WEIGHTED PERCENTAGES AND AVERAGE SCALE SCORES (STANDARD ERRORS IN PARENTHESES)

WEIGHTED PERCENTAGES AND AVERAGE SCALE SCORES ACROSS ASSESSMENT YEARS

	1977	1982	1986	1990	1992	1994	1996	
-- Total --	100.0(****)	100.0(****)	100.0(****)	100.0(****)	100.0(****)	100.0(****)	100.0(****)	
	247.4(1.1)@	250.1(1.3)	251.4(1.4)	255.2(0.9)	258.0(0.8)	256.8(1.0)	256.0(1.0)	L
Gender								
Male	49.8(0.3)	48.5(0.7)	49.8(0.9)	49.8(0.6)	49.9(0.8)	49.2(0.8)	48.4(0.8)	
	251.1(1.3)@	255.6(1.5)	256.1(1.6)	258.5(1.1)	260.1(1.2)	259.4(1.2)	260.5(1.0)	L
Female	50.2(0.3)	51.5(0.7)	50.2(0.9)	50.2(0.6)	50.1(0.8)	50.8(0.8)	51.5(0.8)	
	243.7(1.2)@	245.0(1.3)	246.9(1.5)	251.8(1.1)	256.0(1.0)	254.3(1.2)	251.7(1.3)	L
Race/Ethnicity								
White	80.4(1.6)@	79.2(2.1)	76.8(1.0)	73.4(0.7)	74.2(0.5)	72.0(0.8)	71.0(0.6)	
	256.1(0.8)@	257.3(1.1)	259.2(1.4)	264.1(0.9)	267.1(1.0)	266.5(1.0)	265.9(1.1)	L
Black	13.0(1.2)	13.8(1.9)	14.4(0.9)	15.6(0.3)	15.9(0.3)	15.1(0.3)	15.3(0.4)	
	208.1(2.4)@	217.1(1.3)	221.6(2.5)	225.7(3.1)	224.4(2.7)	223.9(4.2)	225.7(2.1)	L
Hispanic	5.0(1.1)@	5.3(1.0)	6.6(1.1)	7.3(0.5)	7.0(0.5)	8.0(0.4)	9.1(0.7)	
	213.4(1.9)@	225.5(3.9)	226.1(3.1)	231.6(2.6)	237.5(2.6)	232.1(2.4)	232.2(2.5)	L
Other	1.6(0.4)	1.7(0.7)	2.2(0.3)	3.7(0.8)	2.9(0.3)	3.7(0.2)	4.3(0.9)	
	235.0(3.3)@	262.4(5.9)	253.0(4.0)	248.2(10.9)	260.7(2.7)	257.4(4.3)	250.2(2.9)	
Grade								
Below Modal Grade	27.2(0.9)@	28.0(1.3)	32.7(2.1)	36.1(1.3)	37.4(1.1)	37.6(1.3)	36.0(1.5)	
	223.4(1.6)@	228.6(1.6)	234.2(1.9)	239.5(1.6)	244.3(1.4)	244.3(1.5)	246.1(1.7)	L
At Modal Grade	71.6(0.7)@	71.7(1.3)	66.8(2.1)	63.4(1.4)	62.4(1.0)	61.5(1.3)	63.4(1.5)	
	255.9(1.0)@	258.5(1.3)	259.8(1.3)	264.0(1.0)	266.1(1.0)	264.0(1.1)	261.1(1.2)	Lq
Above Modal Grade	1.1(0.4)	0.2(0.1)	0.5(0.1)	0.5(0.2)	0.2(0.1)	0.8(****)	0.6(0.3)	
	284.7(3.9)	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	NA

@ This value is signigicantly different From the value for 1996 at about the 95 percent certainty level.
L/l indicates a significant POSITIVE/negative linear trend; Q/q indicates a POSITIVE/negative quadratic trend; NA means linear and quadratic trends were not tested due to lack of at least 5 trend points with sufficient sample size to estimate the statistics and their standard errors.
(****) Standard error estimates cannot be accurately determined.
*****(****) Sample size is insufficient to permit a reliable estimate.

WEIGHTED PERCENTAGES AND AVERAGE SCALE SCORES ACROSS ASSESSMENT YEARS

	1977	1982	1986	1990	1992	1994	1996	
Region								
Northeast	25.6(1.5)	24.0(2.9)	22.4(1.6)	24.3(1.0)	20.9(0.8)	20.2(0.9)	22.0(2.0)	
	255.2(2.3)	254.1(2.1)	257.6(3.1)	256.8(2.7)	256.8(2.2)	262.7(1.7)	254.7(3.0)	
Southeast	21.3(1.1)	22.2(2.3)	24.7(5.8)	23.1(0.8)	23.9(1.6)	22.2(1.7)	24.9(2.6)	
	235.1(1.8)@	238.7(2.3)	247.1(2.2)	251.3(1.9)	254.2(2.8)	252.6(2.6)	250.8(2.7)	L
Central	27.4(1.9)	27.9(3.9)	24.9(5.0)	23.5(0.7)	26.6(1.0)	26.6(1.8)	23.1(1.0)	
	253.8(1.8)@	253.8(2.6)	249.4(5.3)	260.4(2.8)	262.5(2.1)	261.1(3.5)	265.7(1.8)	L
West	25.7(2.1)	25.9(2.5)	28.0(1.5)	29.1(0.9)	28.6(0.9)	31.0(1.1)	30.0(1.9)	
	243.0(2.3)@	252.4(2.8)	252.3(2.7)	252.6(2.1)	258.0(1.6)	252.2(2.1)	253.6(1.8)	L
Type Of Location								
Central City	0.0(****)	0.0(****)	0.0(****)	0.0(****)	0.0(****)	31.9(2.5)	35.7(3.8)	
	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	245.0(2.5)	246.0(2.3)	NA
Urban Fringe/Large Tow	0.0(****)	0.0(****)	0.0(****)	0.0(****)	0.0(****)	41.8(3.9)	35.9(3.6)	
	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	262.4(1.7)	259.9(2.2)	NA
Rural/Small Town	0.0(****)	0.0(****)	0.0(****)	0.0(****)	0.0(****)	26.3(4.3)	28.3(3.8)	
	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	262.2(2.2)	263.6(2.6)	NA
Parents' Education Level								
Less than H.S.	12.7(0.7)@	9.7(0.6)	7.9(1.1)	7.6(0.5)	5.9(0.5)	6.2(0.4)	5.5(0.4)	
	223.5(1.3)	225.3(1.9)	229.4(2.7)	232.9(2.1)	233.8(2.9)	234.3(2.5)	229.8(3.1)	L
Graduated H.S.	32.8(0.6)@	25.6(1.1)	31.0(1.3)	26.8(0.8)	23.1(0.9)	23.1(0.9)	22.7(1.0)	
	245.3(1.1)	243.1(1.3)	244.8(1.4)	247.3(1.3)	246.4(1.4)	247.1(1.2)	247.6(1.7)	
Some Educ After H.S.	15.0(0.5)	16.8(0.6)	15.6(0.6)	16.8(0.6)	18.4(0.7)	16.8(0.6)	16.8(0.5)	
	260.3(1.3)	258.8(1.5)	257.8(1.4)	262.8(1.2)	265.9(1.1)	260.4(2.0)	260.6(1.4)	
Graduated College	26.6(1.0)@	37.3(1.5)	37.5(2.0)	40.8(1.2)	44.1(1.3)	45.5(1.3)	45.2(1.6)	
	266.4(1.0)	263.5(1.5)	264.4(1.9)	267.5(1.1)	269.2(1.0)	268.8(1.3)	266.4(1.2)	
Unknown	12.9(1.1)	10.5(1.2)	8.0(0.4)	7.9(0.5)	8.4(0.4)	8.3(0.5)	9.8(0.6)	
	221.9(1.8)@	229.1(2.8)	226.5(2.7)	224.3(2.1)	231.6(2.0)	230.2(2.5)	235.5(2.3)	L

@ This value is signigicantly different From the value for 1996 at about the 95 percent certainty level.
L/l indicates a significant POSITIVE/negative linear trend; Q/q indicates a POSITIVE/negative quadratic trend; NA means linear and quadratic trends were not tested due to lack of at least 5 trend points with sufficient sample size to estimate the statistics and their standard errors.
(****) Standard error estimates cannot be accurately determined.
*****(****) Sample size is insufficient to permit a reliable estimate.

WEIGHTED PERCENTAGES AND AVERAGE SCALE SCORES (STANDARD ERRORS IN PARENTHESES)

WEIGHTED PERCENTAGES AND AVERAGE SCALE SCORES ACROSS ASSESSMENT YEARS

	1977	1982	1986	1990	1992	1994	1996	
Type Of School								
Public	90.4(1.4)	89.4(1.7)	95.9(1.8)	89.6(1.4)	88.1(1.9)	88.4(1.7)	88.8(1.8)	
	245.2(1.2)@	248.5(1.4)	250.9(1.4)	253.6(1.1)	257.2(1.0)	255.4(1.1)	254.5(1.1)	L
Non−Public	9.6(1.4)	10.6(1.7)	4.1(1.8)	10.4(1.4)	11.9(1.9)	11.6(1.7)	11.2(1.8)	
	267.7(2.1)	263.7(3.2)	263.1(6.4)	269.0(1.8)	264.5(2.4)	267.6(2.6)	267.8(5.0)	
Quartiles								
Upper	25.0(1.0)	25.0(1.4)	25.0(1.2)	25.0(1.0)	25.0(1.0)	25.0(0.9)	24.9(1.2)	
	290.5(0.5)@	290.5(0.9)	292.1(1.1)	297.1(0.7)	298.1(1.0)	297.6(1.2)	299.1(1.0)	L
Middle two	50.0(0.6)	50.0(1.0)	50.0(0.9)	49.9(0.9)	49.9(0.8)	50.0(0.8)	50.1(1.0)	
	249.0(0.6)@	251.1(0.6)	252.3(0.7)	256.2(0.6)	260.1(0.5)	258.6(0.7)	256.9(0.6)	L
Lower	25.0(1.2)	25.0(1.4)	25.0(1.4)	25.0(0.9)	25.0(0.8)	25.0(0.9)	24.9(1.0)	
	201.1(0.8)@	208.1(0.8)	209.2(0.9)	211.2(1.2)	213.9(0.8)	212.4(1.3)	211.0(1.0)	Lq
TELEVISION WATCHED/DAY								
0 − 2 HOURS	*****(****)	*****(****)	25.3(1.2)@	31.1(0.9)	36.6(1.1)	38.1(1.3)	39.4(1.2)	
	*****(****)	*****(****)	258.0(2.1)	264.2(1.2)	266.3(1.3)	265.4(1.6)	263.8(1.6)	Lq
3 − 5 HOURS	*****(****)	*****(****)	54.5(1.4)@	52.5(0.7)	50.7(1.0)	48.5(1.1)	48.0(0.9)	
	*****(****)	*****(****)	253.5(1.4)	255.4(0.8)	258.0(0.9)	256.3(1.0)	255.2(1.0)	
6 HOURS OR MORE	*****(****)	*****(****)	20.2(1.5)@	16.5(0.7)	12.8(0.6)	13.4(0.6)	12.6(0.6)	
	*****(****)	*****(****)	237.8(1.5)	237.5(2.0)	235.4(2.0)	235.9(2.3)	235.3(1.8)	
RULES CONCERNING TELEVISION VIEWING								
HAVE RULES	*****(****)	*****(****)	26.5(1.2)	25.6(0.7)	27.0(0.8)	26.7(0.9)	27.3(1.0)	
	*****(****)	*****(****)	251.9(1.8)@	256.7(1.5)	259.4(1.1)	258.3(1.7)	258.2(1.7)	L
DO NOT HAVE RULES	*****(****)	*****(****)	73.5(1.2)	74.4(0.7)	73.0(0.8)	73.3(0.9)	72.7(1.0)	
	*****(****)	*****(****)	251.5(1.5)	254.7(0.9)	257.7(0.9)	256.6(1.0)	255.3(1.0)	L

@ This value is signigicantly different From the value for 1996 at about the 95 percent certainty level.
L/l indicates a significant POSITIVE/negative linear trend; Q/q indicates a POSITIVE/negative quadratic trend; NA means linear and quadratic trends were not tested due to lack of at least 5 trend points with sufficient sample size to estimate the statistics and their standard errors.
(****) Standard error estimates cannot be accurately determined.
*****(****) Sample size is insufficient to permit a reliable estimate.

WEIGHTED PERCENTAGES AND AVERAGE SCALE SCORES (STANDARD ERRORS IN PARENTHESES)

WEIGHTED PERCENTAGES AND AVERAGE SCALE SCORES ACROSS ASSESSMENT YEARS

	1977	1982	1986	1990	1992	1994	1996	
MOTHER'S EDUCATION								
LESS THAN H.S.	*****(****)	14.9(0.7)@	12.8(1.1)	11.4(0.6)	9.4(0.6)	9.9(0.5)	9.0(0.6)	
	*****(****)	237.3(2.0)	237.0(1.8)	237.5(1.8)	241.4(1.8)	239.9(1.9)	238.9(2.3)	
GRADUATED H.S.	*****(****)	24.0(0.9)@	35.7(1.3)	32.3(0.8)	29.6(1.0)	28.2(0.8)	27.9(0.9)	
	*****(****)	247.8(1.3)	249.7(1.2)	253.1(1.1)	253.6(1.2)	253.1(1.3)	252.8(1.3)	L
SOME EDUC AFTER H.S	*****(****)	13.6(0.7)@	15.0(0.6)	16.8(0.6)	18.6(0.7)	16.7(0.6)	16.2(0.6)	
	*****(****)	261.6(1.5)	262.6(2.0)	266.4(1.1)	268.0(1.1)	265.5(2.0)	262.7(1.8)	
GRADUATED COLLEGE	*****(****)	30.1(1.4)	25.1(1.5)	28.2(0.9)	30.7(1.2)	32.9(1.0)	33.8(1.4)	
	*****(****)	265.1(1.7)	264.5(2.1)	268.2(1.4)	269.8(1.2)	269.6(1.3)	267.4(1.4)	
UNKNOWN	*****(****)	17.4(0.8)@	11.4(0.5)	11.3(0.5)	11.7(0.5)	12.2(0.5)	13.2(0.6)	
	*****(****)	230.5(1.8)@	230.2(2.5)	230.4(1.8)	236.2(1.5)	234.6(2.6)	237.8(2.0)	L
FATHER'S EDUCATION								
LESS THAN H.S.	*****(****)	14.3(0.8)@	11.5(0.8)	11.3(0.5)	7.9(0.5)	8.5(0.4)	8.0(0.5)	
	*****(****)	232.0(1.7)@	238.0(1.7)	241.5(1.5)	242.6(2.7)	245.0(1.6)	241.9(2.7)	L
GRADUATED H.S.	*****(****)	31.5(1.0)@	28.6(1.1)	26.3(0.9)	24.3(0.8)	24.2(0.9)	24.2(1.0)	
	*****(****)	250.3(1.2)	248.2(1.4)	251.2(1.4)	252.3(1.4)	252.1(1.4)	253.8(1.4)	L
SOME EDUC AFTER H.S	*****(****)	17.1(0.6)@	12.3(0.8)	13.3(0.5)	15.0(0.7)	14.5(0.6)	14.3(0.5)	
	*****(****)	261.4(1.7)	261.1(2.3)	267.5(1.2)	268.3(1.4)	264.1(1.7)	264.2(1.2)	
GRADUATED COLLEGE	*****(****)	25.2(0.9)@	30.2(2.0)	32.1(1.2)	34.7(1.3)	34.8(1.4)	32.9(1.5)	
	*****(****)	262.9(1.8)	266.8(1.8)	269.1(1.1)	271.7(1.1)	271.0(1.6)	268.8(1.4)	L
UNKNOWN	*****(****)	12.0(0.7)@	17.4(1.0)	17.0(0.5)	18.1(0.6)	18.1(0.7)	20.7(0.8)	
	*****(****)	230.1(2.1)@	232.2(2.4)	234.6(1.7)	238.2(1.4)	236.6(1.8)	238.4(1.6)	L
COMPUTER USAGE								
HAVE USED	*****(****)	*****(****)	89.3(1.2)@	93.3(0.5)	95.3(0.3)	94.6(0.4)	93.9(0.5)	
	*****(****)	*****(****)	254.0(1.4)	257.5(0.8)	259.8(0.8)	258.8(1.0)	258.0(1.0)	Lq
HAVE NOT USED	*****(****)	*****(****)	10.7(1.2)@	6.7(0.5)	4.7(0.3)	5.4(0.4)	6.1(0.5)	
	*****(****)	*****(****)	234.6(2.3)	228.1(2.8)	231.7(2.4)	231.1(3.3)	230.0(2.9)	

@ This value is signigicantly different From the value for 1996 at about the 95 percent certainty level.
L/l indicates a significant POSITIVE/negative linear trend; Q/q indicates a POSITIVE/negative quadratic trend; NA means linear and quadratic trends were not tested due to lack of at least 5 trend points with sufficient sample size to estimate the statistics and their standard errors.
(****) Standard error estimates cannot be accurately determined.
*****(****) Sample size is insufficient to permit a reliable estimate.

WEIGHTED PERCENTAGES AND AVERAGE SCALE SCORES (STANDARD ERRORS IN PARENTHESES)

WEIGHTED PERCENTAGES AND AVERAGE SCALE SCORES ACROSS ASSESSMENT YEARS

	1977	1982	1986	1990	1992	1994	1996	
FAMILY OWNS A COMPUTER								
YES	*****(****)	*****(****)	31.1(1.5)@	37.3(1.0)	42.2(1.1)	48.3(1.3)@	55.5(1.6)	
	*****(****)	*****(****)	262.5(1.6)	265.7(1.2)	268.6(1.0)	267.6(1.2)	266.1(1.2)	
NO	*****(****)	*****(****)	68.9(1.5)@	62.7(1.0)	57.8(1.1)	51.7(1.3)@	44.5(1.6)	
	*****(****)	*****(****)	247.4(1.3)	249.6(1.0)	251.3(1.0)	248.1(1.1)@	244.4(1.1)	q
MOTHER/STEPMOTHER EMPLOYMENT								
HAS A FULL−TIME JOB	*****(****)	*****(****)	46.7(1.5)@	53.5(1.0)	53.1(0.8)	54.3(1.1)	54.2(1.1)	
	*****(****)	*****(****)	255.7(1.4)	258.9(1.0)	261.3(1.0)	262.4(1.1)	259.5(1.1)	L
HAS A PART−TIME JOB	*****(****)	*****(****)	23.3(1.1)	21.5(0.6)	23.2(0.6)	22.3(0.8)	22.7(0.7)	
	*****(****)	*****(****)	259.7(2.6)	262.0(1.9)	264.3(1.2)	261.8(1.6)	262.6(1.5)	
DOES NOT HAVE A JOB	*****(****)	*****(****)	27.9(1.4)@	23.2(0.9)	21.2(0.8)	21.0(0.9)	21.3(1.1)	
	*****(****)	*****(****)	253.7(1.8)	253.8(1.7)	260.1(2.0)	257.7(1.7)	256.8(2.6)	
MTHR LIVES ELSEWHERE	*****(****)	*****(****)	2.1(0.2)	1.9(0.2)	2.5(0.2)	2.4(0.3)	1.8(0.2)	
	*****(****)	*****(****)	243.4(4.7)	245.2(4.9)	247.5(3.5)	242.0(4.3)	243.1(4.6)	
FATHER/STEPFATHER EMPLOYMENT								
HAS A FULL−TIME JOB	*****(****)	*****(****)	79.2(1.3)	80.1(0.8)	78.9(0.7)	78.4(1.1)	78.8(0.9)	
	*****(****)	*****(****)	259.0(1.2)	261.2(0.8)	264.8(0.8)	264.3(1.0)	263.0(1.1)	L
HAS A PART−TIME JOB	*****(****)	*****(****)	7.3(0.5)	6.0(0.5)	6.8(0.3)	7.0(0.4)	7.1(0.4)	
	*****(****)	*****(****)	247.4(4.1)	245.7(2.7)	248.3(2.8)	250.0(3.6)	247.6(2.6)	
DOES NOT HAVE A JOB	*****(****)	*****(****)	5.7(0.7)	4.7(0.4)	4.6(0.4)	5.7(0.5)	5.6(0.6)	
	*****(****)	*****(****)	238.0(4.2)	240.1(2.9)	247.7(2.9)	248.5(2.7)	245.4(3.6)	
FTHR LIVES ELSEWHERE	*****(****)	*****(****)	7.8(0.7)	9.1(0.5)	9.8(0.5)	8.9(0.6)	8.5(0.5)	
	*****(****)	*****(****)	245.9(4.3)	250.8(2.3)	250.5(2.4)	249.5(2.2)	247.4(1.9)	

@ This value is signigicantly different From the value for 1996 at about the 95 percent certainty level.
L/l indicates a significant POSITIVE/negative linear trend; Q/q indicates a POSITIVE/negative quadratic trend; NA means linear and quadratic trends were not tested due to lack of at least 5 trend points with sufficient sample size to estimate the statistics and their standard errors.
(****) Standard error estimates cannot be accurately determined.
*****(****) Sample size is insufficient to permit a reliable estimate.

