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A Survey of Scholastic Aptitude Test Scores Among Black Students Before Integration and 12 Years After in Gloucester County

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A SURVEY OF SCHOLASTIC APTITUDE TEST
SCORES AMONG BLACK STUDENTS BEFORE INTEGRATION
AND 12 YEARS AFTER IN GLOUCESTER COUNTY

A PROJECT
PRESENTED TO
THE VOCATIONAL EDUCATION DEPARTMENT
OLD DOMINION UNIVERSITY

IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS OF THE DEGREE
MASTER OF SCIENCE IN EDUCATION

Dr. David I. Joyner

BY
JAMES NEWTON

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Chapter One

Introduction

Scholastic Aptitude Test (SAT) scores and/or College Board Examination among blacks have been very low when compared to whites since the beginning of College Board Entrance Examination. Some critics charge that the test discriminate against minorities and others claim that blacks and other minority groups are inferior to whites. There are several factors that will be considered in this study but none of them will be the prime reason for the outcome of the study.

We are aware of the fact that before integration, black schools were passed down obsolete books for their students while white schools were using update books and materials. This may contribute to the test scores difference among various groups which reflect disparities in their education background, rather than any intrinsic difference in the groups themselves. Black students who took the Scholastic Aptitude Test in a recent five years period scored an average of 119 points lower than whites on the verbal section and 134 points lower than whites on the mathematics section.

This test score gap should come as no surprise to anyone familiar with the historically unequal education available to blacks as compared with whites, or with corresponding difference in social, economic, and occupational spheres of American life.

Statement of the Problem

The purpose of this study is to determine if the SAT scores of blacks increased or decreased since the beginning of integration.

Research Goals

The research goals for this study are: (1) To determine the reason for the low SAT scores among black students. (2) To determine if integration helped to raise the SAT or if they remained the same.

Background and Significance

The Scholastic Aptitude Test has played a major role in the acceptance/denial of many blacks entrance into colleges and universities. Since the future of america depends on education, it is imperative that there is some knowledge of the reason for the low scores among blacks.

There are times that blacks are admitted to a college or university on conditions. And during these times, blacks have performed extremely well. A study shows that out of the 334 black students enrolled at 20 top american colleges-- including all eight Ivy League schools--1969 and 1972, seventy percent of the students have graduated, seven percent were of still enrolled as of November 1977, and twenty-three percent have ceased pursuing a degree. These rates are almost as high as overall rates for the colleges studied, where approximately seventy-five percent of students graduated within four years and approximately eighty percent graduated within the low SAT scores were not admitted, the seventy percent of students that graduated would have not had the opportunity to attend those highly selective colleges and universities.

Limitation

This study relies on the survey of SAT scores of Gloucester County from 1963-1983 and the Educational Testing Service. Another limiting factor is the inability to go beyond the year when colleges first started requiring the SAT.

Assumption

This study will give the reader general information on SAT scores among blacks before integration and twelve years after in Gloucester County. The study will also show if there was a decline or increase of the scores during the selected period. Despite of the social and economic difference, the study will also shed some light on the claim made by some critics that blacks can only learn when sitting in the same classroom as whites.

Procedures

In this study a survey of black graduate scores from the SAT and/or College Board Entrance examination 5 years before integration will be compiled and averaged. Scores of blacks who completed twelve years of school during integration will also be compiled and averaged.

Definition of Terms

The following terms are used throughout the study. They are listed in order to give the reader a better understanding of this report.

1. SAT - Scholastic Aptitude Test
2. ETS - Educational Testing Service
3. Blacks - Negro
4. Minority Group - A racial, religious, national or political group smaller than and differing from the larger, controlling group of which it is a part.
5. White - Caucasian

Overview of Chapters

Chapter I presented an introduction of this research project that being a survey of SAT scores among blacks before integration and twelve years after in Gloucester County. This chapter also includes the statement of the problem,

research goals, background and significance, limitation, assumption, procedures for conducting the research and the definition of terms.

There are four other chapters and an appendix section in this research study. The review of related literature will be in chapter two and chapter three which explains the methods and procedures used to conduct the study. Chapter four gives the results of the findings and chapter five gives the summary, conclusions, and recommendations of the researcher.

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(January 7, 1980).

Chapter Two

Review of Related Literature

Introduction

The related literature for this research study came from "Time Higher Education", "Change", and The Negro and White Children. Most of the materials and information dealt with SAT scores and minority groups.

During my review of Related Literature, I found no materials or information on prior studies. It was the same as this one, but several authors had written articles related to this study.

The related literature asked several questions about Blacks as well as other minority groups and reveal some very good information. Some of the questions were (1) the minority students qualified to attend and succeed at highly selective colleges and universities. (2) Can one tell by looking at Scholastic Aptitude Test (SAT) scores? (3) Does heavy emphasis on such scores discriminate against minority applicants? Debate over such questions continue, but it tends to be dominated by rhetorical flourishes rather than data. This holds true because several hundred "A Better Chance" (ABC) students have earned degrees from highly selective colleges and universities, ABC has a special perspective on these questions and enough information to provide some answers. ABC is a secondary school recruitment, placement, and scholarship program founded in 1963 by a group of independent schools. Its primary purpose is to help place talented minority students in top secondary schools and then in highly selective colleges. Though most of the students came from families where neither parents attended college, a full two-thirds of the 2,800 students who have been through

the ABC program has attended highly selective colleges.

