

### 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.