WEIGHTED PERCENTAGES AND AVERAGE SCALE SCORES (STANDARD ERRORS IN PARENTHESES)

WEIGHTED PERCENTAGES AND AVERAGE SCALE SCORES ACROSS ASSESSMENT YEARS

	1977	1982	1986	1990	1992	1994	1996	
HOMEWORK								
NONE	*****(****)	13.5(1.9)@	4.1(0.7)	4.8(0.4)	4.6(0.5)	6.4(0.8)	5.0(0.6)	
	*****(****)	238.8(2.3)	241.4(3.9)	244.8(4.9)	249.3(3.6)	246.8(3.6)	241.3(4.2)	
HAVE, BUT DOESN'T DO	*****(****)	16.8(1.3)@	3.0(0.4)	4.4(0.2)	3.3(0.3)	3.6(0.3)	4.0(0.4)	
	*****(****)	241.4(2.1)	245.1(4.1)	244.4(3.3)	241.7(4.1)	242.0(3.6)	241.9(4.1)	
1/2 HOUR OR LESS	*****(****)	21.9(2.1)	18.7(0.9)	20.1(0.6)	19.8(0.9)	19.2(0.7)	21.7(0.8)	
	*****(****)	258.7(2.5)	246.7(2.0)	251.8(1.8)	253.7(1.4)	254.5(1.7)	252.6(1.7)	
1 HOUR	*****(****)	22.6(2.4)@	42.0(1.0)	42.0(0.6)	42.1(0.8)	41.2(0.9)	43.7(0.7)	
	*****(****)	254.5(2.1)	253.6(2.0)	259.2(0.9)	261.0(1.0)	259.6(1.2)	259.6(1.4)	L
2 HOURS	*****(****)	20.7(1.6)	22.3(1.1)	19.0(0.6)	20.4(0.8)	19.2(0.9)	17.5(0.8)	
	*****(****)	252.3(2.0)@	255.3(1.5)	257.3(1.5)	262.6(1.3)	260.4(1.8)	260.8(1.8)	L
MORE THAN 2 HOURS	*****(****)	4.4(0.4)@	9.8(0.7)	9.8(0.4)	9.8(0.5)	10.4(0.7)	8.2(0.5)	
	*****(****)	248.1(3.7)	250.1(2.7)	251.2(2.1)	255.7(2.3)	257.3(2.7)	252.9(2.6)	
CURRENT SCIENCE CLASS								
NONE	*****(****)	*****(****)	8.0(1.8)	4.4(1.4)	2.1(0.3)	2.4(0.4)	3.2(0.8)	
	*****(****)	*****(****)	241.7(4.5)	237.2(4.3)	242.7(3.4)	239.5(7.0)	237.0(4.9)	
LIFE SCIENCE	*****(****)	*****(****)	19.4(2.4)	26.3(1.2)	25.5(1.7)	24.3(1.2)	20.9(1.2)	
	*****(****)	*****(****)	243.3(2.3)@	247.2(1.3)	252.0(1.5)	252.3(1.4)	253.1(1.8)	L
PHYSICAL SCIENCE	*****(****)	*****(****)	22.2(2.9)	25.0(2.0)	23.1(2.0)	21.8(1.9)	21.9(1.9)	
	*****(****)	*****(****)	259.8(2.8)	262.2(1.6)	265.0(1.8)	265.2(2.1)	259.6(1.8)	
EARTH SCIENCE	*****(****)	*****(****)	23.6(3.5)	24.5(2.0)	24.3(2.4)	21.8(2.1)	19.2(1.8)	
	*****(****)	*****(****)	258.5(2.3)	264.4(1.4)	264.6(1.7)	262.8(2.2)	265.9(2.1)	
GENERAL SCIENCE	*****(****)	*****(****)	20.4(2.0)@	14.8(1.1)	20.3(1.9)	23.8(1.6)	28.0(1.7)	
	*****(****)	*****(****)	255.4(1.8)	257.6(2.1)	259.6(1.3)	259.1(1.3)	258.5(1.5)	
OTHER	*****(****)	*****(****)	6.4(1.7)	5.0(0.6)	4.7(0.6)	5.9(0.5)	6.9(0.6)	
	*****(****)	*****(****)	244.7(6.2)	246.5(4.8)	248.8(2.7)	245.4(2.7)	241.7(3.0)	

@ This value is signigicantly different From the value for 1996 at about the 95 percent certainty level.
L/l indicates a significant POSITIVE/negative linear trend; Q/q indicates a POSITIVE/negative quadratic trend; NA means linear and quadratic trends were not tested due to lack of at least 5 trend points with sufficient sample size to estimate the statistics and their standard errors.
(****) Standard error estimates cannot be accurately determined.
*****(****) Sample size is insufficient to permit a reliable estimate.

WEIGHTED PERCENTAGES AND AVERAGE SCALE SCORES (STANDARD ERRORS IN PARENTHESES)

WEIGHTED PERCENTAGES AND AVERAGE SCALE SCORES ACROSS ASSESSMENT YEARS

	1977	1982	1986	1990	1992	1994	1996	
PARTICIPATION IN LITTER CLEAN−UP PROJECT								
MANY TIMES	13.4(0.9)	17.9(1.2)	13.1(1.2)	11.0(0.7)	13.6(0.8)	11.6(0.9)	11.5(1.1)	
	245.4(2.6)	244.2(3.0)	245.7(3.4)	251.7(3.1)	258.4(3.3)	259.7(3.7)	255.9(4.2)	L
NOT OFTEN, > 2 TIMES	28.7(1.0)	26.5(1.2)	25.6(1.7)	23.0(1.1)	26.0(1.0)	26.4(1.2)	26.0(1.5)	
	245.9(2.5)@	249.0(2.9)	253.4(3.5)	258.6(2.3)	261.5(2.3)	262.0(2.0)	258.8(2.2)	L
1 OR 2 TIMES	30.1(1.3)	34.6(1.5)	27.9(1.2)	29.6(1.0)	31.0(0.7)	31.0(0.9)	31.6(1.2)	
	246.6(2.4)@	249.6(2.5)	254.4(2.6)	258.5(1.8)	259.3(1.9)	258.2(2.5)	260.2(2.5)	L
NEVER	27.9(1.4)	21.1(1.5)	33.4(1.7)	36.4(1.5)	29.4(1.4)	30.9(1.4)	30.9(1.9)	
	243.3(2.8)	247.8(3.3)	247.9(2.7)	252.5(2.0)	253.5(2.1)	252.2(2.3)	251.6(2.9)	L
SEPARATE TRASH FOR RECYCLING								
MANY TIMES	13.1(0.8)@	27.9(1.9)	22.6(1.1)	26.7(1.7)	45.9(1.8)	42.2(1.5)	42.9(2.0)	
	243.5(3.6)@	250.0(3.2)	251.4(3.0)	265.7(2.4)	266.5(1.9)	264.2(2.1)	264.7(2.8)	L
NOT OFTEN, > 2 TIMES	16.1(0.8)@	15.2(0.8)	19.8(1.1)	18.7(1.0)	20.4(1.1)	23.2(1.1)@	19.4(0.9)	
	241.9(3.5)@	250.3(3.3)	250.2(2.4)	259.0(2.3)	255.0(2.3)	258.9(2.7)	257.2(2.3)	L
1 OR 2 TIMES	23.2(1.1)	27.7(1.4)	22.0(1.0)	19.8(1.0)	16.4(0.9)	18.9(1.0)	19.6(1.0)	
	245.7(3.0)	246.9(2.8)	253.0(3.3)	255.0(1.8)	254.5(2.5)	250.5(2.3)	251.0(2.6)	
NEVER	47.6(1.5)@	29.2(1.9)	35.7(1.7)	34.7(1.9)	17.3(1.2)	15.7(0.9)	18.1(1.5)	
	246.8(2.1)	246.2(2.6)	249.5(3.0)	246.5(1.8)	242.4(3.3)	246.0(2.9)	243.3(3.2)	
HOW MUCH CAN SCIENCE PREVENT STARVATION								
NONE	8.6(0.9)@	6.5(0.5)	13.7(1.0)	15.8(0.9)	17.9(0.9)	21.1(1.1)	21.0(1.4)	
	234.1(5.5)@	239.7(5.7)	240.7(3.7)	250.0(2.5)	254.1(2.4)	253.0(2.8)	253.4(2.6)	L
SOME	59.5(1.4)	64.6(1.1)	61.6(1.6)	62.8(1.2)	62.1(1.0)	61.0(1.0)	63.2(1.4)	
	247.0(2.5)@	250.2(1.7)	251.3(2.3)	255.5(1.5)	258.1(1.6)	258.6(2.2)	257.0(2.0)	L
VERY MUCH	31.9(1.5)@	28.9(1.0)	24.7(1.7)	21.4(1.1)	20.0(0.7)	17.9(0.7)	15.8(0.9)	
	251.1(2.7)	253.4(2.4)	255.5(3.0)	260.0(2.5)	261.4(2.8)	259.8(3.1)	260.1(3.4)	L

@ This value is signigicantly different From the value for 1996 at about the 95 percent certainty level.
L/l indicates a significant POSITIVE/negative linear trend; Q/q indicates a POSITIVE/negative quadratic trend; NA means linear and quadratic trends were not tested due to lack of at least 5 trend points with sufficient sample size to estimate the statistics and their standard errors.
(****) Standard error estimates cannot be accurately determined.
*****(****) Sample size is insufficient to permit a reliable estimate.

WEIGHTED PERCENTAGES AND AVERAGE SCALE SCORES (STANDARD ERRORS IN PARENTHESES)

WEIGHTED PERCENTAGES AND AVERAGE SCALE SCORES ACROSS ASSESSMENT YEARS

	1977	1982	1986	1990	1992	1994	1996	
HOW MUCH CAN SCIENCE PREVENT ENERGY SHORTAGE								
NONE	6.2(0.7)	4.2(0.6)	5.8(0.9)	5.3(0.4)	4.5(0.6)	5.7(0.6)	5.6(0.6)	
	226.4(4.3)	233.9(6.1)	231.0(4.2)	230.6(3.8)	232.6(4.3)	235.7(4.3)	229.3(4.6)	
SOME	40.1(1.4)@	39.7(1.4)	33.9(1.9)	30.7(0.9)	27.7(1.2)	30.4(1.1)	26.9(1.2)	
	238.8(2.7)	246.3(2.6)	240.0(2.2)	245.6(1.6)	244.9(2.2)	247.1(2.2)	244.5(2.2)	
VERY MUCH	53.7(1.7)@	56.1(1.4)	60.3(2.4)	63.9(1.1)	67.7(1.3)	63.9(1.3)	67.5(1.4)	
	255.9(2.4)@	254.7(2.0)	258.9(2.2)	262.5(1.8)	265.2(1.5)	264.6(1.8)	264.1(1.9)	L
HOW MUCH CAN SCIENCE FIND CURES FOR DISEASES								
NONE	3.6(0.4)	1.7(0.3)	5.3(0.7)	4.9(0.6)	4.8(0.8)	5.7(0.7)	4.6(0.5)	
	217.5(7.1)	*****(****)	226.7(6.0)	231.1(4.0)	238.2(4.1)	230.1(6.3)	226.4(5.3)	
SOME	26.3(1.4)@	25.4(1.3)	26.0(1.6)	23.2(0.8)	20.3(0.9)	23.7(0.9)	20.6(1.1)	
	234.8(3.0)@	243.5(2.4)	239.6(2.1)	244.5(2.1)	246.5(2.5)	245.3(2.1)	246.4(1.9)	L
VERY MUCH	70.1(1.5)@	72.9(1.4)	68.6(1.6)	71.8(0.9)	74.9(1.1)	70.6(1.1)@	74.9(1.2)	
	253.4(2.3)@	253.4(1.7)	257.0(2.1)	260.8(1.5)	262.5(1.4)	264.0(2.0)	261.5(2.0)	L
HOW MUCH CAN SCIENCE CONTROL WEATHER								
NONE	52.8(1.6)	49.7(1.6)	54.0(1.8)	50.9(1.2)	48.4(1.2)	47.5(1.3)	49.6(1.4)	
	246.5(2.4)@	248.8(1.9)	250.5(2.8)	256.2(1.6)	257.2(1.4)	256.2(2.2)	256.8(1.8)	L
SOME	32.1(1.4)	39.8(1.2)	29.4(1.4)	29.6(1.1)	31.5(1.2)	30.2(1.2)	29.2(1.6)	
	248.7(2.8)	253.1(2.4)	250.6(2.4)	255.4(2.0)	256.6(2.5)	256.3(2.3)	254.2(3.0)	
VERY MUCH	15.0(0.9)@	10.5(1.1)	16.5(1.3)	19.5(0.8)	20.2(1.2)	22.3(0.9)	21.2(1.0)	
	246.3(4.0)@	248.7(4.5)	252.5(3.0)	254.5(2.5)	262.3(1.9)	262.9(2.1)	260.3(2.6)	L
HOW MUCH CAN SCIENCE PREVENT WARS								
NONE	58.2(1.3)@	53.0(1.4)	55.0(1.5)	57.6(1.4)	61.0(1.2)	64.5(1.2)	62.3(1.0)	
	248.9(2.1)	248.6(2.7)	246.9(2.2)	254.4(1.6)	257.0(1.3)	257.0(1.7)	254.9(1.9)	L
SOME	30.6(1.0)	33.4(1.3)	32.7(1.2)	33.2(1.3)	30.7(1.1)	27.5(1.1)	31.1(1.2)	
	248.9(3.0)@	255.4(1.4)	258.2(2.5)	259.9(1.9)	262.3(2.2)	262.8(2.8)	263.5(2.1)	L
VERY MUCH	11.2(1.0)@	13.6(0.9)	12.3(1.8)	9.1(0.7)	8.3(0.6)	8.0(0.5)	6.6(0.6)	
	233.6(3.0)	245.3(3.3)	248.9(3.9)	246.9(3.2)	250.9(3.7)	245.5(4.2)	243.6(4.8)	q

@ This value is signigicantly different From the value for 1996 at about the 95 percent certainty level.
L/l indicates a significant POSITIVE/negative linear trend; Q/q indicates a POSITIVE/negative quadratic trend; NA means linear and quadratic trends were not tested due to lack of at least 5 trend points with sufficient sample size to estimate the statistics and their standard errors.
(****) Standard error estimates cannot be accurately determined.
*****(****) Sample size is insufficient to permit a reliable estimate.

WEIGHTED PERCENTAGES AND AVERAGE SCALE SCORES (STANDARD ERRORS IN PARENTHESES)

WEIGHTED PERCENTAGES AND AVERAGE SCALE SCORES ACROSS ASSESSMENT YEARS

	1977	1982	1986	1990	1992	1994	1996	
HOW MUCH CAN SCIENCE PREVENT BIRTH DEFECTS								
NONE	23.5(1.4)@	16.2(0.9)	19.5(1.4)	17.4(0.9)	16.2(1.1)	17.4(1.0)	16.1(1.0)	
	239.8(3.1)	235.9(3.9)	240.0(2.4)	242.7(2.3)	238.9(2.6)	241.0(2.8)	236.7(3.5)	
SOME	53.5(1.3)@	56.4(1.8)	46.9(1.0)	46.9(1.1)	46.6(1.4)	46.8(1.4)	45.4(1.2)	
	246.3(2.4)@	252.4(1.6)	248.9(3.4)	254.5(1.9)	257.0(1.8)	256.5(2.2)	254.8(2.0)	L
VERY MUCH	22.9(1.2)@	27.4(1.6)	33.6(1.8)	35.7(1.2)	37.2(1.3)	35.8(1.6)	38.5(1.4)	
	256.9(3.1)@	255.3(2.2)	260.5(2.1)	263.3(2.1)	267.8(1.9)	267.3(1.9)	267.6(2.4)	L
HOW MUCH CAN SCIENCE SAVE NATURAL RESOURCES								
NONE	6.2(0.6)	6.4(0.7)	7.0(0.8)	6.0(0.5)	5.1(0.5)	5.8(0.5)	5.6(0.5)	
	235.0(5.5)	241.3(5.4)	235.3(4.2)	236.4(3.8)	249.9(5.2)	241.7(3.7)	242.3(4.7)	
SOME	47.3(1.2)@	52.9(1.3)	42.9(1.6)	36.6(1.0)	32.6(1.2)	34.6(1.1)	35.9(1.6)	
	244.1(2.4)@	249.5(2.1)	249.8(2.2)	253.1(1.9)	254.5(2.2)	255.4(2.4)	255.6(2.5)	L
VERY MUCH	46.5(1.1)@	40.6(1.3)	50.1(1.5)	57.4(1.0)	62.2(1.3)	59.5(1.1)	58.5(1.7)	
	252.0(2.5)	253.2(1.6)	254.0(2.4)	259.4(1.6)	260.6(1.6)	260.4(1.8)	259.1(2.3)	L
HOW MUCH CAN SCIENCE REDUCE POLLUTION								
NONE	10.2(1.0)	10.1(0.9)	10.7(1.0)	8.4(0.6)	6.9(0.6)	7.3(0.6)	8.6(0.7)	
	226.1(3.7)	238.1(3.8)	239.1(3.4)	235.4(3.2)	242.6(4.2)	235.6(3.4)	237.8(4.3)	
SOME	45.4(1.2)@	51.8(1.6)	40.0(1.4)	37.9(1.2)	35.5(1.0)	37.3(1.2)	35.4(1.2)	
	246.6(2.2)	250.1(1.7)	247.3(2.4)	251.5(1.5)	255.1(1.9)	255.0(2.2)	252.3(2.2)	L
VERY MUCH	44.3(1.2)@	38.1(1.3)	49.3(1.9)	53.8(1.4)	57.6(1.2)	55.4(1.4)	56.1(1.0)	
	252.7(2.4)@	254.2(2.3)	256.6(2.5)	261.7(1.7)	261.9(1.5)	262.4(2.2)	262.6(2.2)	L
HOW MUCH CAN SCIENCE REDUCE OVERPOPULATION								
NONE	49.5(1.4)	49.8(1.2)	53.9(2.9)	49.5(1.3)	48.8(1.0)	49.9(1.5)	49.8(1.1)	
	244.9(2.2)@	249.5(2.4)	249.9(2.0)	254.5(1.3)	257.2(1.4)	258.5(1.6)	256.0(1.9)	L
SOME	39.3(1.2)	39.5(1.1)	34.4(1.8)	37.2(1.2)	37.3(1.1)	35.5(1.2)	37.1(1.3)	
	249.6(2.7)@	251.6(2.4)	252.8(2.7)	257.7(2.3)	260.2(2.2)	257.6(2.3)	260.1(2.5)	L
VERY MUCH	11.3(0.8)	10.8(1.0)	11.6(1.6)	13.3(0.9)	13.9(0.8)	14.6(0.9)	13.1(1.1)	
	249.0(3.7)	250.2(3.9)	249.8(4.2)	254.3(3.6)	256.2(2.7)	254.1(4.5)	250.4(3.0)	

@ This value is signigicantly different From the value for 1996 at about the 95 percent certainty level.
L/l indicates a significant POSITIVE/negative linear trend; Q/q indicates a POSITIVE/negative quadratic trend; NA means linear and quadratic trends were not tested due to lack of at least 5 trend points with sufficient sample size to estimate the statistics and their standard errors.
(****) Standard error estimates cannot be accurately determined.
*****(****) Sample size is insufficient to permit a reliable estimate.

WEIGHTED PERCENTAGES AND AVERAGE SCALE SCORES (STANDARD ERRORS IN PARENTHESES)

WEIGHTED PERCENTAGES AND AVERAGE SCALE SCORES ACROSS ASSESSMENT YEARS

	1977	1982	1986	1990	1992	1994	1996	
SCIENCE HELPS ONE UNDERSTAND THEIR BODY								
STRONGLY AGREE	35.2(1.6)@	15.6(1.2)	13.7(1.7)	14.0(1.2)	15.3(1.3)	17.7(1.6)	18.3(1.4)	
	252.4(3.2)	253.1(3.9)	252.1(2.4)	261.3(4.3)	260.8(3.8)	261.5(3.0)	259.0(3.8)	L
AGREE	46.2(1.2)@	50.1(1.4)	52.4(2.1)	52.7(1.5)	56.0(1.8)	54.9(1.5)	53.6(1.6)	
	249.8(2.5)@	253.1(2.3)	254.5(1.7)	259.7(1.8)	259.8(1.8)	258.2(2.0)	259.1(2.1)	L
NO OPINION	12.9(1.0)@	24.5(1.1)	22.5(2.3)	22.6(1.3)	19.7(1.3)	18.7(1.2)	20.3(1.1)	
	242.2(3.4)	250.3(2.0)	248.6(1.9)	251.6(2.5)	252.8(2.5)	251.6(2.3)	249.0(2.6)	
DISAGREE	4.6(0.4)	7.5(0.7)	9.4(1.4)	9.3(1.0)	7.4(0.9)	7.3(1.1)	6.6(0.8)	
	240.1(4.7)	248.4(2.9)	242.4(6.0)	249.4(3.4)	250.5(3.9)	247.8(4.1)	260.7(6.9)	
STRONGLY DISAGREE	1.2(0.3)	2.3(0.4)	2.0(0.4)	1.4(0.3)	1.6(0.4)	1.5(0.3)	1.3(0.3)	
	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	NA
SCIENCE NOT USEFUL OUTSIDE OF CLASS								
STRONGLY AGREE	4.4(0.5)	6.6(0.9)	7.2(0.6)	6.0(0.7)	6.2(0.6)	5.3(0.6)	6.3(0.8)	
	228.4(5.5)	244.2(4.1)	243.9(4.9)	251.0(4.6)	250.5(4.1)	239.9(4.2)	244.3(4.3)	
AGREE	13.5(0.9)@	19.4(1.1)	19.5(1.6)	19.2(1.0)	19.3(1.0)	17.5(0.8)	18.2(0.8)	
	234.4(3.9)@	246.0(3.8)	244.1(2.4)	247.8(2.7)	249.7(2.5)	249.6(3.1)	247.2(2.8)	L
NO OPINION	16.0(0.8)	14.9(1.3)	18.2(1.7)	16.3(1.1)	16.0(0.8)	15.9(1.1)	16.4(0.9)	
	242.6(3.0)	248.3(3.6)	241.9(2.6)	247.6(2.7)	249.9(3.1)	248.3(2.7)	249.8(4.1)	
DISAGREE	40.7(1.2)	42.8(1.4)	39.6(1.7)	43.3(1.3)	40.7(1.1)	44.3(1.1)	42.7(2.1)	
	252.6(2.9)	254.9(2.2)	257.0(2.5)	261.8(1.8)	262.5(1.9)	260.5(2.0)	261.5(2.3)	L
STRONGLY DISAGREE	25.5(1.2)@	16.2(1.0)	15.5(1.6)	15.1(0.8)	17.8(1.1)	17.0(1.1)	16.4(1.4)	
	259.5(3.0)	257.3(3.6)	260.8(3.0)	267.9(3.1)	266.0(2.2)	266.0(2.9)	267.0(2.9)	L

@ This value is signigicantly different From the value for 1996 at about the 95 percent certainty level.
L/l indicates a significant POSITIVE/negative linear trend; Q/q indicates a POSITIVE/negative quadratic trend; NA means linear and quadratic trends were not tested due to lack of at least 5 trend points with sufficient sample size to estimate the statistics and their standard errors.
(****) Standard error estimates cannot be accurately determined.
*****(****) Sample size is insufficient to permit a reliable estimate.

