

### TIMSS 2011 results for Connecticut

#### Mathematics - Grade 8

- Public school students' average score was 518 at grade 8.
- Higher percentages of Connecticut 8th-graders performed at or above each of the four TIMSS international benchmarks than the international medians. For example, 10 percent of 8th-graders in Connecticut performed at or above the *Advanced* benchmark (625) compared to the international median of 3 percent at grade 8 (figure 4).
- Male and female students in Connecticut scored higher, on average, in mathematics than the TIMSS scale average (table 15).

**Table 14. Average mathematics scores of 8th-grade students in Connecticut public schools compared with other participating education systems: 2011**

Grade 8	
<b>Education systems higher than Connecticut</b>	
Korea, Rep. of	<i>Massachusetts-USA</i>
Singapore	<i>Minnesota-USA</i>
<i>Chinese Taipei-CHN</i>	Russian Federation
<i>Hong Kong-CHN</i>	<i>North Carolina-USA</i>
Japan	<i>Quebec-CAN</i>
<b>Education systems not measurably different from Connecticut</b>	
<i>Indiana-USA</i>	<i>Ontario-CAN</i>
<i>Colorado-USA</i>	United States
Israel	<i>England-GBR</i>
Finland	Australia
<i>Florida-USA</i>	
<b>Education systems lower than Connecticut</b>	
<i>Alberta-CAN</i>	<i>Abu Dhabi-UAE</i>
Hungary	Malaysia
Slovenia	Georgia
Lithuania	Thailand
Italy	Macedonia, Rep. of
<i>California-USA</i>	Tunisia
New Zealand	Chile
Kazakhstan	Iran, Islamic Rep. of
Sweden	Qatar
Ukraine	Bahrain
<i>Dubai-UAE</i>	Jordan
Norway	<i>Palestinian Nat'l Auth.</i>
Armenia	Saudi Arabia
<i>Alabama-USA</i>	Indonesia
Romania	Syrian Arab Republic
United Arab Emirates	Morocco
Turkey	Oman
Lebanon	Ghana

NOTE: Italics indicate participants identified and counted in this report as an education system and not as a separate country.  
 SOURCE: International Association for the Evaluation of Educational Achievement (IEA), Trends in International Mathematics and Science Study (TIMSS), 2011.

- White and Asian students' average scores were higher than the TIMSS scale average, while Black and Hispanic students scored lower, on average, than the TIMSS scale average.
- Students in public schools with less than 25 percent of students eligible for free or reduced-price lunch scored higher, on average, than the TIMSS scale average, while students in schools with 50 percent or more scored lower, on average, than the TIMSS scale average.

**Table 15. Average mathematics scores in grade 8 for selected student groups in public schools in Connecticut: 2011**

Reporting groups	Mathematics Grade 8
TIMSS scale average	500
U.S. average	509 *
Connecticut average	518 *
Sex	
Female	520 *
Male	516 *
Race/ethnicity	
White	543 *
Black	453 *
Hispanic	467 *
Asian	577 *
Multiracial	516
Percentage of public school students eligible for free or reduced-price lunch	
Less than 10 percent	567 *
10 to 24.9 percent	535 *
25 to 49.9 percent	490
50 to 74.9 percent	456 *
75 percent or more	420 *

\* $p < .05$ . Difference between score and TIMSS scale average is significant.  
 NOTE: Black includes African American, Hispanic includes Latino, and Asian includes Pacific Islander and Native Hawaiian. Racial categories exclude Hispanic origin. Not all race/ethnicity categories are shown, but they are all included in the U.S. and state totals shown throughout the report. The standard errors of the estimates are shown in table E-16 available at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2013009>.  
 SOURCE: International Association for the Evaluation of Educational Achievement (IEA), Trends in International Mathematics and Science Study (TIMSS), 2011.

## TIMSS 2011 results for Connecticut

### Science - Grade 8

- Public school students' average score was 532 at grade 8.
- Higher percentages of Connecticut 8th-graders performed at or above each of the four TIMSS international benchmarks than the international medians. For example, 14 percent of 8th-graders in Connecticut performed at or above the *Advanced* benchmark (625) compared to the international median of 4 percent at grade 8 (figure 12).
- Male and female students in Connecticut scored higher, on average, in science than the TIMSS scale average.

**Table 37. Average science scores of 8th-grade students in Connecticut public schools compared with other participating education systems: 2011**

Grade 8	
<b>Education systems higher than Connecticut</b>	
Singapore	<i>Minnesota-USA</i>
<i>Massachusetts-USA</i>	Finland
<i>Chinese Taipei-CHN</i>	<i>Alberta-CAN</i>
Korea, Rep. of	Slovenia
Japan	
<b>Education systems not measurably different from Connecticut</b>	
Russian Federation	<i>North Carolina-USA</i>
<i>Colorado-USA</i>	Florida-USA
<i>Hong Kong-CHN</i>	United States
<i>England-GBR</i>	Hungary
<i>Indiana-USA</i>	Australia
<b>Education systems lower than Connecticut</b>	
<i>Ontario-CAN</i>	<i>Abu Dhabi-UAE</i>
<i>Quebec-CAN</i>	Bahrain
Israel	Thailand
Lithuania	Jordan
New Zealand	Tunisia
Sweden	Armenia
Italy	Saudi Arabia
Ukraine	Malaysia
<i>California-USA</i>	Syrian Arab Republic
Norway	<i>Palestinian Nat'l Auth.</i>
Kazakhstan	Georgia
<i>Alabama-USA</i>	Oman
<i>Dubai-UAE</i>	Qatar
Turkey	Macedonia, Rep. of
Iran, Islamic Rep. of	Lebanon
Romania	Indonesia
United Arab Emirates	Morocco
Chile	Ghana

NOTE: Italics indicate participants identified and counted in this report as an education system and not as a separate country.

SOURCE: International Association for the Evaluation of Educational Achievement (IEA), Trends in International Mathematics and Science Study (TIMSS), 2011.

- White, Asian, and multiracial students' average scores were higher than the TIMSS scale average, while Black and Hispanic students scored lower, on average, than the TIMSS scale average (table 38).
- Students in public schools with less than 25 percent of students eligible for free or reduced-price lunch scored higher, on average, than the TIMSS scale average, while students in schools with 50 percent or more of students eligible for free or reduced-price lunch scored lower, on average, than the TIMSS scale average.

**Table 38. Average science scores in grade 8 for selected student groups in public schools in Connecticut: 2011**

Reporting groups	Science Grade 8
<b>TIMSS scale average</b>	<b>500</b>
<b>U.S. average</b>	<b>525 *</b>
<b>Connecticut average</b>	<b>532 *</b>
Sex	
Female	530 *
Male	533 *
Race/ethnicity	
White	562 *
Black	459 *
Hispanic	474 *
Asian	565 *
Multiracial	543 *
Percentage of public school students eligible for free or reduced-price lunch	
Less than 10 percent	581 *
10 to 24.9 percent	549 *
25 to 49.9 percent	509
50 to 74.9 percent	471
75 percent or more	420 *

\* $p < .05$ . Difference between score and TIMSS scale average is significant. NOTE Black includes African American, Hispanic includes Latino, and Asian includes Pacific Islander and Native Hawaiian. Racial categories exclude Hispanic origin. Not all race/ethnicity categories are shown, but they are all included in the U.S. and state totals shown throughout the report. The standard errors of the estimates are shown in table E-37 available at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2013009>.

SOURCE: International Association for the Evaluation of Educational Achievement (IEA), Trends in International Mathematics and Science Study (TIMSS), 2011.