read	math	n	read	math	n	read	math	
59-60	Black	37	2.2	2.1	20	2.9	2.8	37	3.9	3.8	40	5.0	5.0	24	6.2	5.7	
	Total		2.6	2.7		4.2	3.6		5.5	4.6		6.3	5.8		7.8	6.9	
60-61	Black	34	2.4	2.3	28	3.3	3.1	26	4.1	3.9	22	4.2	4.1	31	6.2	6.3	
	Total		2.9	2.7		4.1	3.4		5.7	5.1		6.5	5.7		7.5	6.8	
61-62	Black	29	1.9	2.0	34	3.6	3.1	30	4.5	4.1	23	5.4	4.8	28	5.3	5.1	
	Total		3.0	3.1		4.5	3.7		5.7	5.0		6.9	5.9		7.7	6.5	
62-63	Black	46	2.0	2.1	37	3.3	3.1	36	4.5	4.5	29	5.0	5.1	22	6.1	5.8	
	Total		3.1	3.1		4.8	4.1		5.6	5.1		6.9	6.0		7.6	7.0	
63-64	Black	24	2.3	2.5	41	3.4	3.2	39	4.0	3.9	43	4.9	5.3	29	5.9	5.8	New Norms
	Total		2.8	3.0		4.2	3.8		5.3	5.0		6.3	5.9		7.5	6.8	
64-65	Black	44	2.0	2.0	45	3.2	3.4	18	4.4	4.7	35	4.7	4.8	44	5.6	5.7	
	Total		2.5	2.3		3.6	3.7		4.9	4.7		6.4	6.0		7.3	6.9	
65-66	Black	44	1.9	1.8	29	3.5	3.5	36	4.0	4.2	25	5.1	5.0	38	5.1	5.3	
	Total		2.7	2.4		4.2	4.0		4.8	4.6		6.1	6.0		7.5	6.9	
66-67	Black	22	1.6	1.7	46	3.1	3.1	47	3.7	4.1	66	4.5	4.6	35	5.5	5.5	
	Total		2.5	2.3		4.0	3.9		5.1	5.2		5.8	5.7		7.2	6.6	First Year of Desegregation
67-68	Black	76	1.6	1.8	65	3.1	3.0	45	3.7	4.1	48	4.9	4.9	6C	5.1	5.3	Larger % of black
	Total		2.4	2.4		4.0	3.8		5.2	5.0		5.9	5.6		6.9	6.7	
68-69	Black	50	2.0	2.1	55	2.6	2.7	58	3.5	3.5	41	4.2	4.4	45	5.9	5.4	children included
	Total		2.5	2.5		3.7	3.5		5.3	4.6		6.8	5.9		7.3	7.0	
69-70	Black	60	1.8	2.1	67	2.4	2.5	70	3.1	3.1	62	4.1	4.1	42	4.6	4.8	
	Total		2.4	2.4		3.2	2.8		4.8	4.6		6.4	5.6		7.8	6.6	
70-71	Black	70	2.0	2.2	66	2.8	2.9	78	3.7	3.6	84	4.4	4.5	67	5.3	4.9	Change From Fall to Spring
	Total		3.2	2.7		4.7	4.2		5.1	4.3		6.4	5.8		7.8	7.0	
71-72	Black	56	2.4	2.5	69	2.7	3.0	61	3.5	3.6	80	4.4	4.4	77	5.1	5.1	
	Total		3.3	3.1		4.3	4.1		5.8	4.8		6.4	5.6		7.3	7.0	
72-73	Black	48	2.3	2.5	49	3.2	3.1	54	3.4	3.3	No Achieve-			69	5.1	4.7	Sampling initiated
	Total		3.0	2.8		4.6	4.1		5.1	4.8	ment tests given				7.3	6.5	

Figure 3 :

Reading Achievement Test Scores in Mean Grade Equivalents For Grade Two from 1959-1973

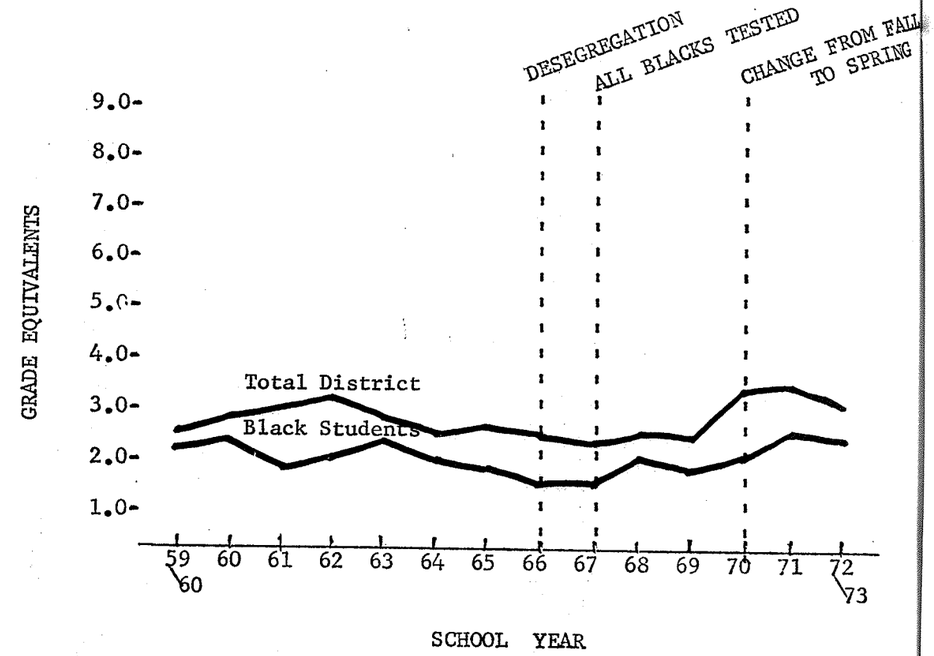


Figure 4 :