WEIGHTED PERCENTAGES AND AVERAGE SCALE SCORES (STANDARD ERRORS IN PARENTHESES)

WEIGHTED PERCENTAGES AND AVERAGE SCALE SCORES ACROSS ASSESSMENT YEARS

	1977	1982	1986	1990	1992	1994	1996	
SCIENCE GOOD ONLY IN LABORATORY								
STRONGLY AGREE	3.7(0.5)	3.9(0.6)	3.7(0.5)	5.0(0.5)	3.4(0.4)	3.3(0.6)	4.6(0.5)	
	229.0(8.1)	236.1(6.4)	240.9(5.4)	242.8(5.4)	242.4(5.5)	233.6(7.7)	238.2(4.4)	
AGREE	8.4(0.7)@	10.1(0.7)	11.8(1.9)	9.1(0.6)	10.5(0.7)	10.0(0.8)	12.0(0.7)	
	226.4(4.9)@	244.2(4.1)	234.6(2.9)	243.0(3.3)	244.9(3.0)	238.6(3.0)	243.9(3.2)	L
NO OPINION	11.3(0.8)@	13.7(0.9)	19.6(1.2)	19.8(0.9)	19.0(1.1)	17.0(1.0)	19.7(1.4)	
	238.8(3.9)	248.6(2.7)	250.2(3.5)	252.7(2.5)	252.0(2.8)	250.2(2.6)	250.0(3.4)	
DISAGREE	48.1(1.3)	49.9(1.6)	46.8(1.2)	46.3(1.3)	48.7(1.1)	48.7(1.4)	47.8(2.1)	
	252.5(2.2)@	254.7(2.4)	255.3(2.0)	259.7(1.8)	260.5(1.8)	260.6(2.2)	261.3(2.1)	L
STRONGLY DISAGREE	28.6(1.1)@	22.4(1.4)	18.1(1.7)	19.7(1.3)	18.4(0.8)	21.0(1.5)@	15.8(1.0)	
	257.0(4.1)	253.7(2.8)	256.0(3.5)	265.3(2.8)	267.4(2.8)	264.2(2.8)	266.8(3.5)	L
CAN STUDENTS HELP SOLVE POLLUTION								
DEFINITELY YES	26.8(1.5)@	17.0(1.2)	19.6(1.0)	23.4(0.9)	36.5(1.4)	33.2(1.3)	33.2(1.6)	
	251.7(2.8)	256.5(3.5)	255.5(2.3)	263.7(2.2)	261.5(2.3)	260.7(2.6)	260.1(2.3)	L
PROBABLY YES	39.9(1.0)	35.0(1.3)	35.1(1.4)	39.1(1.1)	38.6(0.9)	42.0(1.4)	39.5(1.4)	
	247.4(2.3)@	249.5(2.7)	255.4(1.8)	259.6(1.9)	262.0(1.9)	257.2(2.0)	259.4(2.3)	L
NOT SURE	16.8(1.1)	27.1(1.6)	24.1(1.3)	20.7(1.0)	14.4(0.9)	15.2(0.8)	16.7(0.8)	
	231.7(3.5)@	240.8(2.6)	243.9(3.2)	249.1(2.9)	247.8(2.9)	244.4(2.9)	246.3(3.5)	L
PROBABLY NOT	13.0(0.9)@	16.7(1.0)	15.5(1.0)	13.7(0.7)	8.3(0.6)	8.4(0.9)	8.3(0.8)	
	247.8(3.6)	251.9(3.7)	255.5(2.8)	255.2(2.3)	247.7(3.4)	259.2(4.7)	257.5(4.2)	
DIFINITELY NOT	3.5(0.5)	4.3(0.7)	5.7(0.8)	3.1(0.5)	2.3(0.4)	1.2(0.2)	2.3(0.4)	
	228.7(7.4)	234.1(5.6)	233.5(5.3)	235.8(5.5)	*****(****)	*****(****)	*****(****)	NA

@ This value is signigicantly different From the value for 1996 at about the 95 percent certainty level.
L/l indicates a significant POSITIVE/negative linear trend; Q/q indicates a POSITIVE/negative quadratic trend; NA means linear and quadratic trends were not tested due to lack of at least 5 trend points with sufficient sample size to estimate the statistics and their standard errors.
(****) Standard error estimates cannot be accurately determined.
*****(****) Sample size is insufficient to permit a reliable estimate.

WEIGHTED PERCENTAGES AND AVERAGE SCALE SCORES (STANDARD ERRORS IN PARENTHESES)

WEIGHTED PERCENTAGES AND AVERAGE SCALE SCORES ACROSS ASSESSMENT YEARS

	1977	1982	1986	1990	1992	1994	1996	
STUDENTS HELP SOLVE ENERGY WASTE								
DEFINITELY YES	25.4(1.4)@	17.5(1.1)	16.4(1.0)	12.5(0.7)	24.2(1.1)	21.3(1.5)	20.4(1.1)	
	252.0(2.6)@	251.5(3.5)	261.8(2.4)	265.0(3.2)	264.9(2.4)	262.8(3.4)	266.9(3.0)	L
PROBABLY YES	35.2(1.0)	32.1(1.2)	30.0(1.4)	28.9(1.0)	32.6(1.3)	34.0(1.2)	35.8(1.2)	
	246.6(2.5)@	249.0(2.7)	254.7(2.3)	262.7(2.1)	260.6(2.3)	259.0(2.0)	258.8(2.1)	L
NOT SURE	22.0(0.9)@	24.5(0.9)	27.9(1.8)	33.3(1.4)	27.9(1.2)	27.1(1.0)	27.6(1.3)	
	238.1(2.9)	243.0(2.5)	246.0(2.6)	252.8(2.0)	252.5(2.3)	249.6(1.9)	248.3(3.0)	L
PROBABLY NOT	13.8(1.0)	20.5(1.2)	19.3(1.0)	20.3(0.9)	12.6(0.8)	14.9(1.0)	12.7(1.0)	
	245.0(3.6)	250.3(2.4)	249.4(2.7)	253.7(2.2)	254.7(2.9)	257.0(3.3)	258.3(3.6)	L
DEFINITELY NOT	3.7(0.5)	5.5(0.7)	6.4(0.8)	5.0(0.6)	2.7(0.3)	2.7(0.4)	3.5(0.6)	
	236.2(7.3)	246.2(4.3)	239.5(3.7)	246.9(4.2)	*****(****)	*****(****)	239.4(6.5)	
STUDENTS HELP SOLVE FOOD SHORTAGES								
DEFINITELY YES	15.9(0.8)	10.5(1.1)	15.5(1.1)	17.3(0.9)	15.7(0.7)	16.6(0.9)	15.6(0.9)	
	244.0(3.7)@	247.5(3.5)	253.6(2.8)	260.0(3.0)	253.8(2.6)	257.2(2.3)	259.1(3.3)	L
PROBABLY YES	30.9(1.2)	32.4(1.2)	34.8(0.9)	34.5(1.0)	33.3(1.3)	33.7(1.3)	34.6(1.1)	
	249.3(2.1)	248.8(2.7)	253.4(2.1)	257.0(1.8)	259.9(1.9)	257.8(2.7)	256.6(2.4)	L
NOT SURE	24.8(0.9)	26.3(1.3)	21.0(1.1)	23.8(1.2)	27.1(1.0)	27.1(1.0)	26.3(1.0)	
	238.7(2.9)@	245.6(3.0)	246.9(2.0)	253.7(2.5)	254.0(2.1)	254.0(2.7)	254.1(3.2)	L
PROBABLY NOT	20.0(0.9)	23.1(1.2)	22.2(1.5)	20.2(0.9)	19.6(1.0)	17.8(0.9)	18.1(1.2)	
	251.2(3.4)	250.6(2.6)	253.7(2.9)	260.1(2.1)	263.8(3.1)	260.9(2.7)	260.6(2.7)	L
DEFINITELY NOT	8.3(0.7)@	7.8(0.7)	6.5(0.6)	4.2(0.5)	4.3(0.5)	4.7(0.5)	5.4(0.6)	
	240.2(4.5)	247.2(3.8)	242.7(3.3)	250.5(4.5)	256.9(4.7)	243.4(4.9)	253.9(5.3)	

@ This value is signigicantly different From the value for 1996 at about the 95 percent certainty level.
L/l indicates a significant POSITIVE/negative linear trend; Q/q indicates a POSITIVE/negative quadratic trend; NA means linear and quadratic trends were not tested due to lack of at least 5 trend points with sufficient sample size to estimate the statistics and their standard errors.
(****) Standard error estimates cannot be accurately determined.
*****(****) Sample size is insufficient to permit a reliable estimate.

WEIGHTED PERCENTAGES AND AVERAGE SCALE SCORES (STANDARD ERRORS IN PARENTHESES)

WEIGHTED PERCENTAGES AND AVERAGE SCALE SCORES ACROSS ASSESSMENT YEARS

	1977	1982	1986	1990	1992	1994	1996	
STUDENTS HELP SOLVE OVERPOPULATION								
DEFINITELY YES	8.6(0.7)@	6.2(0.8)	5.5(0.6)	5.2(0.6)	4.5(0.6)	4.6(0.5)	5.1(0.5)	
	250.3(4.9)	253.5(4.1)	260.0(5.3)	261.5(3.8)	258.2(4.0)	254.8(7.1)	250.6(5.0)	
PROBABLY YES	14.3(0.8)@	12.2(0.9)	9.3(1.0)	9.6(0.7)	11.5(0.8)	9.9(0.6)	10.9(0.7)	
	249.5(3.6)	248.7(3.1)	254.4(4.1)	260.5(2.9)	256.2(2.8)	250.5(3.4)	260.4(4.5)	
NOT SURE	19.7(0.7)	20.9(1.0)	20.3(1.8)	22.7(1.2)	21.5(0.8)	21.7(1.2)	21.6(1.2)	
	236.4(3.2)	243.5(2.8)	249.2(3.1)	251.2(2.7)	256.3(3.2)	249.2(2.8)	247.7(3.6)	L
PROBABLY NOT	27.2(1.4)@	28.7(1.3)	33.3(2.0)	33.2(1.0)	34.6(1.1)	34.5(1.3)	34.4(1.0)	
	248.1(2.7)@	250.2(3.2)	253.5(1.7)	261.2(1.6)	260.6(2.0)	260.9(1.8)	261.9(2.0)	L
DEFINITELY NOT	30.1(1.3)	32.0(1.5)	31.5(1.4)	29.3(1.3)	27.9(1.1)	29.3(1.1)	28.0(1.1)	
	246.0(2.5)@	248.2(2.5)	248.8(2.0)	255.2(2.1)	257.0(2.1)	259.4(1.8)	257.7(2.4)	L
STUDENTS HELP SAVE NATURAL RESOURCES								
DEFINITELY YES	10.0(0.8)	6.8(0.7)	7.0(0.7)	8.0(0.6)	12.5(0.7)	10.5(1.1)	10.4(1.2)	
	254.0(3.4)	261.2(4.8)	257.7(3.2)	269.7(3.3)	265.9(3.4)	262.2(4.5)	265.9(4.3)	
PROBABLY YES	26.3(1.1)	22.3(0.9)	20.6(1.0)	21.4(0.8)	23.9(1.0)	23.5(1.0)	23.4(1.1)	
	247.6(2.8)@	251.3(3.6)	259.3(2.8)	263.0(2.3)	267.6(2.1)	257.6(2.9)	260.7(2.7)	L
NOT SURE	25.3(1.0)	25.6(1.1)	27.3(1.0)	27.8(1.4)	27.3(1.1)	26.7(1.2)	28.2(1.4)	
	238.6(2.3)	240.3(3.1)	247.6(2.4)	250.4(2.0)	251.5(2.3)	250.0(1.9)	247.6(3.0)	L
PROBABLY NOT	24.1(1.0)	28.7(1.3)	25.9(1.2)	25.8(1.1)	23.1(0.8)	24.5(1.2)	23.9(1.4)	
	246.0(2.5)@	249.6(2.2)	251.9(2.0)	259.4(2.2)	256.9(2.4)	259.5(2.3)	260.3(3.7)	L
DEFINITELY NOT	14.3(0.8)	16.6(1.1)	19.1(1.3)	16.9(1.2)	13.3(0.9)	14.8(1.1)	14.1(1.2)	
	247.7(3.3)	248.4(2.2)	245.7(2.4)	252.1(2.3)	249.0(3.4)	257.5(2.9)	256.6(2.3)	L

@ This value is signigicantly different From the value for 1996 at about the 95 percent certainty level.
L/l indicates a significant POSITIVE/negative linear trend; Q/q indicates a POSITIVE/negative quadratic trend; NA means linear and quadratic trends were not tested due to lack of at least 5 trend points with sufficient sample size to estimate the statistics and their standard errors.
(****) Standard error estimates cannot be accurately determined.
*****(****) Sample size is insufficient to permit a reliable estimate.

WEIGHTED PERCENTAGES AND AVERAGE SCALE SCORES (STANDARD ERRORS IN PARENTHESES)

WEIGHTED PERCENTAGES AND AVERAGE SCALE SCORES ACROSS ASSESSMENT YEARS

	1977	1982	1986	1990	1992	1994	1996	
STUDENTS HELP SOLVE ACCIDENTS								
DEFINITELY YES	28.6(1.2)@	17.5(0.9)	24.5(1.5)	20.5(1.0)	21.7(1.1)	17.9(1.2)	19.2(1.1)	
	248.9(2.1)	250.8(3.2)	255.2(2.0)	259.9(2.6)	259.3(2.3)	256.2(3.1)	257.7(2.6)	L
PROBABLY YES	30.2(1.1)@	38.3(1.0)	29.2(1.2)	31.2(1.1)	28.3(0.7)	29.6(1.4)	25.8(1.1)	
	247.5(2.0)@	247.3(2.7)	253.3(2.1)	259.3(1.8)	260.1(2.4)	259.6(2.7)	261.3(3.3)	L
NOT SURE	13.8(0.7)@	17.9(0.9)	16.3(0.9)	17.5(1.0)	16.4(0.8)	16.8(0.9)	18.1(0.9)	
	237.4(2.8)@	246.8(3.4)	247.6(2.7)	252.6(2.9)	252.7(3.2)	250.3(2.6)	252.2(3.6)	L
PROBABLY NOT	14.3(0.8)@	14.9(0.8)	16.4(1.6)	17.3(0.8)	18.1(1.0)	19.6(1.1)	20.4(1.5)	
	248.0(3.6)	253.3(3.6)	252.5(2.7)	259.5(1.9)	262.7(2.6)	258.4(1.9)	256.9(3.1)	L
DEFINITELY YES	13.1(0.9)@	11.3(0.9)	13.6(1.3)	13.6(0.7)	15.6(1.0)	16.1(1.2)	16.6(0.9)	
	239.8(4.3)@	242.8(4.2)	243.3(3.1)	250.5(3.2)	252.8(2.4)	255.7(3.3)	254.0(2.2)	L
SCIENCE CLASSES ARE USEFUL								
STRONGLY AGREE	27.7(1.4)@	19.3(1.1)	18.3(1.5)	19.5(1.0)	21.1(1.2)	22.0(1.1)	22.5(1.4)	
	252.2(3.7)	254.3(3.2)	255.0(2.9)	257.2(2.9)	265.8(2.5)	263.3(3.2)	260.9(3.4)	L
AGREE	48.5(1.4)	55.7(1.3)	56.2(1.4)	53.8(1.3)	52.1(1.2)	54.7(1.3)	52.8(1.4)	
	252.9(1.9)	251.7(2.2)	255.0(2.1)	254.8(2.4)	259.7(1.4)	257.9(2.2)	257.9(1.4)	L
NO OPINION	14.0(0.9)	17.9(0.9)	17.2(1.4)	19.3(0.8)	18.5(0.8)	16.3(1.1)	16.0(1.0)	
	256.2(3.0)@	246.2(2.6)	246.1(2.7)	248.1(3.2)	253.6(2.4)	251.2(2.0)	246.3(2.5)	
DISAGREE	7.0(0.6)	5.5(0.7)	5.4(0.9)	5.4(0.7)	5.6(0.6)	4.9(0.6)	5.4(0.6)	
	243.5(3.5)	243.3(4.2)	249.3(4.5)	247.2(6.0)	247.7(3.5)	250.5(5.8)	237.1(4.1)	
STRONGLY DISAGREE	2.8(0.4)	1.7(0.4)	2.9(0.4)	2.1(0.3)	2.7(0.4)	2.1(0.4)	3.2(0.5)	
	235.6(5.5)	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	NA

@ This value is signigicantly different From the value for 1996 at about the 95 percent certainty level.
L/l indicates a significant POSITIVE/negative linear trend; Q/q indicates a POSITIVE/negative quadratic trend; NA means linear and quadratic trends were not tested due to lack of at least 5 trend points with sufficient sample size to estimate the statistics and their standard errors.
(****) Standard error estimates cannot be accurately determined.
*****(****) Sample size is insufficient to permit a reliable estimate.

WEIGHTED PERCENTAGES AND AVERAGE SCALE SCORES (STANDARD ERRORS IN PARENTHESES)

WEIGHTED PERCENTAGES AND AVERAGE SCALE SCORES ACROSS ASSESSMENT YEARS

	1977	1982	1986	1990	1992	1994	1996	
SCIENCE CLASSES UNRELATED TO REAL WORLD								
STRONGLY AGREE	2.4(0.4)	3.2(0.7)	2.3(0.5)	2.9(0.4)	2.7(0.5)	2.6(0.5)	2.5(0.4)	
	242.8(7.8)	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	NA
AGREE	6.6(0.7)	7.6(0.8)	5.3(0.8)	5.4(0.5)	4.6(0.5)	4.7(0.5)	5.5(0.7)	
	240.8(5.2)	236.7(3.4)	240.9(5.6)	238.7(4.9)	245.5(4.4)	247.7(3.7)	245.4(4.6)	
NO OPINION	10.7(0.8)	10.2(0.9)	8.4(0.8)	9.4(0.7)	8.7(0.7)	9.9(0.6)	8.8(0.7)	
	246.4(3.8)	241.6(4.4)	243.4(4.7)	247.6(4.7)	249.2(3.3)	250.0(3.9)	247.7(3.6)	
DISAGREE	38.7(1.2)@	41.5(1.6)	46.9(1.7)	46.8(1.2)	48.2(1.5)	44.9(1.6)	46.6(1.6)	
	252.2(2.5)	250.9(2.2)	253.0(2.3)	254.2(3.0)	259.3(1.4)	257.1(1.8)	254.2(2.0)	
STRONGLY DISAGREE	41.5(1.4)	37.4(1.8)	37.1(2.1)	35.5(1.1)	35.8(1.2)	37.9(1.4)	36.6(1.6)	
	255.6(2.6)	256.5(2.1)	256.6(2.0)	256.4(2.5)	262.8(1.9)	261.8(2.6)	260.8(2.3)	
SCIENCE SHOULD BE REQUIRED IN SCHOOL								
STRONGLY AGREE	28.7(1.4)	29.0(1.3)	23.4(1.3)	26.7(1.4)	26.8(1.3)	28.9(1.2)	29.0(1.5)	
	251.5(2.6)	252.3(2.2)	254.3(1.8)	255.6(3.0)	262.4(1.8)	263.1(2.3)	260.5(2.6)	L
AGREE	41.2(1.2)	43.8(1.5)	46.2(1.1)	45.3(1.2)	45.9(1.3)	44.5(0.9)	42.4(1.5)	
	252.7(2.3)	249.4(2.6)	252.8(2.9)	252.7(2.6)	258.8(1.6)	257.4(2.2)	255.3(2.1)	
NO OPINION	16.1(0.8)	15.6(1.1)	18.4(1.3)	16.9(0.8)	16.2(1.0)	16.5(1.0)	17.9(1.1)	
	252.4(3.1)	250.1(3.5)	253.0(1.9)	253.7(3.7)	255.4(2.1)	251.8(3.4)	252.6(2.7)	
DISAGREE	8.7(0.6)	7.1(0.8)	7.4(0.9)	7.4(0.6)	7.2(0.6)	6.0(0.7)	7.3(0.7)	
	250.7(4.4)	249.5(4.0)	250.1(4.1)	250.7(4.2)	257.5(3.7)	251.0(4.1)	248.9(4.2)	
STRONGLY DISAGREE	5.2(0.6)	4.6(0.3)	4.5(0.7)	3.7(0.4)	4.0(0.5)	4.1(0.6)	3.4(0.4)	
	250.7(4.7)	252.1(5.1)	245.1(5.3)	240.4(6.3)	248.2(6.0)	246.7(6.4)	*****(****)	NA

@ This value is signigicantly different From the value for 1996 at about the 95 percent certainty level.
L/l indicates a significant POSITIVE/negative linear trend; Q/q indicates a POSITIVE/negative quadratic trend; NA means linear and quadratic trends were not tested due to lack of at least 5 trend points with sufficient sample size to estimate the statistics and their standard errors.
(****) Standard error estimates cannot be accurately determined.
*****(****) Sample size is insufficient to permit a reliable estimate.

