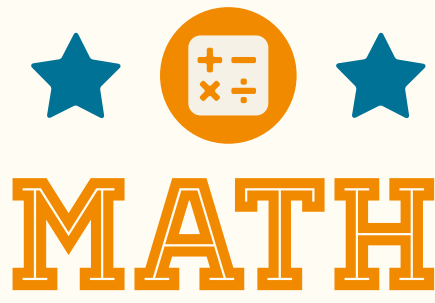


# MAKING THE ★ GRADE? ★

## DESPITE PROGRESS, THE ACHIEVEMENT GAP REMAINS

The back to school bell is ringing, and it’s more than a signal for students to get to class. It’s a reminder that inequities persist for children of color in classrooms across the country. While math and reading scores improved for many children over the past decade, achievement level gaps remain for many communities of color.



GRADE 4: MATH	THE PERCENTAGE OF STUDENTS TESTING AT PROFICIENT OR ADVANCED ACHIEVEMENT LEVELS IN MATH.		
Black	<div><div></div><div></div></div> <div><div>200310%</div><div>201117%</div></div>	70% Increase	
Hispanic	<div><div></div><div></div></div> <div><div>200316%</div><div>201124%</div></div>	50% Increase	
White	<div><div></div><div></div></div> <div><div>200342%</div><div>201152%</div></div>	24% Increase	
Asian Or Pacific Islander	<div><div></div><div></div></div> <div><div>200349%</div><div>201162%</div></div>	27% Increase	
American Indian Or Alaskan Native	<div><div></div><div></div></div> <div><div>200317%</div><div>201122%</div></div>	29% Increase	



## READING

GRADE 4: READING	THE PERCENTAGE OF STUDENTS TESTING AT PROFICIENT OR ADVANCED ACHIEVEMENT LEVELS IN READING.		
Black	<div><div></div><div></div></div> <div><div>200313%</div><div>201116%</div></div>	23% Increase	
Hispanic	<div><div></div><div></div></div> <div><div>200315%</div><div>201119%</div></div>	27% Increase	
White	<div><div></div><div></div></div> <div><div>200341%</div><div>201144%</div></div>	7% Increase	
Asian Or Pacific Islander	<div><div></div><div></div></div> <div><div>200339%</div><div>201138%</div></div>	3% Decrease	
American Indian Or Alaskan Native	<div><div></div><div></div></div> <div><div>200316%</div><div>201118%</div></div>	13% Increase	



## NOTES

### PROGRESS

Between 2003 and 2011, reading and math test scores improved for children of all races, especially for African American and Hispanic students.

### ROOM FOR IMPROVEMENT

Despite significant progress, the achievement gap persists for African American, Hispanic, American Indian or Alaskan Native students when compared with their white, Asian or Pacific Islander peers.



Sources: [diversitydatakids.org](#), Institute of Education Sciences ([ies.ed.gov](#))

\*Individuals who are identified as White, African-American, Asian or Pacific Islander, American Indian or Alaska Native, or two or more races are non-Hispanic.

### OTHER RESOURCES

#### [diversitydatakids.org](#)

[diversitydatakids.org](#) is an online data and analysis tool that allows users to discover child wellbeing and equity indicators in their communities. The W.K. Kellogg Foundation is a supporter of [diversitydatakids.org](#).

#### [Racial Equity Resource Guide](#)

[DiversityDataKids.org](#) is one of many Education materials on the [Racial Equity Resource Guide](#). Get started with a pre-made Education focused Resource Guide by visiting [racialequityresourceguide.org/education](#).