Mathematics Achievement Test Scores in Mean Grade Equivalents For Grade Two from 1959-1973

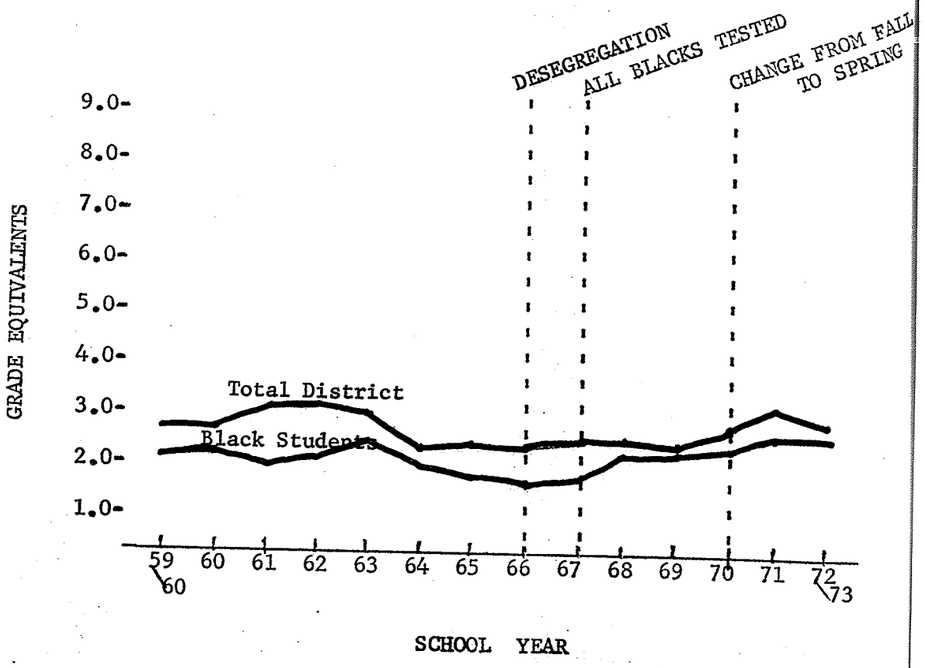


Figure 5 :

Reading Achievement Test Scores in Mean Grade Equivalents For Grade Three From 1959-1973

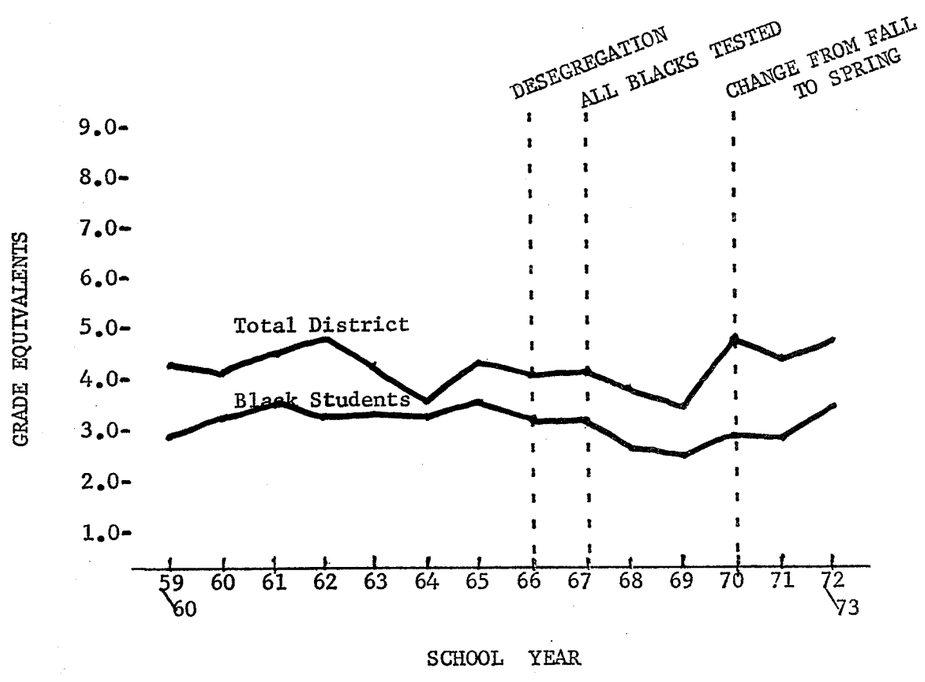


Figure 6 :

Mathematics Achievement Test Scores in Mean Grade Equivalents For Grade Three From 1959-1973