WEIGHTED PERCENTAGES AND AVERAGE SCALE SCORES (STANDARD ERRORS IN PARENTHESES)

WEIGHTED PERCENTAGES AND AVERAGE SCALE SCORES ACROSS ASSESSMENT YEARS

	1977	1982	1986	1990	1992	1994	1996	
SCIENCE CLASSES USEFUL IN EVERYDAY LIFE								
STRONGLY AGREE	15.5(0.9)	15.8(1.0)	13.0(0.9)	11.8(1.2)	12.7(0.8)	13.7(0.8)	13.2(0.8)	
	245.8(3.0)	244.0(3.3)	245.1(2.9)	242.2(3.9)	255.0(3.4)	257.6(3.4)	251.9(3.7)	L
AGREE	42.0(1.2)	41.8(1.3)	41.0(1.9)	41.2(1.0)	40.6(0.7)	40.0(1.1)	43.0(1.2)	
	250.4(2.7)	249.9(2.7)	252.4(2.1)	253.4(3.2)	259.0(1.7)	257.8(2.2)	256.6(2.1)	L
NO OPINION	20.1(0.9)@	20.1(1.4)	23.1(1.5)	25.3(1.1)	25.5(0.9)	24.9(1.4)	23.9(0.9)	
	257.4(2.9)	250.5(3.6)	255.3(3.1)	255.8(2.4)	261.1(2.0)	256.8(2.5)	254.5(2.2)	
DISAGREE	17.3(0.9)	18.0(1.2)	18.8(1.8)	16.9(0.9)	16.5(0.7)	17.5(1.0)	15.8(1.1)	
	256.8(1.9)	256.9(3.4)	257.9(3.1)	258.1(3.5)	260.1(2.0)	258.7(2.4)	257.4(3.1)	
STRONGLY DISAGREE	5.1(0.7)	4.3(0.5)	4.1(0.5)	4.8(0.5)	4.7(0.6)	3.9(0.5)	4.0(0.4)	
	247.3(5.6)	255.5(4.6)	240.9(6.4)	246.2(5.1)	248.4(5.5)	247.1(4.5)	246.4(5.9)	
SCIENCE CLASSES WILL BE USEFUL IN FUTURE								
STRONGLY AGREE	29.8(1.2)	29.9(1.3)	24.8(1.5)	26.2(1.2)	25.0(1.2)	24.9(1.0)	26.0(1.1)	
	249.7(2.8)	251.3(2.4)	250.9(2.4)	252.6(2.9)	259.5(2.4)	257.6(2.3)	256.1(3.3)	L
AGREE	44.7(1.4)	44.8(1.5)	48.1(1.4)	45.8(1.3)	46.9(1.1)	48.8(1.4)	45.3(1.7)	
	251.9(2.4)	250.7(2.0)	253.9(2.0)	254.2(2.5)	260.4(1.4)	259.3(1.9)	258.1(1.7)	L
NO OPINION	16.9(1.2)	15.8(0.9)	17.4(2.1)	18.2(0.9)	18.7(0.8)	17.0(1.1)	18.0(1.0)	
	258.6(3.0)	249.2(3.3)	254.8(3.3)	255.5(2.5)	257.1(2.2)	254.9(2.4)	251.2(2.0)	
DISAGREE	6.1(0.5)	7.0(0.8)	6.5(0.5)	6.7(0.7)	6.6(0.6)	6.9(0.6)	7.4(0.9)	
	252.8(5.3)	252.7(3.7)	251.0(4.0)	252.3(6.2)	257.2(4.0)	256.9(3.1)	248.8(3.3)	
STRONGLY DISAGREE	2.5(0.3)	2.4(0.3)	3.2(0.5)	3.2(0.5)	2.9(0.4)	2.4(0.4)	3.3(0.4)	
	235.4(6.7)	*****(****)	238.6(8.4)	227.3(8.9)	*****(****)	*****(****)	243.5(5.5)	

@ This value is signigicantly different From the value for 1996 at about the 95 percent certainty level.
L/l indicates a significant POSITIVE/negative linear trend; Q/q indicates a POSITIVE/negative quadratic trend; NA means linear and quadratic trends were not tested due to lack of at least 5 trend points with sufficient sample size to estimate the statistics and their standard errors.
(****) Standard error estimates cannot be accurately determined.
*****(****) Sample size is insufficient to permit a reliable estimate.

WEIGHTED PERCENTAGES AND AVERAGE SCALE SCORES (STANDARD ERRORS IN PARENTHESES)

WEIGHTED PERCENTAGES AND AVERAGE SCALE SCORES ACROSS ASSESSMENT YEARS

	1977	1982	1986	1990	1992	1994	1996	
SCIENTISTS SHOULD EXPERIMENT ON PEOPLE W/OUT APPROVAL								
ALWAYS	0.6(0.2)@	1.8(0.4)	1.5(0.4)	1.7(0.4)	1.9(0.4)	1.9(0.4)	2.4(0.3)	
	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	NA
OFTEN	2.1(0.3)	3.0(0.6)	3.0(0.6)	2.2(0.4)	1.4(0.2)	1.9(0.3)	1.8(0.4)	
	*****(****)	218.3(6.0)	220.3(6.6)	*****(****)	*****(****)	*****(****)	*****(****)	NA
SOMETIMES	10.3(0.9)@	11.8(1.0)	5.5(0.6)	6.1(0.7)	6.0(0.6)	5.1(0.5)	6.1(0.5)	
	232.4(4.9)	236.3(3.9)	228.6(5.1)	229.7(5.2)	236.9(4.0)	236.8(5.9)	236.9(4.6)	
SELDOM	11.2(0.9)@	12.3(1.0)	7.8(0.7)	8.9(0.8)	6.3(0.6)	7.1(0.8)	6.9(0.7)	
	251.2(3.2)	251.2(3.8)	247.1(4.1)	248.2(4.1)	249.9(4.8)	258.4(4.8)	249.7(5.0)	
NEVER	75.7(1.2)@	71.1(1.4)	82.2(1.4)	81.2(1.2)	84.4(0.8)	84.0(1.1)	82.9(1.0)	
	251.3(1.8)@	251.7(1.8)	256.2(1.7)	256.9(2.0)	262.0(1.3)	259.5(1.3)	258.5(1.5)	L
SCIENTISTS SHOULD CREATE DISEASES FOR WARFARE								
ALWAYS	2.6(0.3)@	6.3(0.8)	4.2(0.8)	5.4(0.6)	5.0(0.5)	3.7(0.5)	5.3(0.6)	
	222.9(7.3)	230.0(3.8)	246.4(8.0)	233.7(4.8)	241.1(5.6)	240.9(4.5)	240.3(4.4)	
OFTEN	3.8(0.5)	9.3(0.9)	6.1(0.5)	6.3(0.7)	4.4(0.4)	4.6(0.5)	5.8(0.6)	
	229.8(6.6)	238.9(3.4)	236.3(7.1)	237.9(5.4)	238.7(6.1)	244.0(4.4)	232.6(4.0)	
SOMETIMES	10.7(0.8)	18.8(1.2)	11.3(1.0)	10.8(0.9)	12.0(0.8)	11.2(0.6)	10.2(0.8)	
	237.1(4.6)	242.9(3.7)	247.3(3.1)	240.4(3.4)	251.1(3.1)	252.1(4.0)	241.8(3.8)	
SELDOM	12.6(0.9)	21.2(1.0)	13.8(0.9)	14.3(0.9)	15.5(0.9)	15.1(0.7)	12.9(0.9)	
	250.1(3.9)	253.8(3.1)	251.7(2.6)	251.2(4.2)	258.5(2.7)	252.8(3.0)	257.4(3.2)	
NEVER	70.2(1.4)	44.4(1.1)	64.5(1.7)	63.2(1.5)	63.1(1.3)	65.3(1.1)	65.8(1.6)	
	251.7(2.0)@	253.7(2.4)	255.9(2.0)	259.1(2.0)	263.0(1.5)	261.3(1.3)	260.3(1.6)	L

@ This value is signigicantly different From the value for 1996 at about the 95 percent certainty level.
L/l indicates a significant POSITIVE/negative linear trend; Q/q indicates a POSITIVE/negative quadratic trend; NA means linear and quadratic trends were not tested due to lack of at least 5 trend points with sufficient sample size to estimate the statistics and their standard errors.
(****) Standard error estimates cannot be accurately determined.
*****(****) Sample size is insufficient to permit a reliable estimate.

WEIGHTED PERCENTAGES AND AVERAGE SCALE SCORES (STANDARD ERRORS IN PARENTHESES)

WEIGHTED PERCENTAGES AND AVERAGE SCALE SCORES ACROSS ASSESSMENT YEARS

	1977	1982	1986	1990	1992	1994	1996	
SCIENTISTS SHOULD WORK ON SECRET PROJECTS								
ALWAYS	10.5(0.6)	15.3(0.9)	16.8(1.0)	15.7(1.0)	12.5(0.9)	12.8(0.9)	12.1(0.8)	
	241.1(4.3)	249.1(3.2)	247.0(3.2)	243.2(4.2)	253.8(3.3)	248.6(4.5)	247.6(4.2)	
OFTEN	17.5(0.7)	24.4(1.3)	22.4(1.1)	18.3(0.8)	17.5(1.0)	14.4(0.8)	14.9(0.9)	
	247.8(3.0)	249.9(3.2)	252.9(2.8)	251.3(3.5)	254.4(2.2)	250.3(3.0)	249.5(3.5)	
SOMETIMES	45.5(1.4)@	41.1(1.3)	33.8(1.2)	34.4(1.2)	34.9(1.0)	34.7(1.0)@	29.8(1.1)	
	249.0(2.1)@	249.0(2.4)	255.2(1.7)	257.0(2.4)	260.5(1.9)	261.4(1.8)	258.0(2.2)	L
SELDOM	18.3(0.8)@	12.7(0.7)	16.5(0.9)	16.7(1.1)	20.3(0.9)	22.4(1.0)	23.8(1.1)	
	251.5(3.0)	246.6(4.2)	256.1(2.7)	260.5(2.4)	262.6(2.1)	261.7(1.8)	261.0(2.5)	L
NEVER	8.2(0.6)@	6.4(0.7)	10.6(0.7)	14.8(0.9)	14.8(0.7)	15.8(1.3)	19.4(1.0)	
	247.6(4.5)	247.0(4.9)	248.1(4.2)	248.8(2.8)	258.4(2.5)	255.7(2.9)	253.1(2.6)	
SCIENTISTS SHOULD CONTROL PEOPLE'S ACTIONS								
ALWAYS	4.8(0.5)	8.9(0.6)	6.7(0.7)	5.9(0.7)	5.3(0.5)	4.0(0.6)	3.7(0.6)	
	222.1(7.0)	224.9(4.6)	227.0(4.2)	225.9(3.8)	226.5(4.6)	228.7(5.9)	219.2(6.6)	
OFTEN	4.3(0.5)	6.5(0.6)	3.9(0.5)	4.8(0.7)	4.4(0.5)	5.2(0.7)	4.7(0.4)	
	228.3(5.2)	234.6(5.0)	240.9(7.5)	233.9(6.0)	232.7(5.1)	242.2(4.4)	243.6(4.6)	
SOMETIMES	12.9(0.9)@	11.3(1.0)	7.9(0.6)	9.6(0.9)	10.0(0.7)	9.0(0.8)	9.4(0.7)	
	243.2(3.1)	246.3(4.8)	243.7(4.0)	242.0(3.8)	255.1(3.4)	246.3(5.5)	251.2(3.6)	
SELDOM	14.2(0.9)@	16.2(0.8)	11.4(1.0)	11.5(0.8)	11.0(0.8)	11.5(0.7)	11.1(0.7)	
	251.2(2.9)	250.7(3.4)	254.2(2.6)	255.5(4.3)	260.4(2.7)	264.5(3.6)	258.7(3.0)	L
NEVER	63.8(1.3)@	57.1(1.2)	70.1(1.6)	68.2(1.2)	69.3(0.9)	70.4(1.5)	71.0(1.0)	
	252.0(2.2)	254.1(2.0)	256.5(1.8)	258.0(1.9)	263.0(1.3)	260.3(1.2)	257.8(1.6)	L
DIFFERENCES								
WHITE − BLACK	0.0(****)	0.0(****)	0.0(****)	0.0(****)	0.0(****)	0.0(****)	0.0(****)	
	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	NA
WHITE − HISPANIC	0.0(****)	0.0(****)	0.0(****)	0.0(****)	0.0(****)	0.0(****)	0.0(****)	
	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	NA
MALE − FEMALE	0.0(****)	0.0(****)	0.0(****)	0.0(****)	0.0(****)	0.0(****)	0.0(****)	
	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	NA

@ This value is signigicantly different From the value for 1996 at about the 95 percent certainty level.
L/l indicates a significant POSITIVE/negative linear trend; Q/q indicates a POSITIVE/negative quadratic trend; NA means linear and quadratic trends were not tested due to lack of at least 5 trend points with sufficient sample size to estimate the statistics and their standard errors.
(****) Standard error estimates cannot be accurately determined.
*****(****) Sample size is insufficient to permit a reliable estimate.

WEIGHTED PERCENTAGES AND AVERAGE SCALE SCORES (STANDARD ERRORS IN PARENTHESES)

WEIGHTED PERCENTAGES OF STUDENTS WITH AVERAGE SCALE SCORES AT OR ABOVE LEVEL 150

	1977	1982	1986	1990	1992	1994	1996
-- Total --	98.5(0.2)@	99.5(0.1)	99.7(0.1)	99.7(0.1)	99.6(0.1)	99.7(0.1)	99.7(0.1)
Gender							
Male	98.8(0.2)	99.7(0.1)	99.8(0.1)	99.7(0.1)	99.6(0.2)	99.7(0.1)	99.7(****)
Female	98.2(0.2)@	99.2(0.2)	99.7(0.1)	99.7(0.2)	99.6(0.2)	99.7(0.2)	99.6(0.2)
Race/Ethnicity							
White	99.6(0.1)	99.9(0.0)	99.9(****)	100.0(****)	100.0(****)	100.0(****)	99.9(****)
Black	93.1(1.0)@	97.5(0.7)	99.0(0.4)	98.8(0.6)	97.8(0.6)	98.8(0.6)	98.7(0.8)
Hispanic	94.3(1.3)@	98.0(0.8)	99.0(0.6)	98.9(0.6)	99.5(****)	99.2(0.4)	99.2(0.4)
Other	98.0(1.1)	99.8(****)	100.0(****)	99.5(****)	99.7(****)	99.3(****)	99.7(****)
Grade							
Below Modal Grade	96.0(0.5)@	98.4(0.4)	99.3(0.3)	99.3(0.2)	99.1(0.3)	99.3(0.3)	99.3(0.4)
At Modal Grade	99.4(0.1)@	99.9(0.1)	99.9(0.0)	99.9(0.0)	99.9(****)	99.9(0.0)	99.9(0.1)
Above Modal Grade	100.0(****)	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)
Region							
Northeast	99.3(0.2)	99.5(0.2)	99.8(0.1)	99.7(****)	99.4(0.3)	100.0(****)	99.6(0.2)
Southeast	97.3(0.4)@	98.9(0.4)	99.5(0.3)	99.6(0.2)	99.4(0.3)	99.6(****)	99.6(0.2)
Central	99.1(0.2)	99.8(0.1)	99.8(****)	99.9(****)	99.8(0.1)	99.7(****)	99.8(****)
West	98.1(0.3)	99.5(0.2)	99.8(0.1)	99.6(0.2)	99.7(****)	99.5(****)	99.7(****)
Type Of Location							
Central City	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	99.3(0.3)	99.3(0.3)
Urban Fringe/Large Tow	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	99.8(0.1)	99.9(****)
Rural/Small Town	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	99.9(****)	99.8(****)
Parents' Education Level							
Less than H.S.	96.4(0.6)	97.9(0.9)	98.6(1.0)	99.5(****)	98.5(1.1)	99.3(****)	98.8(0.8)
Graduated H.S.	99.0(0.2)	99.6(0.3)	99.8(0.1)	99.7(0.2)	99.3(0.3)	99.6(0.2)	99.6(0.3)
Some Educ After H.S.	99.6(0.2)	99.8(****)	99.9(****)	99.9(****)	100.0(****)	99.9(****)	99.8(****)
Graduated College	99.7(0.1)	99.9(****)	99.9(****)	99.9(****)	99.9(0.1)	99.9(****)	99.9(0.1)
Unknown	95.5(0.7)	98.6(0.6)	98.9(0.5)	98.4(0.7)	98.7(0.6)	98.7(****)	99.1(****)
Type Of School							
Public	98.4(0.2)@	99.4(0.1)	99.7(0.1)	99.7(0.1)	99.5(0.1)	99.7(0.1)	99.6(0.2)
Non−Public	99.8(****)	99.8(****)	100.0(****)	100.0(****)	99.9(****)	100.0(****)	99.9(****)
Quartiles							
Upper	100.0(****)	100.0(****)	100.0(****)	100.0(****)	100.0(****)	100.0(****)	100.0(****)
Middle two	100.0(0.0)	100.0(****)	100.0(****)	100.0(****)	100.0(****)	100.0(****)	100.0(****)
Lower	94.1(0.6)@	97.9(0.5)	98.8(0.4)	98.8(0.3)	98.3(0.5)	98.8(0.5)	98.7(0.5)
TELEVISION WATCHED/DAY							
0 − 2 HOURS	*****(****)	*****(****)	99.7(0.2)	99.8(****)	99.7(0.2)	99.8(****)	99.9(****)
3 − 5 HOURS	*****(****)	*****(****)	99.8(0.1)	99.7(0.1)	99.7(0.1)	99.8(****)	99.8(****)
6 HOURS OR MORE	*****(****)	*****(****)	99.5(****)	99.4(0.2)	98.7(0.6)	99.1(0.5)	98.8(0.8)

@ This value is signigicantly different From the value for 1996 at about the 95 percent certainty level.
L/l indicates a significant POSITIVE/negative linear trend; Q/q indicates a POSITIVE/negative quadratic trend; NA means linear and quadratic trends were not tested due to lack of at least 5 trend points with sufficient sample size to estimate the statistics and their standard errors.
(****) Standard error estimates cannot be accurately determined.
*****(****) Sample size is insufficient to permit a reliable estimate.