A recent study of ABC students indicate that minority students do succeed at such colleges and that one cannot predict their success by their SAT scores alone. Many of ABC's students have graduated with honors even though their scores were as much as 300-400 points below the median for their college. The ABC's secondary school recruitment process recognizes that consideration of standardized test scores alone discriminates against minority students.

Another article reveals that black students who took the Scholastic Aptitude Test in a recent five year period scored an average of 119 points lower than whites on the verbal section and 134 points lower than whites on the mathematics section. The average scores for whites were 455 on the verbal part and 493 on the math part, compared with average for blacks of 336 on verbal, and 359 on math. The average for chicanos was 375 on verbal and 412 on math. A very interesting fact in this article is that chicanos scored an average of thirty-nine points on the verbal and fifty-three points on the math which was higher than blacks scored.

The college board's basic position is that the test has been consistently valid for all students, regardless of race, as a predictor of academic performance in college. They continue to say this even though it has been proven otherwise.

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Boyd, William M., "SAT and Minorities the Dangers of Underprediction" , 9:48-9,
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Chapter Three

Method and Prodedures

This study was done to determine if SAT scores in Gloucester County among blacks increase, decrease or remain the same after the students have completed twelve years in an integrated school system. This was done by (1) gathering all the names of black students who graduated from Gloucester Public schools during the period 1963 to 1969. (2) Next, the SAT scores of students who took the tests were taken from their records and averaged. Then we selected names of black students who entered the kindergarten in the integrated system and completed twelve years of school. This was done for five years of graduating classes; each class was averaged and the comparison was made.

Population

The population for this study consisted of all the black students who graduated from Gloucester public school during the period of 1963-1983. After gathering the names of the graduates, the list was narrowed to the students who took the SAT and/or College Board Examination.

Instrument

The instrument used in this research was the year book of Gloucester County public schools during the period of 1963-1983. They ensured that we included all the black students of each graduating class. Through the guidance department and the students' records, we narrowed the students to the ones who took the SAT and/or College Board Examination. This gave us the result needed to compare the score.

Summary

This chapter described the methods and procedures used by the researcher. The population was described as being Gloucester High's black graduates during the period of 1963-1983. The instrument used by the researcher was the SAT and/or College Board Examination score of the Black students who took the test. After comparing and averaging the scores of the students who graduated during the period of 1963-1969 with the ones who graduated during the period of 1970-1982, the results were hand tabulated and analyzed by recording the results as percentages.

Chapter Four

Findings

Introduction

The purpose of this study was to survey the Scholastic Aptitude Test scores among black students before integration and twelve years after integration in Gloucester County. To conduct this survey, the researcher gathered names of black students who graduated from T. C. Walker High School from 1963-1968. Out of one hundred sixty-three students, I found that forty-two of them took the SAT.

The names of black students that graduated from Gloucester High School (which was integrated in 1969) during 1981-1983 were also gathered. Out of one hundred forty-eight students, I found that forty-eight of them took the SAT.

Survey

Item one determines the year, number of student records surveyed from 1963-1968, number of students that took the SAT, and an overall average score. In 1963, thirty-two students' records were surveyed and only two SAT scores were found. In 1964, thirty-one student records were surveyed, and no SAT scores were found. There were no student records surveyed in 1965 because the researcher was unable to locate an annual. In 1966, thirty-nine student records were surveyed and sixteen SAT scores were found. In 1967, thirty-six student records were surveyed and ten SAT scores were found. In 1968, twenty-three student records were surveyed and twelve SAT scores were found. (see next page for the chart).

TABLE 4.1

YEAR	NUMBER OF STUDENT RECORDS SURVEYED	NUMBER OF STUDENTS THAT TOOK THE SAT	AVERAGE SAT SCORES		OVERALL AVERAGE BEFORE INTEGRATION
			VERBAL	MATH	
1963	32	2	280	274.5	554
1964	31	0	-	-	-
1965	-	-	-	-	-
1966	39	16	330.5	371.87	701.5
1967	36	10	324.4	380.4	704.8
1968	23	12	314.16	340.16	654.32

Item two determines the year, number of student records surveyed from 1981-1983, number of students that took the SAT, and the overall average of scores. In 1981, forty-two student records were surveyed and fifteen of them took the SAT. In 1982, fifty-five student records were surveyed and twenty of them took the SAT. In 1983, forty-nine student records were surveyed and twelve of them took the SAT. All of these students started and completed twelve years in an integrated system.

TABLE 4.2

YEAR	NUMBER OF STUDENT RECORDS SURVEYED	NUMBER OF STUDENTS THAT TOOK THE SAT	AVERAGE SAT SCORES VERBAL - MATH	OVERALL AVERAGE AFTER INTEGRATION
1981	42	15	277.3	595.9
1982	55	20	300	665
1983	49	12	370.8	764.24

Item three indicates the national SAT percentile scores of black students' annual parental income, number of dependents in family, and plans to apply for financial aid.