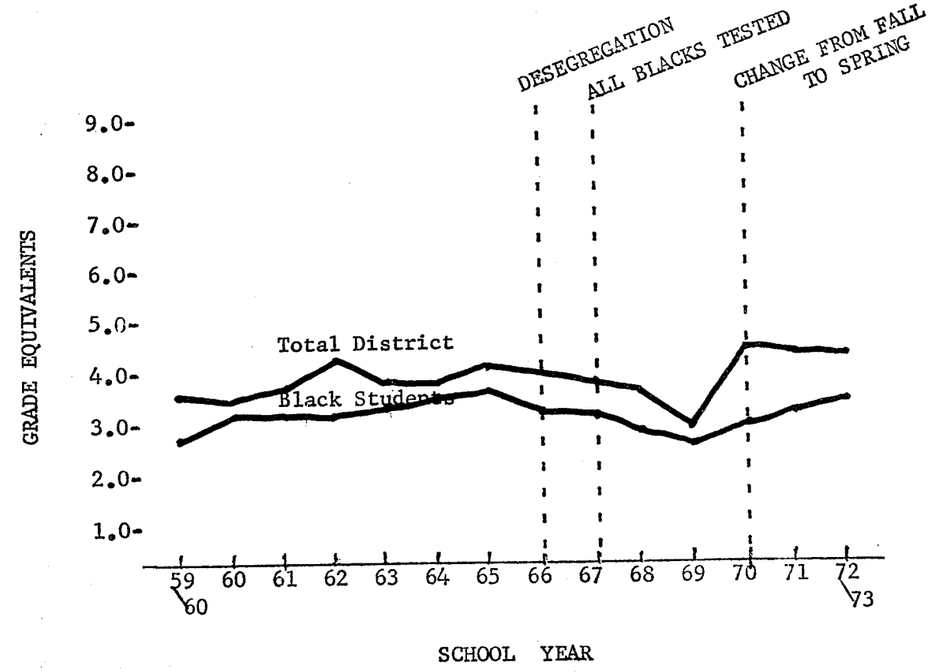


Figure 7 :

Reading Achievement Test Scores in Mean Grade Equivalents For Grade Four From 1959-1973

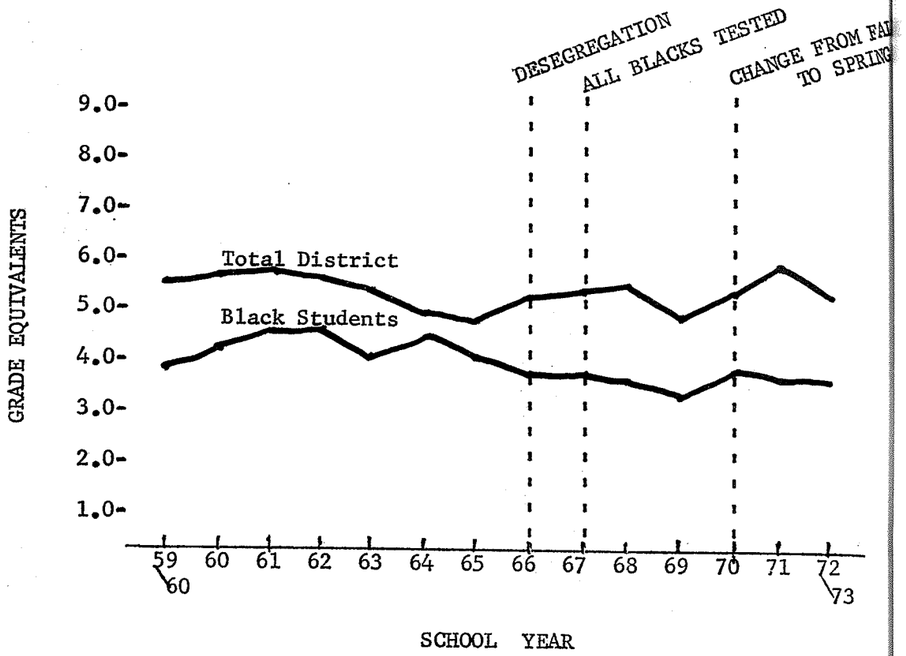


Figure 8 :

Mathematics Achievement Test Scores in Mean Grade Equivalents For Grade Four From 1959-1973

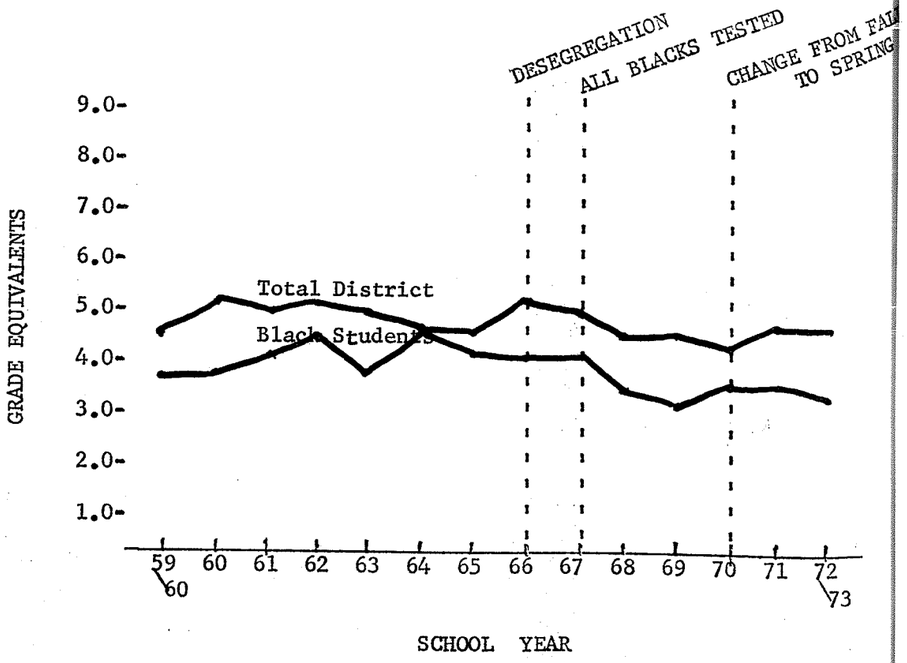


Figure 9 :