WEIGHTED PERCENTAGES AND AVERAGE SCALE SCORES (STANDARD ERRORS IN PARENTHESES)

WEIGHTED PERCENTAGES OF STUDENTS WITH AVERAGE SCALE SCORES AT OR ABOVE LEVEL 150

	1977	1982	1986	1990	1992	1994	1996
RULES CONCERNING TELEVISION VIEWING							
HAVE RULES	*****(****)	*****(****)	99.8(0.1)	99.6(****)	99.5(0.2)	99.7(****)	99.7(****)
DO NOT HAVE RULES	*****(****)	*****(****)	99.7(0.1)	99.7(0.1)	99.6(0.1)	99.7(0.1)	99.7(0.1)
MOTHER'S EDUCATION							
LESS THAN H.S.	*****(****)	99.2(0.4)	99.2(0.5)	99.5(****)	98.8(0.8)	99.5(****)	99.4(0.4)
GRADUATED H.S.	*****(****)	99.7(0.2)	99.9(0.1)	99.8(0.1)	99.5(0.3)	99.7(****)	99.6(0.2)
SOME EDUC AFTER H.S	*****(****)	99.9(****)	99.9(****)	99.9(****)	100.0(****)	99.9(****)	99.9(****)
GRADUATED COLLEGE	*****(****)	99.9(****)	99.9(****)	99.9(****)	99.9(****)	99.9(****)	99.9(****)
UNKNOWN	*****(****)	98.3(0.6)	99.1(0.6)	98.8(0.6)	99.0(0.5)	99.0(0.7)	99.2(0.5)
FATHER'S EDUCATION							
LESS THAN H.S.	*****(****)	98.4(0.6)	99.3(****)	99.7(****)	99.4(****)	99.5(****)	99.4(****)
GRADUATED H.S.	*****(****)	99.7(0.1)	99.9(****)	99.7(****)	99.4(0.3)	99.7(0.2)	99.7(0.2)
SOME EDUC AFTER H.S	*****(****)	99.9(****)	99.9(****)	99.9(****)	100.0(****)	99.9(****)	99.8(****)
GRADUATED COLLEGE	*****(****)	99.9(****)	99.9(****)	99.9(****)	99.9(****)	100.0(****)	99.9(****)
UNKNOWN	*****(****)	98.7(0.6)	99.2(0.3)	99.0(0.5)	99.0(0.3)	99.2(****)	99.2(****)
COMPUTER USAGE							
HAVE USED	*****(****)	*****(****)	99.8(0.1)	99.7(0.1)	99.7(0.1)	99.8(0.1)	99.8(0.1)
HAVE NOT USED	*****(****)	*****(****)	99.4(0.3)	99.2(0.6)	98.5(0.7)	98.5(****)	98.3(1.0)
FAMILY OWNS A COMPUTER							
YES	*****(****)	*****(****)	99.9(****)	99.9(****)	99.8(0.1)	99.9(****)	99.9(0.1)
NO	*****(****)	*****(****)	99.6(0.1)	99.6(0.1)	99.5(0.2)	99.5(0.2)	99.5(0.3)
MOTHER/STEPMOTHER EMPLOYMENT							
HAS A FULL−TIME JOB	*****(****)	*****(****)	99.9(0.1)	99.8(0.1)	99.8(0.1)	99.9(****)	99.9(****)
HAS A PART−TIME JOB	*****(****)	*****(****)	99.8(****)	99.7(****)	99.9(****)	99.8(****)	99.8(****)
DOES NOT HAVE A JOB	*****(****)	*****(****)	99.7(****)	99.6(****)	99.6(0.3)	99.9(0.1)	99.6(****)
MTHR LIVES ELSEWHERE	*****(****)	*****(****)	99.4(****)	99.6(****)	98.4(****)	99.9(****)	99.8(****)
FATHER/STEPFATHER EMPLOYMENT							
HAS A FULL−TIME JOB	*****(****)	*****(****)	99.9(****)	99.8(0.1)	99.9(0.1)	99.9(****)	99.8(****)
HAS A PART−TIME JOB	*****(****)	*****(****)	99.7(****)	99.2(****)	99.1(0.5)	99.7(****)	99.4(****)
DOES NOT HAVE A JOB	*****(****)	*****(****)	99.3(****)	99.7(****)	99.4(****)	99.9(****)	99.5(****)
FTHR LIVES ELSEWHERE	*****(****)	*****(****)	99.7(****)	99.8(****)	99.4(****)	99.7(****)	99.8(****)
HOMEWORK							
NONE	*****(****)	99.0(0.6)	99.3(****)	99.3(****)	99.2(****)	99.4(****)	99.4(****)
HAVE, BUT DOESN'T DO	*****(****)	99.1(0.4)	99.6(0.3)	98.8(****)	98.5(****)	99.3(****)	99.3(****)
1/2 HOUR OR LESS	*****(****)	99.7(0.2)	99.5(0.3)	99.5(0.3)	99.5(0.3)	99.7(0.2)	99.5(****)
1 HOUR	*****(****)	99.7(0.2)	99.8(0.1)	99.9(****)	99.7(0.1)	99.8(0.1)	99.8(0.2)
2 HOURS	*****(****)	99.6(0.2)	99.8(0.1)	99.8(****)	99.8(****)	99.7(****)	99.8(****)
MORE THAN 2 HOURS	*****(****)	99.9(****)	99.8(****)	99.6(****)	99.7(****)	99.8(****)	99.5(****)

@ This value is signigicantly different From the value for 1996 at about the 95 percent certainty level.
L/l indicates a significant POSITIVE/negative linear trend; Q/q indicates a POSITIVE/negative quadratic trend; NA means linear and quadratic trends were not tested due to lack of at least 5 trend points with sufficient sample size to estimate the statistics and their standard errors.
(****) Standard error estimates cannot be accurately determined.
*****(****) Sample size is insufficient to permit a reliable estimate.

WEIGHTED PERCENTAGES AND AVERAGE SCALE SCORES (STANDARD ERRORS IN PARENTHESES)

WEIGHTED PERCENTAGES OF STUDENTS WITH AVERAGE SCALE SCORES AT OR ABOVE LEVEL 150

	1977	1982	1986	1990	1992	1994	1996
CURRENT SCIENCE CLASS							
NONE	*****(****)	*****(****)	99.7(****)	98.9(****)	98.5(****)	99.5(****)	99.5(****)
LIFE SCIENCE	*****(****)	*****(****)	99.5(****)	99.6(0.3)	99.5(0.2)	99.6(0.3)	99.5(0.3)
PHYSICAL SCIENCE	*****(****)	*****(****)	99.8(****)	99.7(0.2)	99.8(****)	99.9(****)	99.8(****)
EARTH SCIENCE	*****(****)	*****(****)	99.9(****)	99.9(****)	99.7(0.1)	99.9(****)	99.8(****)
GENERAL SCIENCE	*****(****)	*****(****)	99.9(****)	100.0(****)	99.9(****)	99.9(****)	99.9(****)
OTHER	*****(****)	*****(****)	99.9(****)	99.8(****)	99.3(****)	99.4(****)	99.3(****)
PARTICIPATION IN LITTER CLEAN−UP PROJECT							
MANY TIMES	98.4(0.6)	98.8(0.6)	99.4(****)	99.8(****)	99.3(****)	99.9(****)	99.5(****)
NOT OFTEN, > 2 TIMES	98.1(0.8)	99.4(0.4)	99.6(****)	99.7(****)	99.5(0.3)	99.7(****)	99.8(****)
1 OR 2 TIMES	98.7(0.7)	99.5(0.2)	99.8(****)	99.9(****)	99.6(****)	99.7(****)	99.9(****)
NEVER	98.2(0.7)	99.5(****)	99.7(****)	99.6(0.3)	99.6(****)	99.7(****)	99.6(****)
SEPARATE TRASH FOR RECYCLING							
MANY TIMES	97.6(0.7)@	99.1(0.5)	99.5(****)	99.9(****)	99.8(****)	99.9(****)	99.7(0.2)
NOT OFTEN, > 2 TIMES	98.1(1.0)	99.8(****)	99.9(****)	99.9(****)	99.1(0.4)	100.0(****)	99.9(****)
1 OR 2 TIMES	98.3(0.7)	99.5(0.4)	99.7(****)	99.4(****)	99.5(****)	99.0(****)	99.8(****)
NEVER	98.7(0.4)	99.3(0.3)	99.7(****)	99.7(****)	99.5(****)	99.6(****)	99.5(****)
HOW MUCH CAN SCIENCE PREVENT STARVATION							
NONE	96.9(****)	97.4(****)	98.6(****)	99.7(****)	98.8(0.7)	99.3(****)	99.6(****)
SOME	98.3(0.5)@	99.6(0.2)	99.8(****)	99.7(0.2)	99.8(****)	99.8(****)	99.8(0.2)
VERY MUCH	98.4(0.8)	99.5(****)	99.8(****)	99.9(0.1)	99.5(0.3)	99.9(****)	99.8(****)
HOW MUCH CAN SCIENCE PREVENT ENERGY SHORTAGE							
NONE	95.7(2.7)	99.8(****)	99.3(****)	99.5(****)	97.2(1.8)	98.8(****)	99.4(****)
SOME	97.8(1.1)	99.5(****)	99.4(****)	99.7(0.2)	99.2(0.5)	99.6(****)	99.7(****)
VERY MUCH	98.8(0.4)	99.3(0.4)	99.8(0.1)	99.8(0.1)	99.9(****)	99.8(****)	99.8(****)
HOW MUCH CAN SCIENCE FIND CURES FOR DISEASES							
NONE	96.1(****)	*****(****)	98.9(****)	98.6(****)	99.6(****)	99.4(****)	99.2(****)
SOME	97.3(1.3)	99.4(0.4)	99.4(****)	99.8(****)	99.2(0.5)	99.5(****)	99.8(****)
VERY MUCH	98.7(0.4)@	99.4(****)	99.8(****)	99.8(****)	99.7(0.1)	99.8(****)	99.8(0.2)
HOW MUCH CAN SCIENCE CONTROL WEATHER							
NONE	98.5(0.7)	99.7(****)	99.8(****)	99.7(0.2)	99.6(0.2)	99.8(****)	99.9(****)
SOME	98.2(0.8)	99.3(****)	99.7(****)	99.9(0.1)	99.8(0.1)	99.5(****)	99.7(****)
VERY MUCH	97.1(1.5)	98.6(****)	99.3(****)	99.7(****)	99.1(0.5)	99.8(****)	99.5(****)
HOW MUCH CAN SCIENCE PREVENT WARS							
NONE	98.4(0.6)	99.2(****)	99.6(0.2)	99.8(****)	99.7(0.2)	99.7(****)	99.8(****)
SOME	98.1(0.8)	99.7(****)	99.9(****)	99.8(****)	99.7(0.2)	99.7(****)	99.8(****)
VERY MUCH	97.6(1.3)	99.6(****)	99.3(****)	99.6(****)	98.3(****)	99.9(****)	99.3(****)

@ This value is signigicantly different From the value for 1996 at about the 95 percent certainty level.
L/l indicates a significant POSITIVE/negative linear trend; Q/q indicates a POSITIVE/negative quadratic trend; NA means linear and quadratic trends were not tested due to lack of at least 5 trend points with sufficient sample size to estimate the statistics and their standard errors.
(****) Standard error estimates cannot be accurately determined.
*****(****) Sample size is insufficient to permit a reliable estimate.

WEIGHTED PERCENTAGES AND AVERAGE SCALE SCORES (STANDARD ERRORS IN PARENTHESES)

WEIGHTED PERCENTAGES OF STUDENTS WITH AVERAGE SCALE SCORES AT OR ABOVE LEVEL 150

	1977	1982	1986	1990	1992	1994	1996
HOW MUCH CAN SCIENCE PREVENT BIRTH DEFECTS							
NONE	98.0(1.1)	98.1(****)	99.6(****)	99.7(****)	99.4(****)	99.1(****)	99.2(0.5)
SOME	98.2(0.9)	99.6(0.3)	99.6(****)	99.8(****)	99.6(0.3)	99.8(****)	99.9(****)
VERY MUCH	98.3(0.7)	99.8(****)	99.8(****)	99.7(****)	99.5(0.3)	99.9(****)	99.8(****)
HOW MUCH CAN SCIENCE SAVE NATURAL RESOURCES							
NONE	96.1(****)	98.8(****)	98.8(****)	98.8(****)	99.6(****)	99.5(****)	99.5(****)
SOME	98.0(0.7)	99.2(0.5)	99.8(0.1)	99.7(****)	99.4(****)	99.5(****)	99.7(****)
VERY MUCH	98.6(0.7)	99.7(0.2)	99.7(****)	99.9(****)	99.6(0.2)	99.8(****)	99.8(0.2)
HOW MUCH CAN SCIENCE REDUCE POLLUTION							
NONE	96.2(2.2)	99.0(****)	99.5(****)	99.5(****)	98.7(****)	99.0(****)	99.9(****)
SOME	98.3(0.5)	99.7(****)	99.8(0.1)	99.6(****)	99.6(0.3)	99.8(****)	99.7(****)
VERY MUCH	98.5(0.5)	99.1(0.6)	99.6(****)	99.9(****)	99.6(0.2)	99.7(****)	99.7(****)
HOW MUCH CAN SCIENCE REDUCE OVERPOPULATION							
NONE	98.5(0.5)	99.3(****)	99.7(****)	99.9(****)	99.8(****)	99.8(****)	99.8(****)
SOME	98.2(0.6)	99.5(0.3)	99.8(****)	99.7(0.2)	99.4(0.4)	99.7(****)	99.7(****)
VERY MUCH	97.1(1.4)	99.5(****)	98.8(****)	99.5(****)	99.3(****)	99.4(****)	99.4(****)
SCIENCE HELPS ONE UNDERSTAND THEIR BODY							
STRONGLY AGREE	99.1(0.6)	99.2(****)	99.6(****)	99.6(****)	99.7(****)	99.8(****)	99.9(****)
AGREE	99.0(0.5)	99.6(0.2)	99.6(****)	99.8(****)	99.6(0.3)	99.7(****)	99.6(****)
NO OPINION	98.9(****)	99.5(0.4)	99.9(****)	99.7(****)	99.5(****)	99.8(****)	99.7(****)
DISAGREE	97.7(****)	99.7(****)	99.3(****)	99.8(****)	99.3(****)	99.8(****)	99.9(****)
STRONGLY DISAGREE	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)
SCIENCE NOT USEFUL OUTSIDE OF CLASS							
STRONGLY AGREE	98.4(****)	99.6(****)	99.6(****)	100.0(****)	99.1(****)	99.3(****)	99.9(****)
AGREE	97.9(1.4)	99.3(0.5)	99.2(****)	99.5(****)	99.2(****)	99.6(****)	99.5(****)
NO OPINION	99.1(****)	99.7(****)	99.7(****)	99.6(****)	99.2(****)	99.5(****)	99.6(****)
DISAGREE	99.0(0.7)	99.4(0.3)	99.8(****)	99.9(****)	99.8(****)	99.9(****)	99.8(****)
STRONGLY DISAGREE	99.5(****)	99.6(0.2)	99.8(****)	99.8(****)	99.7(****)	100.0(****)	99.9(****)
SCIENCE GOOD ONLY IN LABORATORY							
STRONGLY AGREE	96.1(****)	99.2(****)	99.2(****)	99.0(****)	99.4(****)	98.6(****)	99.3(****)
AGREE	96.9(****)	98.9(****)	99.1(****)	99.5(****)	99.3(****)	99.0(****)	99.3(****)
NO OPINION	98.6(0.8)	99.6(****)	99.9(****)	99.8(****)	99.4(****)	99.7(****)	99.7(****)
DISAGREE	99.3(****)	99.5(****)	99.7(****)	99.9(****)	99.6(****)	99.9(****)	99.8(****)
STRONGLY DISAGREE	99.5(0.4)	99.6(****)	99.8(****)	99.8(****)	99.8(****)	99.8(****)	99.8(****)

@ This value is signigicantly different From the value for 1996 at about the 95 percent certainty level.
L/l indicates a significant POSITIVE/negative linear trend; Q/q indicates a POSITIVE/negative quadratic trend; NA means linear and quadratic trends were not tested due to lack of at least 5 trend points with sufficient sample size to estimate the statistics and their standard errors.
(****) Standard error estimates cannot be accurately determined.
*****(****) Sample size is insufficient to permit a reliable estimate.

WEIGHTED PERCENTAGES AND AVERAGE SCALE SCORES (STANDARD ERRORS IN PARENTHESES)

WEIGHTED PERCENTAGES OF STUDENTS WITH AVERAGE SCALE SCORES AT OR ABOVE LEVEL 150

	1977	1982	1986	1990	1992	1994	1996
CAN STUDENTS HELP SOLVE POLLUTION							
DEFINITELY YES	99.0(****)	99.6(****)	99.6(****)	100.0(****)	99.6(****)	99.7(****)	99.8(****)
PROBABLY YES	98.8(0.6)	99.5(0.3)	99.8(****)	99.9(****)	99.7(****)	99.8(****)	99.7(****)
NOT SURE	97.1(0.9)	99.0(0.6)	99.4(****)	99.4(****)	99.0(****)	99.4(****)	99.4(****)
PROBABLY NOT	98.4(1.1)	99.5(****)	99.9(****)	99.5(****)	99.9(****)	100.0(****)	99.9(****)
DIFINITELY NOT	95.4(3.1)	99.1(****)	99.1(****)	99.6(****)	*****(****)	*****(****)	*****(****)
STUDENTS HELP SOLVE ENERGY WASTE							
DEFINITELY YES	98.9(****)	99.0(0.7)	99.6(****)	99.8(****)	99.6(****)	99.5(****)	99.9(****)
PROBABLY YES	98.7(0.4)	99.4(0.2)	99.6(****)	99.9(****)	99.6(****)	99.8(****)	99.5(****)
NOT SURE	97.4(1.0)	99.3(****)	99.8(****)	99.7(****)	99.6(****)	99.7(****)	99.7(****)
PROBABLY NOT	98.6(****)	99.7(****)	99.7(****)	99.7(****)	99.4(****)	99.8(****)	99.8(****)
DEFINITELY NOT	97.5(****)	99.6(****)	99.3(****)	99.6(****)	*****(****)	*****(****)	100.0(****)
STUDENTS HELP SOLVE FOOD SHORTAGES							
DEFINITELY YES	98.2(1.1)	98.9(****)	99.5(0.3)	99.8(****)	99.2(****)	99.7(****)	99.7(****)
PROBABLY YES	98.7(0.5)	99.5(****)	99.8(****)	99.7(****)	99.8(****)	99.6(****)	99.8(****)
NOT SURE	98.1(0.6)	99.3(0.3)	99.5(****)	99.7(****)	99.3(0.4)	99.9(****)	99.8(****)
PROBABLY NOT	98.8(0.6)	99.6(****)	99.6(****)	100.0(****)	99.8(****)	99.7(****)	99.7(****)
DEFINITELY NOT	97.8(1.4)	98.7(****)	99.6(****)	100.0(****)	99.7(****)	99.3(****)	99.5(****)
STUDENTS HELP SOLVE OVERPOPULATION							
DEFINITELY YES	98.2(****)	99.1(****)	99.3(****)	99.8(****)	99.1(****)	98.4(****)	99.5(****)
PROBABLY YES	97.9(1.1)	99.3(****)	99.6(****)	99.8(****)	99.0(0.6)	99.5(****)	99.6(****)
NOT SURE	97.0(1.1)	98.8(0.5)	99.6(****)	99.7(****)	99.4(****)	99.8(****)	99.5(****)
PROBABLY NOT	98.8(0.6)	99.6(****)	99.6(****)	99.9(****)	99.7(****)	99.8(****)	99.8(****)
DEFINITELY NOT	99.2(0.4)	99.7(****)	99.9(****)	99.7(****)	99.8(****)	99.8(0.1)	99.9(****)
STUDENTS HELP SAVE NATURAL RESOURCES							
DEFINITELY YES	99.0(****)	99.5(****)	99.9(****)	99.9(****)	99.3(****)	99.4(****)	99.9(****)
PROBABLY YES	98.1(0.8)	99.5(0.3)	99.7(****)	99.7(****)	99.7(****)	99.7(****)	99.7(****)
NOT SURE	98.0(0.6)	99.0(0.4)	99.6(****)	99.6(****)	99.5(****)	99.6(****)	99.5(****)
PROBABLY NOT	99.1(0.5)	99.6(****)	99.5(****)	99.9(0.1)	99.7(****)	99.9(****)	99.8(****)
DEFINITELY NOT	98.3(1.1)	99.3(****)	99.8(****)	99.8(****)	99.2(****)	99.8(****)	99.8(****)
STUDENTS HELP SOLVE ACCIDENTS							
DEFINITELY YES	98.5(0.7)	99.2(****)	99.7(****)	99.8(****)	99.4(****)	99.3(****)	99.8(****)
PROBABLY YES	98.9(0.5)	99.6(****)	99.7(****)	99.7(****)	99.6(****)	99.8(****)	99.6(****)
NOT SURE	97.6(0.9)	99.2(****)	99.5(****)	99.9(****)	99.5(****)	99.8(****)	99.7(****)
PROBABLY NOT	98.2(1.0)	99.5(****)	99.8(****)	99.8(****)	99.6(****)	99.8(****)	99.7(****)
DEFINITELY YES	98.8(****)	99.0(****)	99.4(****)	99.6(****)	99.6(****)	99.9(****)	99.9(****)

@ This value is signigicantly different From the value for 1996 at about the 95 percent certainty level.
L/l indicates a significant POSITIVE/negative linear trend; Q/q indicates a POSITIVE/negative quadratic trend; NA means linear and quadratic trends were not tested due to lack of at least 5 trend points with sufficient sample size to estimate the statistics and their standard errors.
(****) Standard error estimates cannot be accurately determined.
*****(****) Sample size is insufficient to permit a reliable estimate.

