

## 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 and Hispanic includes Latino. 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.