Reading Achievement Test Scores in Mean Grade Equivalents For Grade Five From 1959-1973

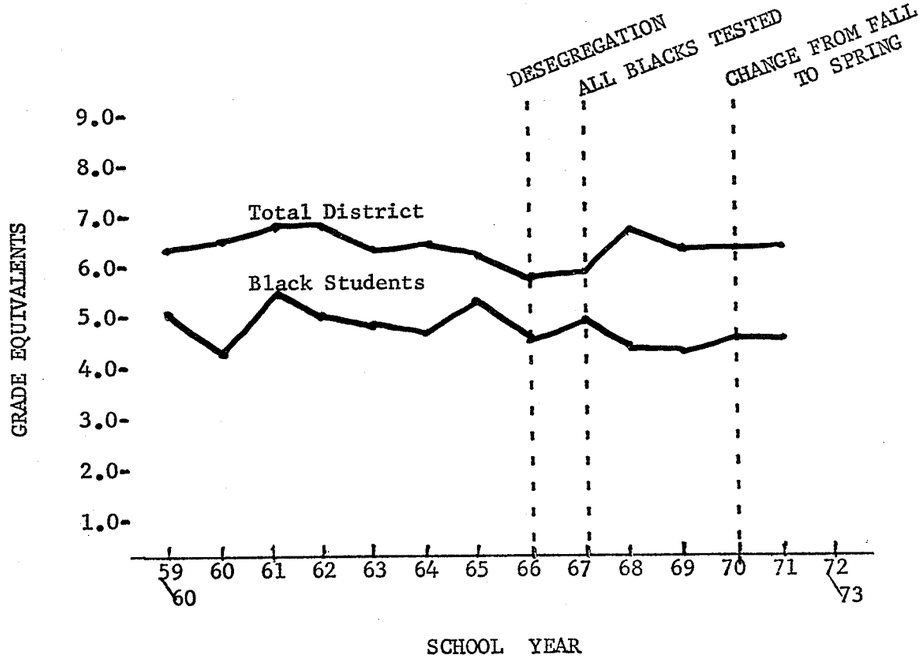


Figure 10 :

Mathematics Achievement Test Scores in Mean Grade Equivalents For Grade Five From 1959-1973

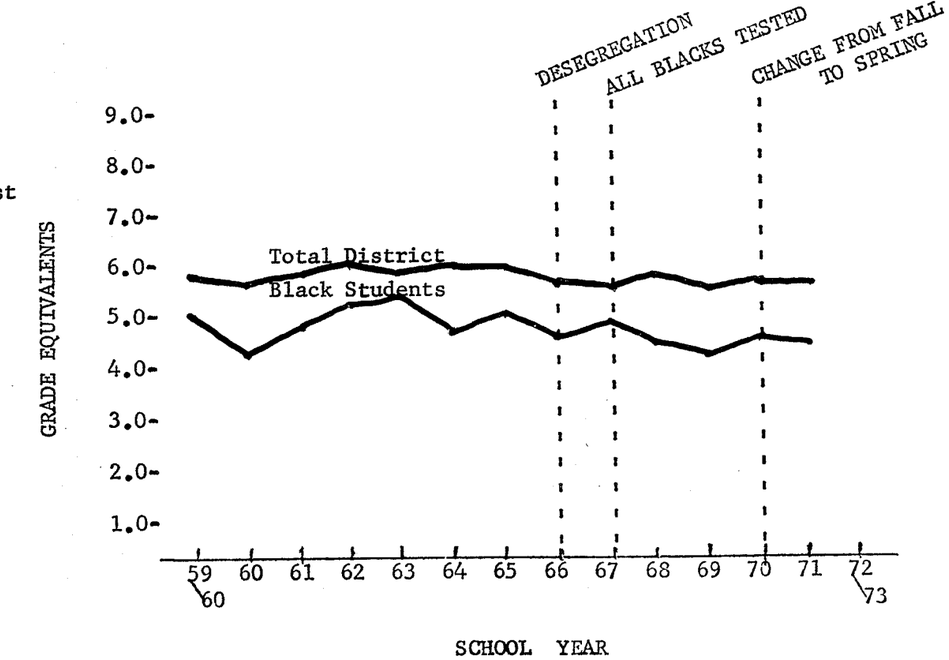


Figure 11 :

Reading Achievement Test Scores in Mean Grade Equivalents For Grade Six From 1959-1973