WEIGHTED PERCENTAGES AND AVERAGE SCALE SCORES (STANDARD ERRORS IN PARENTHESES)

WEIGHTED PERCENTAGES OF STUDENTS WITH AVERAGE SCALE SCORES AT OR ABOVE LEVEL 150

	1977	1982	1986	1990	1992	1994	1996
SCIENCE CLASSES ARE USEFUL							
STRONGLY AGREE	98.9(0.6)	98.9(****)	99.9(****)	99.6(****)	99.9(****)	99.8(****)	99.7(****)
AGREE	98.7(0.5)	99.5(0.3)	99.9(****)	99.7(****)	99.7(0.2)	99.7(0.2)	99.7(****)
NO OPINION	98.8(0.7)	99.5(****)	99.7(****)	99.6(****)	99.6(****)	99.8(****)	99.0(****)
DISAGREE	97.7(****)	99.8(****)	100.0(****)	98.3(****)	99.5(****)	99.9(****)	99.5(****)
STRONGLY DISAGREE	97.2(****)	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)
SCIENCE CLASSES UNRELATED TO REAL WORLD							
STRONGLY AGREE	97.8(****)	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)
AGREE	96.4(2.2)	98.9(****)	99.8(****)	99.1(****)	100.0(****)	99.4(****)	99.5(****)
NO OPINION	97.9(1.2)	99.5(****)	99.8(****)	99.7(****)	99.4(****)	99.8(****)	98.9(****)
DISAGREE	98.6(0.4)	99.5(****)	99.8(****)	99.7(****)	99.7(****)	99.7(****)	99.6(****)
STRONGLY DISAGREE	99.3(0.4)	99.4(****)	99.9(****)	99.5(****)	99.8(****)	99.8(****)	99.6(0.2)
SCIENCE SHOULD BE REQUIRED IN SCHOOL							
STRONGLY AGREE	99.0(0.5)	99.8(****)	99.9(****)	99.6(****)	99.7(****)	99.9(****)	99.7(****)
AGREE	98.5(0.6)	99.1(****)	99.8(****)	99.5(****)	99.7(****)	99.7(0.2)	99.6(****)
NO OPINION	98.7(0.6)	99.6(****)	99.9(****)	99.8(****)	99.9(****)	99.6(****)	99.5(****)
DISAGREE	98.1(1.0)	99.6(****)	99.9(****)	99.3(****)	99.5(****)	99.6(****)	98.8(****)
STRONGLY DISAGREE	99.0(****)	99.4(****)	99.8(****)	99.7(****)	99.5(****)	100.0(****)	*****(****)
SCIENCE CLASSES USEFUL IN EVERYDAY LIFE							
STRONGLY AGREE	98.8(0.8)	99.4(****)	99.9(****)	99.3(****)	99.6(****)	99.4(****)	99.6(****)
AGREE	98.2(0.7)	99.1(****)	99.8(****)	99.6(****)	99.7(****)	99.8(0.2)	99.6(****)
NO OPINION	98.9(0.4)	99.6(****)	100.0(****)	99.7(****)	99.8(****)	99.8(****)	99.6(****)
DISAGREE	99.3(0.4)	99.8(****)	99.8(****)	99.6(****)	99.9(****)	99.9(****)	99.5(****)
STRONGLY DISAGREE	98.2(****)	99.8(****)	99.7(****)	99.3(****)	98.6(****)	99.6(****)	98.9(****)
SCIENCE CLASSES WILL BE USEFUL IN FUTURE							
STRONGLY AGREE	98.5(0.7)	99.5(****)	99.9(****)	99.6(0.3)	99.6(****)	99.6(****)	99.7(****)
AGREE	98.6(0.4)	99.2(****)	99.8(0.1)	99.5(****)	99.8(****)	99.8(0.1)	99.6(****)
NO OPINION	99.1(0.6)	99.7(****)	100.0(****)	99.8(****)	99.9(****)	99.9(****)	99.3(****)
DISAGREE	99.0(****)	99.7(****)	99.5(****)	99.7(****)	99.7(****)	99.9(****)	99.7(****)
STRONGLY DISAGREE	97.1(****)	*****(****)	100.0(****)	98.7(****)	*****(****)	*****(****)	99.4(****)
SCIENTISTS SHOULD EXPERIMENT ON PEOPLE W/OUT APPROVAL							
ALWAYS	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)
OFTEN	*****(****)	96.8(****)	99.6(****)	*****(****)	*****(****)	*****(****)	*****(****)
SOMETIMES	96.3(2.0)	98.7(0.7)	99.3(****)	98.7(****)	98.4(****)	99.1(****)	97.6(****)
SELDOM	99.1(0.5)	99.4(0.4)	100.0(****)	99.6(****)	100.0(****)	100.0(****)	99.7(****)
NEVER	98.9(0.3)	99.6(0.2)	99.9(****)	99.8(****)	99.9(****)	99.8(0.1)	99.8(****)

@ This value is signigicantly different From the value for 1996 at about the 95 percent certainty level.
L/l indicates a significant POSITIVE/negative linear trend; Q/q indicates a POSITIVE/negative quadratic trend; NA means linear and quadratic trends were not tested due to lack of at least 5 trend points with sufficient sample size to estimate the statistics and their standard errors.
(****) Standard error estimates cannot be accurately determined.
*****(****) Sample size is insufficient to permit a reliable estimate.

WEIGHTED PERCENTAGES AND AVERAGE SCALE SCORES (STANDARD ERRORS IN PARENTHESES)

WEIGHTED PERCENTAGES OF STUDENTS WITH AVERAGE SCALE SCORES AT OR ABOVE LEVEL 150

	1977	1982	1986	1990	1992	1994	1996
SCIENTISTS SHOULD CREATE DISEASES FOR WARFARE							
ALWAYS	94.8(****)	98.5(****)	99.7(****)	98.9(****)	99.8(****)	99.6(****)	99.5(****)
OFTEN	94.6(****)	98.9(****)	100.0(****)	99.2(****)	98.1(****)	99.9(****)	98.6(****)
SOMETIMES	96.8(1.3)	99.1(****)	99.7(****)	98.7(****)	99.8(****)	99.6(****)	99.3(****)
SELDOM	99.0(****)	99.2(****)	99.8(****)	99.5(****)	99.8(****)	99.6(****)	99.7(****)
NEVER	99.0(0.3)	99.8(****)	99.9(****)	99.9(****)	99.8(****)	99.8(0.1)	99.7(****)
SCIENTISTS SHOULD WORK ON SECRET PROJECTS							
ALWAYS	96.7(2.2)	99.1(0.6)	99.8(****)	99.5(****)	99.3(****)	99.5(****)	99.2(****)
OFTEN	98.4(0.7)	99.6(****)	99.8(****)	99.0(****)	99.6(****)	99.6(****)	99.2(****)
SOMETIMES	98.6(0.4)	99.4(0.4)	100.0(****)	99.7(****)	99.8(****)	99.8(****)	99.5(****)
SELDOM	99.0(0.7)	99.6(****)	100.0(****)	99.9(****)	100.0(****)	99.9(****)	99.9(****)
NEVER	99.0(0.6)	99.4(****)	99.6(****)	99.8(****)	99.7(****)	99.8(****)	99.7(****)
SCIENTISTS SHOULD CONTROL PEOPLE'S ACTIONS							
ALWAYS	94.9(2.0)	98.6(1.0)	99.4(****)	99.1(****)	98.8(****)	99.6(****)	97.3(****)
OFTEN	94.9(2.9)	98.2(****)	100.0(****)	99.5(****)	98.7(****)	99.8(****)	99.6(****)
SOMETIMES	98.0(****)	99.4(****)	99.4(****)	99.0(****)	99.6(****)	98.8(****)	99.0(****)
SELDOM	99.2(0.4)	99.6(****)	99.8(****)	99.6(****)	100.0(****)	100.0(****)	99.6(****)
NEVER	98.9(0.3)	99.6(****)	100.0(****)	99.8(****)	99.8(****)	99.8(****)	99.7(****)
DIFFERENCES							
WHITE − BLACK	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)
WHITE − HISPANIC	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)
MALE − FEMALE	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)

@ This value is signigicantly different From the value for 1996 at about the 95 percent certainty level.
L/l indicates a significant POSITIVE/negative linear trend; Q/q indicates a POSITIVE/negative quadratic trend; NA means linear and quadratic trends were not tested due to lack of at least 5 trend points with sufficient sample size to estimate the statistics and their standard errors.
(****) Standard error estimates cannot be accurately determined.
*****(****) Sample size is insufficient to permit a reliable estimate.

WEIGHTED PERCENTAGES AND AVERAGE SCALE SCORES (STANDARD ERRORS IN PARENTHESES)

WEIGHTED PERCENTAGES OF STUDENTS WITH AVERAGE SCALE SCORES AT OR ABOVE LEVEL 200

	1977	1982	1986	1990	1992	1994	1996
-- Total --	86.0(0.7)@	89.8(0.8)	91.6(1.0)	92.3(0.7)	93.1(0.5)	92.4(0.6)	92.0(0.8)
Gender							
Male	87.2(0.8)@	91.9(0.8)	92.9(1.0)	92.7(0.8)	93.1(0.8)	92.2(0.8)	93.2(0.9)
Female	84.7(0.8)@	87.9(1.0)	90.3(1.2)	92.0(0.8)	93.1(0.7)	92.6(0.6)	90.9(1.2)
Race/Ethnicity							
White	92.2(0.5)@	94.4(0.6)	96.1(0.8)	96.9(0.4)	97.9(0.4)	97.6(0.4)	97.0(0.5)
Black	57.3(2.4)@	68.6(2.4)	73.6(3.0)	77.6(3.6)	73.8(2.8)	73.5(3.2)	75.9(2.7)
Hispanic	62.2(2.4)@	75.5(3.3)	76.7(3.2)	80.2(2.9)	86.2(2.6)	81.2(2.5)	81.0(2.8)
Other	80.9(2.9)@	94.2(2.4)	93.6(3.8)	88.1(4.9)	94.5(1.9)	92.6(1.9)	90.1(1.6)
Grade							
Below Modal Grade	71.4(1.6)@	78.0(1.8)	83.1(1.9)	84.9(1.5)	87.1(1.2)	86.4(1.0)	87.4(1.5)
At Modal Grade	91.3(0.6)@	94.4(0.6)	95.7(0.7)	96.5(0.5)	96.7(0.6)	95.9(0.7)	94.5(0.8)
Above Modal Grade	98.4(0.9)	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)
Region							
Northeast	90.7(1.4)	91.5(1.1)	93.5(1.2)	92.6(1.8)	91.6(1.5)	95.4(1.0)	91.4(1.7)
Southeast	78.1(1.7)@	83.6(2.2)	89.8(1.7)	91.0(1.2)	90.7(1.5)	90.6(1.3)	90.4(1.4)
Central	89.9(1.1)@	92.0(1.3)	91.9(3.5)	94.6(1.8)	95.4(0.8)	94.0(2.0)	95.8(1.2)
West	83.5(1.5)@	91.3(1.4)	91.3(1.6)	91.2(1.3)	94.1(1.0)	90.4(1.3)	90.8(1.2)
Type Of Location							
Central City	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	86.4(1.7)	87.5(1.7)
Urban Fringe/Large Tow	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	95.2(1.0)	94.0(1.0)
Rural/Small Town	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	95.1(1.1)	95.2(1.1)
Parents' Education Level							
Less than H.S.	71.6(1.6)	75.8(2.4)	79.8(3.5)	82.4(2.9)	82.4(3.1)	81.9(2.3)	79.0(3.4)
Graduated H.S.	87.0(0.8)	88.6(1.1)	90.7(1.4)	91.4(1.1)	89.3(1.2)	90.6(1.2)	90.0(1.5)
Some Educ After H.S.	93.4(0.9)	94.9(1.4)	95.9(0.7)	96.6(0.8)	98.0(0.7)	94.8(1.1)	95.8(1.0)
Graduated College	95.0(0.5)	95.5(0.7)	95.8(0.7)	96.4(0.5)	97.1(0.5)	96.5(0.4)	95.6(0.8)
Unknown	70.1(1.9)@	77.9(2.1)	78.1(3.1)	75.4(2.9)	79.9(1.9)	79.9(2.6)	81.2(2.2)
Type Of School							
Public	84.9(0.8)@	89.2(0.9)	91.3(1.0)	91.6(0.8)	92.7(0.5)	91.9(0.6)	91.5(0.8)
Non−Public	95.7(1.0)	95.0(1.5)	97.3(1.8)	98.4(0.8)	96.4(1.1)	96.5(1.4)	96.0(2.1)
Quartiles							
Upper	99.9(****)	100.0(****)	100.0(****)	100.0(****)	100.0(****)	100.0(****)	100.0(****)
Middle two	95.5(0.3)@	98.2(0.2)	99.4(0.2)	99.6(0.2)	99.8(0.1)	99.7(0.1)	99.6(0.2)
Lower	53.0(1.3)@	63.0(2.0)	67.5(2.7)	70.1(2.1)	72.9(1.5)	70.1(1.7)	68.8(2.6)
TELEVISION WATCHED/DAY							
0 − 2 HOURS	*****(****)	*****(****)	92.9(1.1)	94.7(1.0)	96.1(0.6)	95.4(0.7)	94.7(0.8)
3 − 5 HOURS	*****(****)	*****(****)	93.3(1.1)	93.4(0.7)	93.9(0.6)	93.1(0.6)	92.6(0.8)
6 HOURS OR MORE	*****(****)	*****(****)	85.2(1.5)	84.6(1.6)	81.9(2.3)	82.4(2.1)	81.8(2.3)

@ This value is signigicantly different From the value for 1996 at about the 95 percent certainty level.
L/l indicates a significant POSITIVE/negative linear trend; Q/q indicates a POSITIVE/negative quadratic trend; NA means linear and quadratic trends were not tested due to lack of at least 5 trend points with sufficient sample size to estimate the statistics and their standard errors.
(****) Standard error estimates cannot be accurately determined.
*****(****) Sample size is insufficient to permit a reliable estimate.

WEIGHTED PERCENTAGES AND AVERAGE SCALE SCORES (STANDARD ERRORS IN PARENTHESES)

WEIGHTED PERCENTAGES OF STUDENTS WITH AVERAGE SCALE SCORES AT OR ABOVE LEVEL 200

	1977	1982	1986	1990	1992	1994	1996
RULES CONCERNING TELEVISION VIEWING							
HAVE RULES	*****(****)	*****(****)	90.8(1.3)	91.5(1.2)	93.1(1.0)	92.5(0.9)	92.3(1.2)
DO NOT HAVE RULES	*****(****)	*****(****)	92.0(1.0)	92.7(0.8)	93.2(0.6)	92.7(0.6)	92.0(0.8)
MOTHER'S EDUCATION							
LESS THAN H.S.	*****(****)	84.3(2.1)	85.0(2.0)	84.8(2.8)	86.9(2.0)	85.7(1.9)	85.2(2.0)
GRADUATED H.S.	*****(****)	90.4(1.0)	92.6(1.3)	93.7(0.8)	92.1(0.8)	92.8(0.8)	91.9(1.4)
SOME EDUC AFTER H.S	*****(****)	95.6(1.0)	96.4(0.8)	97.4(0.9)	98.1(0.5)	96.3(0.7)	96.1(1.2)
GRADUATED COLLEGE	*****(****)	95.9(0.7)	95.7(0.6)	96.3(0.6)	96.9(0.6)	96.5(0.5)	95.7(1.1)
UNKNOWN	*****(****)	79.1(2.3)	80.3(2.8)	79.1(2.3)	83.0(1.6)	82.0(2.2)	82.7(2.0)
FATHER'S EDUCATION							
LESS THAN H.S.	*****(****)	80.4(1.8)@	87.5(2.2)	88.1(1.7)	88.0(1.6)	88.8(1.8)	87.8(2.0)
GRADUATED H.S.	*****(****)	91.3(1.0)	91.7(1.1)	92.5(1.1)	91.8(1.1)	92.4(1.1)	92.9(0.8)
SOME EDUC AFTER H.S	*****(****)	95.5(1.1)	96.9(0.6)	97.3(0.8)	97.9(0.7)	95.7(1.1)	96.3(0.9)
GRADUATED COLLEGE	*****(****)	95.2(0.7)	96.5(0.8)	96.9(0.6)	97.8(0.6)	97.1(0.5)	96.1(0.8)
UNKNOWN	*****(****)	78.4(1.9)	81.6(2.1)	82.7(1.8)	84.3(1.7)	83.5(1.6)	83.2(1.4)
COMPUTER USAGE							
HAVE USED	*****(****)	*****(****)	92.8(1.0)	93.6(0.6)	94.0(0.5)	93.6(0.6)	93.1(0.7)
HAVE NOT USED	*****(****)	*****(****)	84.3(2.0)	77.7(3.3)	81.4(3.3)	77.9(2.4)	78.5(2.9)
FAMILY OWNS A COMPUTER							
YES	*****(****)	*****(****)	96.0(0.9)	95.6(0.8)	96.8(0.4)	96.4(0.6)	95.8(0.7)
NO	*****(****)	*****(****)	90.2(1.0)	90.9(0.8)	91.0(0.7)	89.6(0.9)	87.8(1.1)
MOTHER/STEPMOTHER EMPLOYMENT							
HAS A FULL−TIME JOB	*****(****)	*****(****)	94.6(0.7)	94.9(0.6)	95.6(0.5)	95.4(0.5)	94.3(0.7)
HAS A PART−TIME JOB	*****(****)	*****(****)	94.3(1.3)	94.2(1.5)	95.9(0.8)	94.5(0.8)	94.6(1.1)
DOES NOT HAVE A JOB	*****(****)	*****(****)	92.3(1.7)	92.1(1.2)	92.8(1.3)	93.6(0.9)	91.4(1.1)
MTHR LIVES ELSEWHERE	*****(****)	*****(****)	89.8(5.2)	88.3(4.1)	89.2(3.3)	86.6(5.9)	85.8(5.9)
FATHER/STEPFATHER EMPLOYMENT							
HAS A FULL−TIME JOB	*****(****)	*****(****)	95.4(0.7)	95.2(0.5)	96.4(0.4)	95.9(0.4)	95.1(0.7)
HAS A PART−TIME JOB	*****(****)	*****(****)	88.8(2.4)	89.0(2.3)	89.2(2.2)	90.0(2.7)	88.3(2.3)
DOES NOT HAVE A JOB	*****(****)	*****(****)	83.8(4.7)	85.2(3.2)	88.5(3.2)	90.9(2.3)	87.3(2.7)
FTHR LIVES ELSEWHERE	*****(****)	*****(****)	89.9(1.7)	91.4(2.1)	90.8(1.9)	89.9(1.6)	89.5(2.2)
HOMEWORK							
NONE	*****(****)	85.1(2.0)	87.5(2.5)	85.1(4.6)	89.1(2.5)	86.8(2.3)	82.6(4.6)
HAVE, BUT DOESN'T DO	*****(****)	85.8(2.0)	86.3(3.7)	87.3(2.5)	83.5(3.3)	85.3(3.5)	84.1(3.1)
1/2 HOUR OR LESS	*****(****)	92.6(1.1)	89.7(1.6)	89.8(1.3)	90.9(1.4)	91.0(1.6)	90.2(1.5)
1 HOUR	*****(****)	92.5(1.1)	92.6(1.5)	94.6(0.5)	94.8(0.6)	94.1(0.6)	93.8(0.8)
2 HOURS	*****(****)	90.9(1.1)	93.8(1.0)	94.5(1.0)	94.8(0.9)	94.7(0.8)	95.0(1.0)
MORE THAN 2 HOURS	*****(****)	89.6(2.4)	90.4(1.7)	90.0(1.5)	92.9(1.3)	92.5(1.8)	91.3(1.8)

@ This value is signigicantly different From the value for 1996 at about the 95 percent certainty level.
L/l indicates a significant POSITIVE/negative linear trend; Q/q indicates a POSITIVE/negative quadratic trend; NA means linear and quadratic trends were not tested due to lack of at least 5 trend points with sufficient sample size to estimate the statistics and their standard errors.
(****) Standard error estimates cannot be accurately determined.
*****(****) Sample size is insufficient to permit a reliable estimate.

WEIGHTED PERCENTAGES AND AVERAGE SCALE SCORES (STANDARD ERRORS IN PARENTHESES)

WEIGHTED PERCENTAGES OF STUDENTS WITH AVERAGE SCALE SCORES AT OR ABOVE LEVEL 200

	1977	1982	1986	1990	1992	1994	1996
CURRENT SCIENCE CLASS							
NONE	*****(****)	*****(****)	86.8(3.2)	84.0(4.1)	84.1(3.3)	83.9(4.2)	83.1(4.8)
LIFE SCIENCE	*****(****)	*****(****)	88.1(2.0)	89.6(1.0)	90.5(1.1)	90.7(1.0)	89.9(1.3)
PHYSICAL SCIENCE	*****(****)	*****(****)	94.1(1.5)	94.6(1.0)	95.8(0.6)	95.6(1.2)	93.5(1.1)
EARTH SCIENCE	*****(****)	*****(****)	95.4(1.1)	96.7(0.7)	96.1(1.0)	95.0(1.1)	95.7(0.9)
GENERAL SCIENCE	*****(****)	*****(****)	95.4(0.9)	94.2(1.4)	95.8(0.8)	95.1(0.9)	94.9(0.8)
OTHER	*****(****)	*****(****)	89.2(4.6)	89.8(4.0)	89.4(3.2)	87.8(2.3)	85.6(2.7)
PARTICIPATION IN LITTER CLEAN−UP PROJECT							
MANY TIMES	83.4(2.8)	83.7(2.6)	88.1(2.7)	90.2(2.9)	92.4(1.9)	91.7(3.1)	90.0(3.1)
NOT OFTEN, > 2 TIMES	84.7(1.8)@	89.2(3.1)	90.9(2.1)	94.4(1.3)	95.0(1.5)	94.4(1.2)	93.2(1.5)
1 OR 2 TIMES	86.9(2.0)@	89.2(2.4)	93.7(1.6)	94.8(1.4)	93.2(1.3)	93.8(1.4)	94.5(1.6)
NEVER	84.4(2.9)	88.4(2.3)	90.4(2.2)	92.3(1.4)	92.2(1.5)	89.9(1.8)	91.7(1.7)
SEPARATE TRASH FOR RECYCLING							
MANY TIMES	83.0(3.1)@	87.4(2.3)	90.5(2.4)	95.5(1.3)	96.3(0.8)	94.6(1.3)	94.8(1.1)
NOT OFTEN, > 2 TIMES	82.6(3.1)@	90.1(2.5)	91.0(1.6)	95.2(1.6)	92.4(1.6)	94.3(1.1)	93.9(1.9)
1 OR 2 TIMES	85.0(2.3)	87.9(3.3)	91.6(1.8)	93.2(1.9)	91.8(1.8)	90.5(2.2)	92.3(2.4)
NEVER	86.7(1.7)	87.6(2.6)	91.3(1.9)	90.7(1.4)	87.7(2.6)	86.7(3.1)	87.2(2.5)
HOW MUCH CAN SCIENCE PREVENT STARVATION							
NONE	80.6(5.3)	83.5(5.5)	87.4(4.5)	91.7(2.5)	91.8(1.9)	91.6(1.6)	91.1(2.5)
SOME	86.4(1.9)@	90.5(1.7)	92.1(1.2)	93.4(0.9)	94.0(0.8)	93.1(1.4)	93.3(1.2)
VERY MUCH	86.6(2.0)	91.2(2.0)	90.9(1.7)	94.2(2.2)	92.4(2.2)	91.5(2.4)	92.8(2.4)
HOW MUCH CAN SCIENCE PREVENT ENERGY SHORTAGE							
NONE	73.2(5.4)	82.3(8.6)	83.5(4.6)	81.2(3.9)	81.6(4.7)	83.3(3.9)	80.7(7.2)
SOME	82.9(3.0)	89.0(2.1)	87.4(1.8)	91.3(2.4)	89.2(2.0)	88.8(1.9)	88.9(1.9)
VERY MUCH	89.6(1.6)@	91.8(1.7)	94.0(1.3)	95.3(0.9)	95.7(0.9)	95.3(1.2)	95.4(0.8)
HOW MUCH CAN SCIENCE FIND CURES FOR DISEASES							
NONE	64.8(8.1)	*****(****)	76.3(5.1)	81.1(7.4)	85.9(4.2)	80.4(5.9)	77.0(8.8)
SOME	80.3(3.6)	87.2(2.9)	87.4(2.2)	91.0(1.7)	90.2(2.2)	88.9(2.0)	90.0(2.0)
VERY MUCH	89.1(1.5)@	91.5(1.1)	93.7(1.3)	94.9(0.9)	94.6(0.7)	94.8(1.0)	94.6(1.0)
HOW MUCH CAN SCIENCE CONTROL WEATHER							
NONE	86.8(2.6)	90.6(2.2)	91.7(1.3)	93.4(1.6)	93.2(1.3)	92.6(1.2)	93.2(1.2)
SOME	85.7(2.3)	90.5(2.0)	90.7(1.8)	94.3(1.3)	92.4(1.8)	92.1(1.4)	92.0(1.9)
VERY MUCH	83.1(2.8)@	87.2(4.0)	90.2(2.5)	91.6(1.6)	94.9(1.6)	93.4(1.9)	93.1(1.7)
HOW MUCH CAN SCIENCE PREVENT WARS							
NONE	86.9(1.8)@	88.6(2.6)	90.3(1.5)	93.2(1.2)	93.7(0.8)	92.6(1.1)	92.7(1.1)
SOME	86.9(3.0)	93.3(1.3)	93.4(1.4)	94.5(1.6)	94.1(1.4)	94.6(1.5)	94.4(1.3)
VERY MUCH	78.2(4.2)	88.8(3.1)	88.5(2.9)	89.7(3.2)	87.8(3.3)	85.7(3.6)	85.8(4.7)

@ This value is signigicantly different From the value for 1996 at about the 95 percent certainty level.
L/l indicates a significant POSITIVE/negative linear trend; Q/q indicates a POSITIVE/negative quadratic trend; NA means linear and quadratic trends were not tested due to lack of at least 5 trend points with sufficient sample size to estimate the statistics and their standard errors.
(****) Standard error estimates cannot be accurately determined.
*****(****) Sample size is insufficient to permit a reliable estimate.