TABLE 3. ANNUAL PARENTAL INCOME, NUMBER OF DEPENDENTS IN FAMILY, AND PLANS TO APPLY FOR FINANCIAL AID (1980-81 SDQ QUESTIONS 27, 41-43)

	Male	Percentage- Female	Total	SAT-V Percentile Scores			SAT-M Percentile Scores		
				25th	50th	75th	25th	50th	75th
Income									
Under \$6,000	15.3	19.0	17.5	235	284	347	275	319	376
\$6,000-\$11,999	29.5	31.9	30.9	250	302	369	287	331	398
\$12,000-\$17,999	20.8	19.9	20.3	265	323	392	295	348	419
\$18,000-\$23,999	13.6	12.5	12.9	279	339	411	303	361	437
\$24,000-\$29,999	7.7	6.4	6.9	288	352	425	314	377	457
\$30,000-\$39,999	7.6	6.0	6.7	308	370	442	325	393	471
\$40,000-\$49,999	3.3	2.7	2.9	320	392	466	337	409	489
\$50,000 or Over	2.2	1.6	1.8	340	414	492	359	433	519
Number Responding (Income) ^a	28,600	39,896	68,496						
Mediari Contribution	—	—	\$0						
Median Income	\$13,500	\$11,600	\$12,500						
Dependents^b									
Two	11.9	11.7	11.7	253	310	388	285	329	395
Three	20.2	20.7	20.5	264	323	399	291	341	415
Four	24.7	24.2	24.4	264	325	408	295	349	424
Five	19.9	20.3	20.2	262	323	396	294	349	426
More than Five	23.3	23.1	23.2	251	307	388	291	343	419
Median Number of Dependents	4.2	4.2	4.2						
Number Responding ^c	29,081	44,367	73,448						
Financial Aid									
% Planning to Apply for Financial Aid	91.4	94.2	93.1	259	317	391	292	343	418
Number Responding ^d	29,433	44,892	74,325						

^a Number who responded to SDQ Question 43 and who had an SAT-verbal score.

^b The number of dependents includes all dependents (parents, children, others living with the family, etc.).

^c Number who responded to SDQ Question 41 and who had an SAT-verbal score.

^d Number who responded to SDQ Question 27 and who had an SAT-verbal score.

Item four indicates the national SAT averages by Ethnic groups from 1976-1982.

TABLE 4.4

SAT AVERAGES BY ETHNIC GROUP, 1976-1982

	SAT-V										SAT-M					
	76	77	78	79	80	81	82	76	77	78	79	80	81	82		
American Indian	388	390	387	385	390	391	383	420	421	419	421	425	425	424		
Black	332	330	332	330	330	332	341	394	357	354	358	360	362	366		
Mexican-American	371	370	370	370	372	373	377	410	408	402	410	413	415	416		
Oriental	414	405	401	396	396	397	398	518	514	510	511	509	513	513		
Puerto Rican	364	355	349	345	350	353	360	401	397	389	389	394	396	403		
White	451	448	446	444	442	442	444	493	489	485	483	482	483	483		
Other	410	402	399	393	394	388	392	458	457	450	447	449	447	449		
No Response	410	409	412	409	401	399	400	443	447	449	447	442	440	439		
Total	431	429	429	427	424	424	426	472	470	458	457	466	456	467		

Summary

This chapter presented the results of the survey the researcher used for this study. The results were recorded in narrative and tabular form.

Three hundred eleven student records were surveyed and ninety of them took the SAT. This was an increase from two in 1963 to twelve in 1983, but there were as many as twenty who took the SAT one year.

Chapter Five

Summary, Conclusions, and Recommendations

Introduction

The research for this project, a survey of Scholastic Aptitude Test scores among black students before integration and twelve years after in Gloucester County has been completed. All parts of the project have been presented in chapters one, two, three, and four. However, the researcher has presented the final part of this chapter in the indicated format: summary, conclusions, and recommendations.

The summary condensed the information recorded in chapters one through four. The conclusions made inference derived by researching the project. The final section of the chapter, recommendation, described the researcher's positions on the project.

Summary

The purpose of the survey was to determine if SAT scores of Black students have remain the same or improved since integration. The researcher sought to ascertain this need as recorded in chapters one through four.

In chapter one, goals were established which indicated what the researcher was striving to accomplish. The "Background and Significance" section gave the importance of the study supported with references from the researcher in the area of study and materials from the College Board Entrance Examination.

Chapter two gave a review of literature related to this project. Several authorities were cited which substantiated a need for improving SAT scores

among black students.

Chapter three described the methods and procedures used to determine if SAT scores in Gloucester County among blacks had changed after completing twelve years in an integrated school system. SAT scores were gathered from the year of 1963 to 1983.

Chapter four presented the findings of the study. The findings were illustrated in tables and described in narrative form.

Appendix A

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