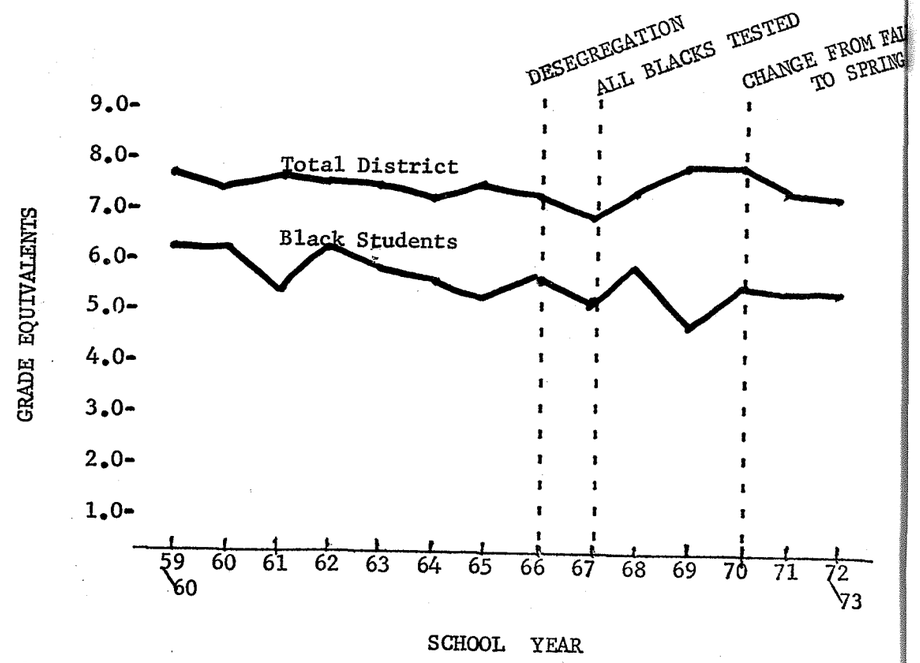
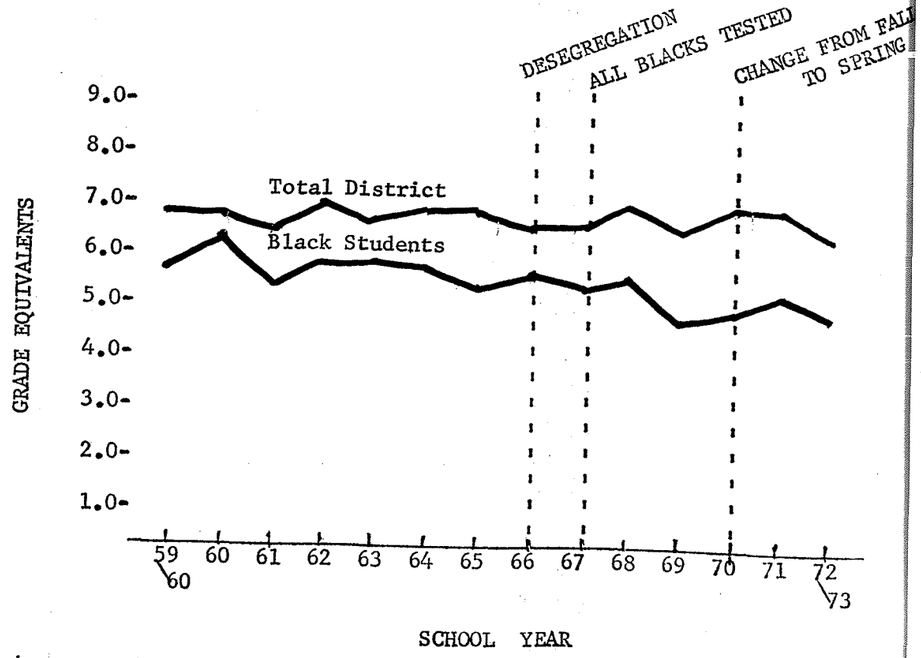


Figure 12 :

Mathematics Achievement Test Scores in Mean Grade Equivalents For Grade Six From 1959-1973



Three additional studies were done in Urbana utilizing the achievement test data from this period, Swenson (1973), Safford (1973), and Kriger (1973). These studies treat the effects of sex, grade, cohort, and time of measurement as they relate to total achievement, arithmetic achievement, and reading achievement immediately prior to and following desegregation. These studies deal with a small section of the data in specified areas. Some general conclusions were found common to the three studies:

1) performance of black girls was superior to that of boys in all areas

2) older cohort groups did not score as well as younger groups.

3) a main effect directly attributable to time of measurement was not found

4) confirmation of the idea of cumulative deficit as defined by Kennedy (1969) was not found

Entry Level of Kindergarten Children

Beginning in September, 1972 a readiness test was administered to all kindergarten children when they entered school for the first time. Some of these children had other educational experiences prior to entering the public schools such as nursery schools, headstart, and University of Illinois pre school programs. No effort was made to separate children on the basis of pre school experiences.

To determine whether children entering kindergarten in each school came to school with similar readiness skills, the ABC Readiness Test was administered to all kindergarten children in September, 1972.

One of the questions asked was, "Are there differences between the schools, such that one school might pose different problems than another, in the readiness of the students to learn?" A comparison was made of schools based on the varying ABC scores. With only slight, nonsignificant variations, the results indicated that the children in King School were significantly more ready to attend school than any of the other schools. See Table 9. Four schools composed the next grouping: Leal, Thomas Paine, Wiley and Yankee Ridge. This group was significantly below King and above the bottom group and did not differ among themselves. The third group was composed of Prairie, Washington and Webber. These schools provide for children who are least ready for school.

The difference between King and the next school, Yankee Ridge, is statistically significant. The differences among the next 4 are not. Similarly, the differences among the last 3 are not. The differences between Thomas Paine and Webber approaches significance, while all other comparisons are significant or not as indicated by the groupings.

In an attempt to determine if the differences between schools could be attributed to differences in age, race, or sex, statistical tests were conducted. The results indicate no significant differences, except for one or two comparisons that would be expected by chance among such a number of comparisons. It seems there is considerable evidence that the schools face different problems for educational personnel in spite of the fact that the schools are integrated by sex and race.