WEIGHTED PERCENTAGES AND AVERAGE SCALE SCORES (STANDARD ERRORS IN PARENTHESES)

WEIGHTED PERCENTAGES OF STUDENTS WITH AVERAGE SCALE SCORES AT OR ABOVE LEVEL 200

	1977	1982	1986	1990	1992	1994	1996
HOW MUCH CAN SCIENCE PREVENT BIRTH DEFECTS							
NONE	83.3(3.2)	83.1(4.1)	87.3(1.9)	90.8(1.9)	86.8(3.1)	86.7(2.2)	84.0(3.0)
SOME	85.7(1.8)@	91.2(1.8)	90.6(2.0)	92.8(1.5)	93.7(0.9)	92.6(1.3)	93.6(1.4)
VERY MUCH	89.2(2.6)	92.5(1.8)	94.2(1.5)	95.1(0.9)	95.6(1.1)	95.4(1.0)	95.6(0.8)
HOW MUCH CAN SCIENCE SAVE NATURAL RESOURCES							
NONE	74.8(6.4)	84.8(4.8)	80.2(6.2)	84.1(4.7)	88.2(3.4)	84.7(4.6)	85.3(5.2)
SOME	84.9(2.3)@	89.7(1.4)	91.8(1.1)	92.7(1.6)	92.2(1.5)	91.7(1.5)	92.3(1.5)
VERY MUCH	88.4(1.8)@	91.7(1.5)	92.1(1.4)	94.8(1.0)	94.3(0.9)	93.8(1.2)	94.0(1.1)
HOW MUCH CAN SCIENCE REDUCE POLLUTION							
NONE	75.6(5.4)	81.9(5.0)	85.1(2.9)	84.7(3.7)	86.8(2.6)	84.1(4.9)	84.6(4.1)
SOME	86.4(2.3)	91.3(1.4)	90.5(1.8)	92.7(1.5)	92.9(1.2)	92.1(1.6)	91.9(1.7)
VERY MUCH	87.8(1.7)@	91.0(2.3)	93.2(1.4)	95.0(1.0)	94.4(0.9)	94.0(1.1)	94.7(1.1)
HOW MUCH CAN SCIENCE REDUCE OVERPOPULATION							
NONE	86.2(2.1)@	90.1(1.8)	92.4(1.5)	93.8(1.0)	94.9(0.7)	94.4(1.1)	94.1(1.2)
SOME	86.3(2.2)	90.5(1.9)	91.1(1.6)	93.6(1.3)	92.5(1.5)	91.4(1.7)	92.7(1.4)
VERY MUCH	83.5(3.5)	89.5(3.2)	85.3(2.4)	90.6(2.6)	90.1(1.7)	88.8(3.6)	88.0(2.4)
SCIENCE HELPS ONE UNDERSTAND THEIR BODY							
STRONGLY AGREE	87.7(1.6)	89.9(2.7)	92.8(2.2)	91.8(2.8)	90.0(2.2)	91.6(2.2)	91.7(2.5)
AGREE	87.5(1.7)	91.5(1.4)	91.1(1.0)	94.6(1.1)	93.8(1.1)	93.3(1.1)	92.4(1.5)
NO OPINION	85.0(3.8)	91.5(1.7)	92.6(2.2)	92.0(1.6)	92.1(2.0)	92.5(2.1)	90.6(2.2)
DISAGREE	83.8(4.1)	89.3(3.0)	84.6(3.8)	92.9(2.2)	90.9(3.6)	91.2(3.9)	93.8(3.7)
STRONGLY DISAGREE	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)
SCIENCE NOT USEFUL OUTSIDE OF CLASS							
STRONGLY AGREE	71.6(7.6)	89.5(2.7)	87.3(5.5)	94.0(2.9)	91.4(3.6)	88.3(4.2)	87.7(4.5)
AGREE	79.2(3.3)	88.8(2.0)	89.4(3.2)	89.9(2.8)	89.7(2.3)	90.0(3.4)	88.2(3.0)
NO OPINION	85.0(3.0)	89.5(2.7)	87.5(2.5)	90.2(3.0)	88.9(2.5)	89.2(1.9)	88.9(2.6)
DISAGREE	89.4(1.9)	91.8(1.4)	92.5(1.2)	94.9(1.6)	95.2(1.2)	94.0(1.1)	93.7(1.4)
STRONGLY DISAGREE	91.5(2.0)	93.5(2.5)	94.7(1.9)	97.1(1.4)	94.3(2.6)	95.9(1.7)	95.4(1.4)
SCIENCE GOOD ONLY IN LABORATORY							
STRONGLY AGREE	75.6(7.8)	83.4(6.1)	86.1(5.1)	85.9(5.2)	86.4(4.6)	85.7(6.8)	85.6(5.6)
AGREE	71.0(4.2)@	85.4(4.3)	82.3(5.6)	87.4(3.5)	86.7(3.8)	83.7(3.6)	86.6(3.7)
NO OPINION	82.3(3.3)	91.3(2.2)	90.4(2.3)	92.4(1.8)	91.2(2.0)	92.3(2.4)	89.1(2.0)
DISAGREE	89.4(1.5)	92.2(1.4)	92.8(1.1)	94.7(1.0)	94.2(1.1)	93.8(1.5)	93.5(1.5)
STRONGLY DISAGREE	91.1(1.9)	91.7(1.5)	93.7(1.6)	96.2(1.3)	95.2(1.9)	94.9(1.5)	95.8(1.5)

@ This value is signigicantly different From the value for 1996 at about the 95 percent certainty level.
L/l indicates a significant POSITIVE/negative linear trend; Q/q indicates a POSITIVE/negative quadratic trend; NA means linear and quadratic trends were not tested due to lack of at least 5 trend points with sufficient sample size to estimate the statistics and their standard errors.
(****) Standard error estimates cannot be accurately determined.
*****(****) Sample size is insufficient to permit a reliable estimate.

WEIGHTED PERCENTAGES AND AVERAGE SCALE SCORES (STANDARD ERRORS IN PARENTHESES)

WEIGHTED PERCENTAGES OF STUDENTS WITH AVERAGE SCALE SCORES AT OR ABOVE LEVEL 200

	1977	1982	1986	1990	1992	1994	1996
CAN STUDENTS HELP SOLVE POLLUTION							
DEFINITELY YES	89.6(1.7)	91.4(3.7)	92.1(2.4)	95.5(1.4)	94.3(1.2)	94.3(1.9)	93.5(1.9)
PROBABLY YES	86.2(1.8)@	89.1(1.5)	93.1(1.3)	94.7(1.4)	94.5(1.2)	93.5(1.4)	93.2(1.4)
NOT SURE	76.7(3.6)	84.3(2.2)	88.6(2.0)	90.0(2.5)	88.4(2.1)	84.8(2.6)	86.6(3.5)
PROBABLY NOT	86.6(2.3)	90.4(2.8)	92.7(2.0)	93.6(2.0)	89.5(3.3)	94.7(2.9)	91.6(3.6)
DIFINITELY NOT	73.7(10.9)	80.0(8.5)	78.9(5.3)	83.7(6.0)	*****(****)	*****(****)	*****(****)
STUDENTS HELP SOLVE ENERGY WASTE							
DEFINITELY YES	88.8(1.8)@	88.2(2.2)	93.7(2.0)	94.2(1.7)	95.1(1.1)	92.7(2.8)	95.0(1.5)
PROBABLY YES	86.3(1.8)	88.2(2.5)	92.2(1.9)	94.6(1.7)	93.4(1.4)	93.6(1.5)	92.3(2.4)
NOT SURE	80.6(2.6)@	86.3(2.5)	89.2(2.2)	92.7(1.9)	92.0(1.6)	90.3(1.7)	89.5(1.8)
PROBABLY NOT	84.8(2.8)	89.9(2.5)	91.1(1.8)	93.2(1.6)	90.8(2.4)	94.0(2.1)	92.4(3.0)
DEFINITELY NOT	79.1(7.6)	87.6(6.0)	85.1(4.2)	90.7(3.7)	*****(****)	*****(****)	84.9(5.8)
STUDENTS HELP SOLVE FOOD SHORTAGES							
DEFINITELY YES	83.7(3.0)	86.9(3.6)	91.8(1.8)	94.3(1.7)	90.6(2.0)	92.5(1.9)	92.5(2.2)
PROBABLY YES	87.7(1.6)	88.5(2.8)	92.7(1.3)	93.3(1.5)	94.5(1.1)	92.8(1.8)	92.4(1.9)
NOT SURE	81.8(2.4)@	87.4(2.5)	88.4(1.6)	91.9(1.7)	91.0(1.5)	91.9(1.8)	90.6(1.8)
PROBABLY NOT	88.6(2.3)	88.8(1.6)	91.1(2.2)	95.4(1.5)	95.0(1.7)	94.5(2.5)	93.6(2.5)
DEFINITELY NOT	80.7(3.0)	87.6(3.6)	86.7(3.6)	90.1(4.5)	88.1(3.5)	86.6(5.9)	87.5(5.0)
STUDENTS HELP SOLVE OVERPOPULATION							
DEFINITELY YES	86.4(4.5)	89.3(3.4)	94.0(2.1)	93.9(2.4)	90.6(4.0)	88.5(4.9)	89.2(4.0)
PROBABLY YES	86.0(2.4)	88.9(2.7)	92.3(2.0)	92.8(2.5)	91.8(1.7)	87.2(3.8)	91.8(2.3)
NOT SURE	79.3(2.4)	83.9(2.4)	89.3(1.9)	90.1(2.2)	90.4(1.8)	89.0(2.2)	86.9(2.8)
PROBABLY NOT	86.3(2.3)@	89.3(1.9)	91.6(1.7)	95.6(1.1)	95.0(1.4)	94.9(1.4)	94.1(1.2)
DEFINITELY NOT	88.0(2.0)	89.2(2.0)	90.7(1.5)	93.7(1.7)	92.8(1.5)	95.0(1.3)	93.6(2.3)
STUDENTS HELP SAVE NATURAL RESOURCES							
DEFINITELY YES	88.3(3.0)	92.9(3.0)	91.7(2.6)	96.4(1.7)	92.9(2.3)	92.0(2.9)	95.1(2.7)
PROBABLY YES	85.8(2.5)	89.1(3.4)	93.0(1.6)	94.9(1.3)	95.4(1.7)	91.0(2.7)	92.6(1.4)
NOT SURE	81.6(2.0)	83.8(3.0)	90.2(2.0)	90.6(1.7)	92.6(1.3)	91.2(1.6)	88.6(2.5)
PROBABLY NOT	86.2(2.0)	89.5(1.9)	91.6(1.5)	95.0(1.4)	93.0(2.1)	94.5(1.2)	92.8(2.2)
DEFINITELY NOT	87.5(2.5)	89.2(1.8)	88.8(2.6)	93.2(2.3)	88.2(3.4)	94.4(1.8)	93.3(2.1)
STUDENTS HELP SOLVE ACCIDENTS							
DEFINITELY YES	86.8(2.1)	89.2(2.6)	93.3(1.6)	94.1(1.6)	93.3(1.9)	91.6(3.0)	92.8(1.7)
PROBABLY YES	86.7(1.9)	87.4(2.0)	92.1(1.7)	94.2(1.3)	94.0(1.2)	93.5(1.2)	93.1(2.1)
NOT SURE	80.7(2.9)@	87.9(2.0)	88.2(2.8)	91.6(2.7)	90.0(2.8)	89.4(2.3)	91.0(1.9)
PROBABLY NOT	86.5(2.7)	90.4(2.8)	91.9(1.9)	95.0(1.1)	94.6(1.3)	94.5(1.7)	91.2(2.5)
DEFINITELY YES	82.6(4.1)	86.2(3.6)	86.1(2.4)	91.2(2.9)	90.6(1.8)	92.7(2.5)	91.0(3.1)

@ This value is signigicantly different From the value for 1996 at about the 95 percent certainty level.
L/l indicates a significant POSITIVE/negative linear trend; Q/q indicates a POSITIVE/negative quadratic trend; NA means linear and quadratic trends were not tested due to lack of at least 5 trend points with sufficient sample size to estimate the statistics and their standard errors.
(****) Standard error estimates cannot be accurately determined.
*****(****) Sample size is insufficient to permit a reliable estimate.

WEIGHTED PERCENTAGES AND AVERAGE SCALE SCORES (STANDARD ERRORS IN PARENTHESES)

WEIGHTED PERCENTAGES OF STUDENTS WITH AVERAGE SCALE SCORES AT OR ABOVE LEVEL 200

	1977	1982	1986	1990	1992	1994	1996
SCIENCE CLASSES ARE USEFUL							
STRONGLY AGREE	88.8(2.0)	90.8(2.1)	93.5(1.9)	92.0(1.9)	94.9(1.7)	93.6(1.8)	92.4(2.1)
AGREE	88.7(1.3)@	91.4(2.3)	94.0(1.0)	91.4(1.7)	93.9(0.9)	93.5(1.3)	94.0(1.3)
NO OPINION	90.4(2.5)	88.4(2.7)	90.7(2.3)	89.1(2.8)	94.1(1.4)	92.8(1.6)	87.9(2.2)
DISAGREE	82.7(3.9)	84.4(6.7)	91.3(4.7)	86.1(4.8)	91.6(2.9)	88.4(6.0)	80.7(5.9)
STRONGLY DISAGREE	78.5(6.8)	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)
SCIENCE CLASSES UNRELATED TO REAL WORLD							
STRONGLY AGREE	81.3(7.5)	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)
AGREE	79.1(4.4)	83.4(3.4)	87.1(5.2)	84.2(4.5)	89.6(5.5)	88.0(4.2)	88.6(3.3)
NO OPINION	85.5(2.6)	85.3(5.0)	88.2(4.5)	88.7(3.5)	89.8(2.6)	91.6(2.9)	87.9(2.7)
DISAGREE	88.4(1.5)	90.7(2.2)	92.7(1.5)	90.7(2.4)	94.6(1.1)	93.4(1.1)	91.8(1.7)
STRONGLY DISAGREE	90.7(1.5)	93.1(1.2)	95.4(1.3)	92.4(1.6)	94.6(1.3)	93.7(1.5)	93.7(1.2)
SCIENCE SHOULD BE REQUIRED IN SCHOOL							
STRONGLY AGREE	89.2(1.9)	90.8(1.5)	92.6(2.0)	91.0(1.9)	94.5(1.2)	94.5(1.6)	92.7(1.8)
AGREE	87.6(1.5)	89.8(2.0)	93.1(1.3)	89.9(1.7)	93.5(1.0)	93.4(1.6)	92.3(1.6)
NO OPINION	88.4(2.2)	90.8(2.5)	93.9(1.8)	92.6(3.5)	94.3(1.9)	92.1(1.9)	92.1(3.0)
DISAGREE	87.4(2.5)	88.7(3.5)	90.8(3.3)	90.3(3.3)	93.6(3.8)	88.3(4.1)	88.5(4.2)
STRONGLY DISAGREE	89.4(3.6)	91.8(5.1)	94.1(****)	83.5(8.1)	90.0(2.7)	87.0(4.8)	*****(****)
SCIENCE CLASSES USEFUL IN EVERYDAY LIFE							
STRONGLY AGREE	87.1(2.8)	86.4(2.9)	89.8(2.9)	86.7(3.1)	90.9(3.5)	90.8(2.7)	89.9(2.7)
AGREE	86.9(1.5)	90.0(1.8)	92.5(1.4)	90.3(2.2)	93.8(1.2)	92.7(1.3)	92.0(1.8)
NO OPINION	91.0(1.8)	90.7(2.3)	95.1(1.6)	92.6(1.5)	95.3(1.2)	94.4(1.2)	92.1(1.9)
DISAGREE	90.3(1.5)	93.3(2.6)	95.8(1.3)	91.8(2.1)	95.3(1.4)	93.6(1.7)	93.7(1.4)
STRONGLY DISAGREE	85.3(5.2)	91.7(3.2)	84.9(7.0)	86.4(5.6)	87.5(3.9)	89.7(4.6)	88.2(5.2)
SCIENCE CLASSES WILL BE USEFUL IN FUTURE							
STRONGLY AGREE	88.3(1.8)	90.6(2.6)	91.7(2.3)	91.0(2.0)	93.2(1.7)	91.5(1.8)	90.3(2.1)
AGREE	87.6(1.6)@	90.6(1.9)	94.2(1.1)	90.6(1.8)	94.2(1.2)	94.8(1.3)	93.3(1.3)
NO OPINION	91.4(1.6)	89.4(2.8)	94.4(1.7)	92.6(2.6)	95.4(1.7)	92.2(2.3)	91.3(1.6)
DISAGREE	87.7(3.5)	90.0(4.4)	90.8(3.6)	89.7(4.5)	94.4(2.0)	91.5(2.6)	90.2(2.7)
STRONGLY DISAGREE	79.1(8.6)	*****(****)	82.2(11.6)	73.4(9.3)	*****(****)	*****(****)	89.6(7.2)
SCIENTISTS SHOULD EXPERIMENT ON PEOPLE W/OUT APPROVAL							
ALWAYS	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)
OFTEN	*****(****)	68.9(7.7)	68.3(8.0)	*****(****)	*****(****)	*****(****)	*****(****)
SOMETIMES	75.1(4.2)	81.3(3.5)	80.1(5.3)	73.4(5.6)	81.3(3.9)	77.9(5.0)	78.6(5.1)
SELDOM	87.9(3.1)	90.7(2.9)	92.2(3.4)	89.1(3.8)	91.6(4.5)	93.4(3.4)	89.8(3.2)
NEVER	88.5(1.2)@	90.1(1.8)	95.1(1.0)	93.2(1.2)	95.5(0.8)	94.5(0.7)	93.9(1.1)

@ This value is signigicantly different From the value for 1996 at about the 95 percent certainty level.
L/l indicates a significant POSITIVE/negative linear trend; Q/q indicates a POSITIVE/negative quadratic trend; NA means linear and quadratic trends were not tested due to lack of at least 5 trend points with sufficient sample size to estimate the statistics and their standard errors.
(****) Standard error estimates cannot be accurately determined.
*****(****) Sample size is insufficient to permit a reliable estimate.