Table 9

Mean Readiness Age Scores for Kindergarten Children - September 1972 & 1973

1972		1973		
School	Readiness Age in Months	School	n	Readiness Age in Months
King	70.3	Yankee Ridge	65	69.5
Significant Differences -t = 2.67		Leal	56	67.4
Yankee Ridge	66.1	King	53	64.2
Leal	65.8	Thomas Paine	59	63.8
Wiley	65.7	Wiley	47	63.7
Thomas Paine	65.0	Prairie	93	62.1
Approaches Significance t = 1.42		Washington	44	61.2
Webber	61.4	Webber	26	57.2
Washington	59.1			
Prairie	58.8			
TOTAL	63.3	TOTAL	443	64.2
White Females	66.3	White Females	194	65.5
White Males	63.8	White Males	162	64.4
Black Females	60.6	Black Females	27	59.4
Black Males	57.7	Black Males	33	56.1
Mean Chronological Age	62.7	Mean Chronological Age		62.7

The mean scores of black children are lower when compared to the mean scores of white children. For example, the mean readiness age score for white males is 63.8 months. The mean readiness age score for black males is 57.7; a full six months difference in readiness for schooling. Similarly, there is a difference between the readiness age scores of white females and black females. The mean readiness age scores for white females is 66.3 months, while the mean readiness age score for black females is 60.6 months; over one-half year difference in readiness for schooling.

Although there was considerable difference among the mean readiness age scores, there was no difference in the chronological ages of the group -- 63.3 months. Consequently, the difference in the group should be considered to reflect preparation for schooling.

The mean age for the standardization sample in the test norms was 4-10 years (58 months). The average age of the children tested in the study was 63.3. One result was a distinct ceiling effect on the test scores, resulting in a decreased ability of the test to discriminate among bright children. On the other hand, the scores seemed to differentiate children who were of average and below on ability. Thus, it might best be used to identify children who need help.

The same evaluation procedure using the ABC Inventory was followed in September, 1973. A comparison was again made of schools, based on the varying ABC scores. Though there was some difference in the ranking from 1972, six of the eight schools changed only one

position or less. Prairie and Webber reversed positions with Webber moving to eighth from sixth and Prairie from eight to sixth. A difference of approximately 4 months was required to be significant.

The mean score difference between males and females and black white children remain essentially the same as in 1972 with females scoring higher than males and white children scoring higher than black. These differences are not attributable to chronological age differences. Table 9 indicates the mean scores in months for each of the schools and the scores for boys and girls of each race. The mean readiness age for black students is as high or higher than the mean scores for the lowest schools indicating that readiness scores on this test are probably more closely correlated with socio-economic factors then they are with race.

Reading Survey

The Wide Range Achievement Test for Reading was administered individually by school psychologists to every child entering grade 4 during the months of September and early October in 1972 and 1973. This test measures word recognition. Though it does not measure comprehension and understanding, it has had wide use and the results of this test have a high correlation with other reading measures.

The Stanford Diagnostic Reading Test - Level I was also administered by fourth grade teachers during the same time period to the same children. This test is designed to measure reading skills at the primary level, and therefore, is not capable of measuring beyond this level. Children working above their grade level frequently obtain perfect scores but do not receive a grade equivalent score beyond 4.5. This means that the mean scores are likely an underestimate of the children's true reading ability. This lower level test was used because of the prime interest in locating children who were already behind in developing their skills in reading. These children would not have been very frustrated with the higher level test. The purpose in this screening was not to see how high children score but rather to find how many children were more than two years below their expected grade level.

The two tests identified 30 children (6%) in 1972 and 21 children (5%) in 1973 who scored two grade levels or more below expectancy.

Table 10 breaks this group into racial groups, indicates which are boys or girls and indicates at which school these children are assigned. As was found at the kindergarten level, girls score better than boys, and white children score higher than black. It is significant to note that the means of all groups in 1973 were above the norm which was 4.1. It is also interesting to note that the mean for black children is at the same level as the mean for this age group at two schools.

Table 10

Fourth Grade Fall Reading Survey

Wide Range Achievement-Reading and Stanford Diagnostic Reading

	September 1972				September 1973			
	Total n	WRAT Grade Equivalent 9/72	WRAT Percentile 9/72	n Scoring at 2.1 or below on SDRT or WRAT	Total n	WRAT Grade Equivalent 9/73	WRAT Percentile 9/73	n Scoring at 2.1 or below on SDRT or WRAT
King	27	5.7	87	2	22	5.5	82	2
Leal	77	6.0	90	1	73	6.1	91	3
Prairie	88	5.3	79	6	84	5.5	82	5
Thomas Paine	60	5.5	82	4	54	5.3	79	2
Washington	43	4.3	55	4	37	4.6	63	3
Webber	47	4.4	58	8	33	4.3	55	5
Wiley	66	5.7	87	2	39	5.8	87	1
Yankee Ridge	77	6.3	93	3	85	6.6	95	0
DISTRICT	482	5.49	82	30	427	5.65	87	21
RACE								
Black	65	3.9	47	9	58	4.4	58	10
White	407	5.7	87	21	355	5.8	87	11
Other	10	6.0	90	0	14	7.3	98	0
SEX								
Female	228	5.7	87	8	212	5.7	87	7
Male	254	5.3	79	22	215	5.5	82	14

WRAT = Wide Range Achievement Test - Reading
SDRT = Stanford Diagnostic Reading Test - Level I

SUMMARY AND RECOMMENDATIONS

As indicated in the introduction, this report is primarily a first review of data and not a study. A number of broad statements can, however, be made on the basis of the data presented.

1. The achievement of black students in Urbana as measured by standardized achievement tests did not decrease when compared to all students after desegregation. In fact, when it is considered that the scores after 1967 begin representing all black students, rather than the top 70%, it is likely that achievement increased after desegregation.

2. The achievement of non-black students in Urbana as measured by standardized achievement tests also did not decrease after desegregation.

3. Though attendance was lower for all groups at the point of desegregation (1966-67) it improved for both black and non-black in following years, reaching a higher level than prior to 1966.

4. Whether or not it can be attributed to desegregation, black enrollments at the high school (gr. 10-12) dramatically improved in the years following 1966. This increase was much greater than the increase in population.

5. The mean scores for all black students on a standardized reading test in September 1973 was at grade level and was as high or higher than the mean scores for all children attending two elementary schools.

6. Black children enter school with a lower readiness score than the mean score for all children in the district, but the mean score for black five year olds is as high as the mean scores for the same age group entering some elementary schools.

7. Black girls score higher than black boys on all of the standardized tests.

8. The cumulative deficit commonly found in reviewing studies dealing with standardized scores for black students is not found in Urbana.

9. Differences between test scores of black and white children are not significant when both are drawn from populations of similar socio-economic status.

SUMMARY AND RECOMMENDATIONS

As indicated in the introduction, this report is primarily a first review of data and not a study. A number of broad statements can, however, be made on the basis of the data presented.

1. The achievement of black students in Urbana as measured by standardized achievement tests did not decrease when compared to all students after desegregation. In fact, when it is considered that the scores after 1967 begin representing all black students, rather than the top 70%, it is likely that achievement increased after desegregation.

2. The achievement of non-black students in Urbana as measured by standardized achievement tests also did not decrease after desegregation.

3. Though attendance was lower for all groups at the point of desegregation (1966-67) it improved for both black and non-black in following years, reaching a higher level than prior to 1966.

4. Whether or not it can be attributed to desegregation, black enrollments at the high school (gr. 10-12) dramatically improved in the years following 1966. This increase was much greater than the increase in population.

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8. The cumulative deficit commonly found in reviewing studies dealing with standardized scores for black students is not found in Urbana.

9. Differences between test scores of black and white children are not significant when both are drawn from populations of similar socio-economic status.

Recommendations:

1. A longitudinal study should be done of black students across the year of desegregation (1966) and following years. This procedure would follow the progress of individual students and would not be affected by the adding of special students or the attrition rate of black students.

2. Continued monitoring of students at kindergarten and grade four should be done to determine the effectiveness of such programs as early intervention and Title VII on the gains of black children.

3. Measures of the attitudes of children toward school, teachers, etc. should be made to determine whether there is a significant difference between black and white students. (these measures at Webber and Washington Schools in 1973-74 did not indicate a difference)

Though standardized test data does not indicate dramatic improvement in the scores of black students as compared to non-black following desegregation, there is no evidence that desegregation caused any decrease for either group. Considering all factors: attendance, drop-out rates, social factors, and community involvement, the data presented in no way indicates that desegregation had any negative effects. It is safe to say that if anything - it has helped.

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APPENDIX

Following is a more detailed summary of the eleven studies cited on pages 16 and 17 of section II.

Samuels (1958) matched black and white students on the basis of their socioeconomic class, health, attendance, intelligence and preschool readiness. He then used Stanford and Metropolitan Achievement Test results and teacher grades to study differences in scholastic achievement. Samuels reported that the whites were superior to the blacks in general achievement and that this gap was wider in the language arts than it was in the area of mathmatics. The difference between the achievement of black and white students increased after one year of desegregation, but either decreased or remained constant after two years of desegregation. Additionally the achievement of black pupils who attended segregated schools in grades one and two was higher than that of their counterparts enrolled in desegregated schools. This trend, however, was reversed in grades three, four, and six; with blacks from desegregated schools achieving at higher levels than blacks from racially homogeneous schools.

Stallings (1959) studied the short-term effects of desegregation on the scholastic performance of black and white students in the Louisville Public Schools. Utilizing achievement test scores for pupils in grades two, six, and eight one year prior to and one

year after integration, Stallings concluded that both races made considerable progress during the initial period of desegregation, but that the gains of the black students were greater than those of the whites.

In a review of Stalling's study, Katz (1964) noted that scholastic achievement rose in both the segregated and desegregated schools of Louisville and that therefore such gains could be "... attributed to factors other than desegregation, such as general improvement in education standards" (p.384).

Controlling for language and non-language IQ, Fortenberry (1959) compared the language, reading, and arithmetic achievement of black junior high students in integrated and non-integrated school settings. Over a two-year period, he found that the blacks enrolled in mixed classes demonstrated higher arithmetic and language achievement but lower achievement in reading. His general conclusion was that blacks achieve better in desegregated than in segregated classes.

Katzenmeyer (1962) studies changes in the measured intelligence of black and white elementary students during the first two years of school desegregation in Jackson, Michigan. The Lorge-Thorndike Intelligence Test was administered to 193 blacks and 1,061 whites in kindergarten and again in second grade. The scores for the white students were significantly higher than those for the blacks at both grade levels. However, in comparison to the whites, the increase in the mean IQ score for the blacks was significant at the .001 level. According to Katzenmeyer:

> These results suggest that the Negro child's performance on an intelligence test depends on a communality of experience with white pupils, the adequacy of his performance having increased as the degree of social interaction increased. (1904-1905)

St. John (1970) described an unpublished integration study done by Radin in 1966. An Ypsilanti, Michigan, elementary school with a 100% black enrollment and another with a 45% black enrollment were chosen for study. Using IQ and Iowa Test of Basic Skills scores, no significant differences were found between the performance of the black students in the two schools. The direction of the difference favored students in the desegregated schools. On the other hand, when only the scores of the very low and the very high achieving pupils were studied, differences favored students in the non-integrated school. However, St. John claimed that the equivalence of the two schools with respect to curriculum and financial support, socioeconomic class, and intelligence of their students was not adequately demonstrated.

Anderson (1966) examined the impact of desegregation on the academic achievement of fourth, fifth, and sixth-grade black children in the public schools of Nashville, Tennessee. Of the 150 subjects used in this study, half were chosen from five desegregated schools (varying from eight to thirty-three percent black) and half were chosen from three segregated schools. Subjects were matched on such factors as age, grade, intactness of family, third-grade intelligence test scores, and second-grade achievement. Utilizing Metropolitan Achievement Test Scores as a measure of academic performance, Anderson found that the black children in racially mixed schools achieved significantly higher than the black children in non-mixed schools. In addition, the results indicated that the grade at entry into a desegregated educational setting was significantly related to the academic progress that was achieved. Students who entered desegregated schools as first and second graders had higher mean achievement scores than

their counterparts in segregated schools. Gains were not as great for those students entering racially mixed schools in grades three and four. For students enrolling in desegregated schools in grades five and six, achievement in relation to that of segregated students actually declined.

Prichard (1969) studied the effects of desegregation on student achievement in the Chapel Hill Public Schools, one of the first school systems in the South to complete the integration of its students and staff. Students in grades five, seven, and nine in the year prior to integration served as controls. Their counterparts in the experimental group had experienced one or two years of desegregation. On the Sequential Tests of Educational Progess, white students performed above national norms while black students scored below national norms. Desegregation did not have a significant negative effect on either race's scholastic achievement. Significant positive change occurred in Mathematics scores in grades five and seven for blacks and in grade five for whites. However, this change may have been influenced by a mathmatics curriculum revision which was instituted during the years spanned by the study. No significant changes in Reading Achievement occurred at any grade. In general, male blacks and whites scored higher in Mathmatics then female blacks and whites. This sex effect was reversed for Reading Achievement.

Frary and Goolsby (1970) studied the achievement of black and white segregrated and desegregrated first graders in Gulfport, Mississippi. Subjects were classified into high, medium, and low readiness groups on the basis of their Metropolitan Readiness Test Scores. Only four of the 113 blacks studied were in the high readiness group, so the results that follow apply only to the medium and low groups. Utilizing scores from the Otis-Lennon Mental Ability Test, Primary II; the Botel Reading Inventory; and the Metropolitan Achievement Tests, Primary I Battery, the authors concluded:

> First, Negro students, particularly those with low readiness, perform at a much higher level in integrated first grade classrooms than in the formerly traditional segregated setting. Second, when readiness is held constant, there is no reason whatsoever to expect differences in first grade achievement based on race.

A three-year longitudinal study of the effects of integration in Evanston, Illinois, was jointly undertaken by the Educational Testing Service and the Evanston District 65 Board of Education (Hsia, 1971). The principal subjects were the 10,981 students in grades kindergarten through eight when system-wide desegregation began in September, 1967. Baseline achievement data was collected in the fall of 1967 and was used as the standard against which future comparisons would be made. The average white student in 1967 began school with a large academic advantage over the average black. The gap between the achievement of black and white students remained throughout the school grades. For the three years following integration, comparisons among grade one, three and four cohorts revealed that white students' achievement test scores remained essentially unchanged whereas black students' scores indicated slight gains. Letter grades obtained by first-, second-, fourth-, and fifth grade students compared before and after integration corroborated the findings of standardized achievement tests.

> Significant differences were found between black and white boys and girls before as well as after desegregation. There were no differences, pre- and post-treatment however in the frequencies of earned grades within each group. (p.4)

Scudder and Jurs (1971) attempted to evaluate the effect of bussing black students on the non-black students in the receiving schools. Their study examined the previously recorded scores of non-black children in integrated and non-integrated schools in Denver, Colorado. The experimental group consisted of 909 non-black students in grades two, three, and four who attended four integrated schools during the 1968-69 school year and who were administered the Stanford Achievement Test in 1969. Two control groups were established: (1) 802 non-black children in the same four schools during the 1967-68 school year (when the schools were not integrated) and (2) 768 non-black students from two schools which were not integrated in 1968-69. In grade two the results of three of the four subtests indicated no effect on the non-black students in schools receiving bussed children. One subtest in grade two (Arithmetic Computation) did favor the non-integrated control group in 1969. There were no significant interactions at the third-grade level; however, at the fourth-grade level, as at the second-grade level, the Arithmetic Computation subtest showed a significant difference in favor of the non-integrated control group. The authors concluded:

> There was no evidence of any general effect of the presence of Negro students on the academic achievement of non-Negro pupils. Therefore, it is recommended that school boards need not hesitate to integrate schools at the elementary level because of academic factors.

Henry Faulk (1972), the superintendent of the McKeesport, Pennsylvania, public schools reported on the results of a three-year integration plan in that city. A group of black students who completed sixth grade in 1972 were tested in grades three, four, five, and six using the Iowa Test of Basic Skills. While these students were in grades three and four in a school with 87 percent black students, the average gain in achievement from grade three to grade four was six months. However, after one year in an integrated school, the mean gain was nine months. That mean gain was duplicated during the second year in an integrated setting.