WEIGHTED PERCENTAGES AND AVERAGE SCALE SCORES (STANDARD ERRORS IN PARENTHESES)

WEIGHTED PERCENTAGES OF STUDENTS WITH AVERAGE SCALE SCORES AT OR ABOVE LEVEL 200

	1977	1982	1986	1990	1992	1994	1996
SCIENTISTS SHOULD CREATE DISEASES FOR WARFARE							
ALWAYS	65.0(8.7)	76.0(7.0)	87.9(4.4)	77.9(4.6)	85.7(5.8)	85.1(5.6)	86.0(3.6)
OFTEN	72.8(7.3)	84.0(4.0)	83.6(7.2)	81.5(5.3)	85.9(5.9)	86.5(4.7)	80.7(4.7)
SOMETIMES	79.0(3.4)	84.9(3.0)	92.0(3.0)	85.1(4.2)	90.6(3.4)	90.0(3.1)	84.6(3.0)
SELDOM	87.1(2.5)	92.2(1.7)	93.7(1.9)	90.0(3.3)	94.5(1.4)	91.4(2.9)	94.3(2.6)
NEVER	88.8(1.2)@	91.2(1.6)	94.4(1.1)	93.7(1.4)	95.4(1.0)	94.7(0.9)	94.0(1.4)
SCIENTISTS SHOULD WORK ON SECRET PROJECTS							
ALWAYS	79.4(3.4)	87.3(2.7)	88.1(2.8)	83.1(3.4)	89.6(2.0)	86.7(2.6)	86.0(3.3)
OFTEN	86.0(2.3)	88.4(2.4)	93.8(1.9)	90.2(2.5)	91.9(2.4)	88.5(2.9)	89.4(2.7)
SOMETIMES	86.4(1.4)@	89.6(1.8)	94.4(1.3)	92.4(1.4)	94.3(1.3)	95.3(1.1)	92.9(1.2)
SELDOM	89.2(1.9)	88.2(3.3)	95.9(2.0)	94.3(1.4)	96.3(1.0)	95.6(1.2)	95.4(1.8)
NEVER	88.2(2.5)	86.4(5.6)	91.0(4.2)	90.1(3.0)	94.7(1.7)	92.9(1.3)	91.3(2.1)
SCIENTISTS SHOULD CONTROL PEOPLE'S ACTIONS							
ALWAYS	67.0(6.6)	76.2(5.4)	77.7(4.6)	74.3(5.1)	75.7(6.5)	77.3(8.2)	71.3(6.4)
OFTEN	73.1(4.9)	81.9(4.9)	88.3(4.7)	80.9(7.3)	82.9(6.8)	84.4(4.6)	85.7(5.3)
SOMETIMES	82.8(2.6)	85.6(4.1)	87.4(3.1)	84.2(3.3)	92.1(2.8)	85.2(4.2)	89.8(2.5)
SELDOM	88.5(2.9)	89.0(3.1)	93.3(2.8)	91.1(3.2)	94.8(1.9)	95.6(2.0)	93.2(2.5)
NEVER	88.8(1.2)	91.8(1.2)	95.4(1.4)	93.4(1.3)	95.9(0.9)	95.0(0.8)	93.4(1.4)
DIFFERENCES							
WHITE − BLACK	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)
WHITE − HISPANIC	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)
MALE − FEMALE	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)

@ This value is signigicantly different From the value for 1996 at about the 95 percent certainty level.
L/l indicates a significant POSITIVE/negative linear trend; Q/q indicates a POSITIVE/negative quadratic trend; NA means linear and quadratic trends were not tested due to lack of at least 5 trend points with sufficient sample size to estimate the statistics and their standard errors.
(****) Standard error estimates cannot be accurately determined.
*****(****) Sample size is insufficient to permit a reliable estimate.

WEIGHTED PERCENTAGES AND AVERAGE SCALE SCORES (STANDARD ERRORS IN PARENTHESES)

WEIGHTED PERCENTAGES OF STUDENTS WITH AVERAGE SCALE SCORES AT OR ABOVE LEVEL 250

	1977	1982	1986	1990	1992	1994	1996
-- Total --	48.8(1.1)@	50.9(1.6)	52.5(1.6)	56.5(1.0)	61.3(1.1)	59.5(1.1)	57.6(1.1)
Gender							
Male	52.3(1.3)@	56.2(1.8)	57.3(2.1)	59.8(1.3)	62.9(1.4)	62.0(1.3)	61.7(1.4)
Female	45.4(1.2)@	46.0(1.6)	47.7(1.7)	53.3(1.4)	59.6(1.4)	57.1(1.4)	53.8(1.5)
Race/Ethnicity							
White	56.5(0.9)@	58.3(1.4)	61.0(1.7)	66.5(1.2)	71.1(1.3)	70.5(1.1)	68.5(1.2)
Black	14.9(1.7)@	17.1(1.9)	19.6(2.8)	24.3(3.3)	26.2(2.8)	22.4(4.3)	25.5(2.2)
Hispanic	18.1(1.8)@	24.1(5.1)	24.9(4.3)	30.0(2.8)	36.5(2.9)	31.6(3.3)	30.9(3.3)
Other	35.6(4.9)	64.8(7.1)	52.6(6.6)	47.1(10.2)	62.0(3.9)	58.9(4.7)	50.2(4.5)
Grade							
Below Modal Grade	26.4(1.3)@	28.3(2.1)	33.0(1.9)	39.4(1.8)	46.3(1.7)	45.3(1.8)	47.4(1.9)
At Modal Grade	56.8(1.1)@	59.7(1.7)	61.9(1.6)	66.3(1.2)	70.1(1.2)	67.6(1.1)@	63.1(1.4)
Above Modal Grade	82.3(4.0)	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)
Region							
Northeast	56.1(2.0)	55.1(2.7)	59.0(4.0)	58.1(2.7)	60.4(2.8)	66.3(2.0)	56.6(3.9)
Southeast	37.5(1.6)@	40.1(2.3)	48.6(3.3)	52.7(2.7)	57.5(2.5)	54.6(3.2)	51.8(2.6)
Central	54.8(2.0)@	54.1(3.5)	49.5(6.3)	62.7(3.1)	66.2(2.2)	64.1(3.7)	68.6(1.9)
West	44.5(2.4)@	53.0(3.3)	53.3(2.8)	53.2(2.2)	60.4(2.2)	54.6(2.1)	54.7(1.6)
Type Of Location							
Central City	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	46.5(2.7)	46.9(2.7)
Urban Fringe/Large Tow	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	65.7(1.8)	61.8(2.7)
Rural/Small Town	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	65.4(2.5)	65.8(2.9)
Parents' Education Level							
Less than H.S.	26.0(1.2)	24.2(2.1)	28.6(3.5)	31.1(2.4)	34.2(3.3)	34.9(4.4)	29.2(4.1)
Graduated H.S.	46.4(1.4)	43.1(2.0)	44.4(2.0)	47.4(1.7)	48.6(2.0)	48.3(1.8)	49.3(1.9)
Some Educ After H.S.	61.0(1.5)	60.3(2.3)	61.0(2.4)	65.3(1.9)	71.3(1.7)	62.7(2.1)	63.7(1.9)
Graduated College	67.1(1.1)	65.6(1.9)	67.0(2.1)	70.2(1.4)	73.2(1.5)	73.1(1.4)	68.2(1.3)
Unknown	25.7(2.1)	28.0(3.0)	23.9(2.6)	23.3(2.3)	31.0(2.6)	30.3(3.0)	35.2(3.0)
Type Of School							
Public	46.7(1.2)@	49.2(1.8)	51.9(1.7)	54.7(1.2)	60.2(1.2)	57.8(1.2)	56.0(1.3)
Non-Public	68.8(2.6)	65.8(4.1)	66.8(8.2)	72.0(2.6)	68.9(3.1)	72.7(3.2)	70.6(5.4)
Quartiles							
Upper	92.0(0.5)@	95.1(0.6)	97.8(0.5)	99.1(0.3)	99.6(****)	99.5(0.3)	99.5(0.3)
Middle two	49.0(1.0)@	51.8(1.3)	54.5(1.9)	61.6(1.1)	69.4(1.4)	66.4(1.4)	63.1(1.4)
Lower	5.3(0.5)	5.2(0.8)	3.2(0.9)	3.9(0.8)	6.5(0.8)	5.6(0.9)	4.7(1.1)
TELEVISION WATCHED/DAY							
0 – 2 HOURS	*****(****)	*****(****)	59.6(2.2)	66.8(1.3)	70.0(1.5)	69.1(1.7)	65.8(1.8)
3 – 5 HOURS	*****(****)	*****(****)	55.0(1.9)	56.7(0.9)	61.3(1.4)	58.9(1.0)	56.9(1.5)
6 HOURS OR MORE	*****(****)	*****(****)	36.8(2.6)	36.7(2.6)	36.8(3.0)	35.9(2.9)	35.7(2.4)

@ This value is signigicantly different From the value for 1996 at about the 95 percent certainty level.
L/l indicates a significant POSITIVE/negative linear trend; Q/q indicates a POSITIVE/negative quadratic trend; NA means linear and quadratic trends were not tested due to lack of at least 5 trend points with sufficient sample size to estimate the statistics and their standard errors.
(****) Standard error estimates cannot be accurately determined.
*****(****) Sample size is insufficient to permit a reliable estimate.

WEIGHTED PERCENTAGES AND AVERAGE SCALE SCORES (STANDARD ERRORS IN PARENTHESES)

WEIGHTED PERCENTAGES OF STUDENTS WITH AVERAGE SCALE SCORES AT OR ABOVE LEVEL 250

	1977	1982	1986	1990	1992	1994	1996
RULES CONCERNING TELEVISION VIEWING							
HAVE RULES	*****(****)	*****(****)	53.8(2.5)	58.3(1.5)	62.4(1.3)	60.8(1.7)	59.6(2.0)
DO NOT HAVE RULES	*****(****)	*****(****)	52.2(2.0)	56.0(1.1)	61.0(1.2)	59.3(1.2)	57.1(1.2)
MOTHER'S EDUCATION							
LESS THAN H.S.	*****(****)	36.2(2.3)	36.4(3.3)	36.0(1.8)	42.9(2.3)	40.0(3.2)	38.8(3.0)
GRADUATED H.S.	*****(****)	48.4(1.7)@	51.0(2.4)	54.3(1.6)	57.0(1.6)	55.0(1.6)	54.9(1.4)
SOME EDUC AFTER H.S	*****(****)	63.8(2.6)	65.4(3.0)	69.5(1.6)	72.7(1.7)	69.1(2.1)	65.7(2.4)
GRADUATED COLLEGE	*****(****)	67.3(2.0)	66.5(2.4)	70.8(1.7)	73.7(1.8)	73.8(1.5)	69.2(1.5)
UNKNOWN	*****(****)	29.9(1.9)	28.6(2.5)	29.5(2.7)	36.2(2.1)	35.4(3.3)	37.8(2.3)
FATHER'S EDUCATION							
LESS THAN H.S.	*****(****)	31.7(1.6)	37.4(3.9)	40.8(2.4)	44.2(4.0)	45.1(2.7)	42.1(3.7)
GRADUATED H.S.	*****(****)	51.2(2.0)	48.3(2.0)	52.2(1.8)	55.5(2.0)	54.1(1.9)	56.7(2.2)
SOME EDUC AFTER H.S	*****(****)	62.6(2.5)	65.1(3.2)	70.4(1.7)	73.4(2.0)	67.2(2.1)	66.8(1.8)
GRADUATED COLLEGE	*****(****)	65.0(2.0)	69.8(2.0)	72.2(1.4)	76.2(1.4)	75.5(1.7)	70.5(1.4)
UNKNOWN	*****(****)	29.0(2.4)@	30.7(2.0)	33.8(2.0)	38.2(2.0)	37.4(2.0)	38.8(2.2)
COMPUTER USAGE							
HAVE USED	*****(****)	*****(****)	55.3(1.8)	59.0(1.0)	63.2(1.0)	61.7(1.1)	59.8(1.2)
HAVE NOT USED	*****(****)	*****(****)	33.1(2.9)	27.4(3.7)	31.3(3.6)	31.3(3.6)	30.2(3.6)
FAMILY OWNS A COMPUTER							
YES	*****(****)	*****(****)	65.2(2.4)	68.4(1.3)	72.4(1.2)	71.6(1.3)	68.3(1.6)
NO	*****(****)	*****(****)	47.7(1.5)	50.2(1.2)	54.1(1.5)	49.6(1.3)	45.4(1.4)
MOTHER/STEPMOTHER EMPLOYMENT							
HAS A FULL−TIME JOB	*****(****)	*****(****)	56.9(2.2)	60.8(1.6)	64.6(1.3)	65.4(1.5)	61.6(1.6)
HAS A PART−TIME JOB	*****(****)	*****(****)	62.1(3.4)	63.4(2.1)	68.1(1.7)	65.3(2.3)	65.2(2.2)
DOES NOT HAVE A JOB	*****(****)	*****(****)	55.8(1.9)	55.2(2.1)	64.4(2.3)	60.4(2.7)	57.6(3.2)
MTHR LIVES ELSEWHERE	*****(****)	*****(****)	41.1(6.0)	44.0(5.7)	48.6(6.4)	44.2(5.1)	43.3(5.5)
FATHER/STEPFATHER EMPLOYMENT							
HAS A FULL−TIME JOB	*****(****)	*****(****)	61.0(1.2)	63.2(1.0)	68.7(1.2)	67.9(1.2)	65.4(1.3)
HAS A PART−TIME JOB	*****(****)	*****(****)	49.1(3.6)	46.3(3.0)	52.2(4.4)	50.9(4.0)	48.0(3.8)
DOES NOT HAVE A JOB	*****(****)	*****(****)	38.0(5.1)	41.0(4.4)	49.0(3.6)	48.2(3.6)	43.6(4.0)
FTHR LIVES ELSEWHERE	*****(****)	*****(****)	45.7(6.1)	50.3(3.0)	52.6(4.2)	51.6(3.6)	48.9(2.5)
HOMEWORK							
NONE	*****(****)	38.7(2.6)	40.1(6.0)	45.2(4.7)	51.2(4.4)	48.7(3.9)	42.7(4.9)
HAVE, BUT DOESN'T DO	*****(****)	41.8(2.5)	47.7(5.8)	45.2(5.1)	45.9(4.8)	41.5(3.9)	41.8(4.9)
1/2 HOUR OR LESS	*****(****)	60.0(2.8)	46.5(2.5)	52.1(2.0)	56.7(2.1)	56.5(2.4)	53.5(2.2)
1 HOUR	*****(****)	55.8(2.5)	55.2(2.5)	61.2(1.3)	64.4(1.3)	62.6(1.5)	61.9(1.6)
2 HOURS	*****(****)	53.4(2.7)@	56.9(1.8)	59.2(1.7)	66.2(2.1)	63.4(2.6)	62.9(2.0)
MORE THAN 2 HOURS	*****(****)	47.5(4.8)	50.3(4.0)	52.3(2.7)	58.2(3.1)	60.5(3.0)	53.5(3.6)

@ This value is signigicantly different From the value for 1996 at about the 95 percent certainty level.
L/l indicates a significant POSITIVE/negative linear trend; Q/q indicates a POSITIVE/negative quadratic trend; NA means linear and quadratic trends were not tested due to lack of at least 5 trend points with sufficient sample size to estimate the statistics and their standard errors.
(****) Standard error estimates cannot be accurately determined.
*****(****) Sample size is insufficient to permit a reliable estimate.

WEIGHTED PERCENTAGES AND AVERAGE SCALE SCORES (STANDARD ERRORS IN PARENTHESES)

WEIGHTED PERCENTAGES OF STUDENTS WITH AVERAGE SCALE SCORES AT OR ABOVE LEVEL 250

	1977	1982	1986	1990	1992	1994	1996
CURRENT SCIENCE CLASS							
NONE	*****(****)	*****(****)	41.9(5.2)	36.9(5.2)	48.7(5.6)	37.6(8.6)	35.2(5.9)
LIFE SCIENCE	*****(****)	*****(****)	43.5(2.3)@	47.4(1.9)	54.6(2.0)	54.7(2.0)	55.4(2.3)
PHYSICAL SCIENCE	*****(****)	*****(****)	62.1(4.2)	65.5(2.0)	68.5(2.2)	69.5(2.2)	61.9(2.8)
EARTH SCIENCE	*****(****)	*****(****)	60.8(3.3)	66.2(1.7)	68.4(2.3)	66.2(2.6)	67.3(2.5)
GENERAL SCIENCE	*****(****)	*****(****)	55.6(2.6)	58.6(2.8)	62.7(2.4)	60.9(2.2)	60.4(1.9)
OTHER	*****(****)	*****(****)	44.6(7.0)	44.9(5.7)	50.7(4.1)	47.0(3.4)	42.8(3.6)
PARTICIPATION IN LITTER CLEAN−UP PROJECT							
MANY TIMES	48.9(3.6)	44.4(3.2)	43.0(4.2)	51.1(4.1)	61.3(4.9)	61.0(3.8)	58.5(4.4)
NOT OFTEN, > 2 TIMES	48.3(2.9)@	50.0(3.4)	54.4(4.1)	59.5(2.6)	64.8(2.9)	65.0(2.7)	61.0(2.7)
1 OR 2 TIMES	47.3(2.7)@	50.8(3.3)	54.8(3.7)	60.4(2.6)	63.0(2.5)	62.1(3.7)	62.0(2.5)
NEVER	45.6(3.0)	46.4(4.1)	47.4(2.7)	53.7(2.4)	56.7(2.8)	55.4(3.0)	52.8(3.2)
SEPARATE TRASH FOR RECYCLING							
MANY TIMES	44.4(3.4)@	50.6(4.2)	52.2(4.6)	67.6(2.9)	70.6(2.0)	67.2(2.7)	66.6(2.5)
NOT OFTEN, > 2 TIMES	44.4(3.8)@	51.6(4.2)	49.1(3.1)	61.0(3.4)	58.0(3.7)	63.0(3.7)	60.4(3.1)
1 OR 2 TIMES	48.3(2.8)	46.8(2.8)	52.9(3.8)	57.9(2.5)	58.4(3.5)	54.0(3.0)	52.8(3.9)
NEVER	48.6(2.9)	46.6(3.4)	49.2(3.0)	45.6(2.7)	43.3(4.4)	47.5(2.8)	43.5(4.1)
HOW MUCH CAN SCIENCE PREVENT STARVATION							
NONE	35.4(6.6)@	43.3(6.3)	41.8(4.0)	51.6(3.9)	59.6(3.3)	57.4(4.7)	55.5(2.9)
SOME	47.8(2.4)@	51.3(2.0)	50.6(2.6)	57.4(1.7)	60.9(2.3)	61.9(2.6)	59.4(2.1)
VERY MUCH	52.3(2.8)	53.2(3.3)	55.9(3.9)	58.7(3.2)	64.3(3.9)	60.5(3.9)	59.4(3.3)
HOW MUCH CAN SCIENCE PREVENT ENERGY SHORTAGE							
NONE	28.5(5.2)	31.8(10.5)	26.6(5.9)	29.2(4.9)	33.3(6.8)	37.8(4.9)	26.5(5.4)
SOME	40.1(2.3)	46.0(3.3)	39.3(3.1)	44.0(2.6)	46.5(2.9)	48.8(3.1)	45.5(2.7)
VERY MUCH	56.6(2.5)@	56.6(2.4)	59.4(3.2)	65.2(2.1)	69.5(1.8)	68.5(2.1)	66.6(2.1)
HOW MUCH CAN SCIENCE FIND CURES FOR DISEASES							
NONE	21.2(10.0)	*****(****)	25.6(7.1)	28.7(5.5)	35.4(5.6)	28.2(6.4)	26.8(6.4)
SOME	35.4(2.5)@	43.3(3.0)	38.4(3.7)	42.3(3.2)	48.4(3.7)	47.3(3.2)	47.3(2.7)
VERY MUCH	54.4(2.2)@	54.6(1.9)	57.3(2.4)	63.3(1.8)	66.5(2.0)	67.9(2.6)	63.7(2.1)
HOW MUCH CAN SCIENCE CONTROL WEATHER							
NONE	47.9(2.4)@	49.0(2.3)	50.4(3.2)	57.5(1.8)	61.0(2.1)	59.3(2.9)	59.3(2.0)
SOME	49.0(3.5)	54.3(2.2)	49.9(3.0)	55.9(2.3)	59.5(2.8)	59.2(3.0)	54.4(3.3)
VERY MUCH	47.2(5.0)@	51.7(5.1)	53.1(3.6)	56.1(3.3)	65.2(3.1)	66.4(3.0)	62.8(3.4)
HOW MUCH CAN SCIENCE PREVENT WARS							
NONE	49.8(2.1)	49.4(2.8)	46.2(2.3)	55.7(2.1)	59.9(2.0)	60.3(2.3)	56.7(2.2)
SOME	49.7(3.4)@	56.8(2.5)	58.4(3.7)	61.1(2.4)	66.0(2.8)	66.4(3.3)	66.1(1.9)
VERY MUCH	35.5(4.5)	45.4(5.3)	50.0(4.5)	47.2(4.1)	55.6(4.2)	45.1(6.6)	41.2(5.0)

@ This value is signigicantly different From the value for 1996 at about the 95 percent certainty level.
L/l indicates a significant POSITIVE/negative linear trend; Q/q indicates a POSITIVE/negative quadratic trend; NA means linear and quadratic trends were not tested due to lack of at least 5 trend points with sufficient sample size to estimate the statistics and their standard errors.
(****) Standard error estimates cannot be accurately determined.
*****(****) Sample size is insufficient to permit a reliable estimate.

WEIGHTED PERCENTAGES AND AVERAGE SCALE SCORES (STANDARD ERRORS IN PARENTHESES)

WEIGHTED PERCENTAGES OF STUDENTS WITH AVERAGE SCALE SCORES AT OR ABOVE LEVEL 250

	1977	1982	1986	1990	1992	1994	1996
HOW MUCH CAN SCIENCE PREVENT BIRTH DEFECTS							
NONE	40.7(4.3)	36.6(4.6)	38.7(3.5)	39.6(3.7)	37.3(4.5)	41.6(3.3)	35.1(4.8)
SOME	47.1(2.6)@	53.2(1.8)	48.5(3.5)	56.3(2.1)	61.6(2.3)	60.4(2.8)	56.8(2.8)
VERY MUCH	58.4(3.2)@	56.4(3.1)	61.5(2.3)	65.8(2.6)	71.7(2.3)	70.6(2.2)	70.6(2.6)
HOW MUCH CAN SCIENCE SAVE NATURAL RESOURCES							
NONE	36.8(6.5)	42.3(6.0)	34.8(5.0)	34.3(6.9)	53.1(7.5)	44.6(5.4)	42.7(4.6)
SOME	45.0(2.5)@	50.7(2.3)	48.4(2.3)	54.6(2.8)	57.3(2.8)	58.9(3.3)	56.9(2.9)
VERY MUCH	52.9(3.0)	53.6(2.1)	54.9(3.4)	60.7(2.0)	64.2(1.7)	63.3(2.3)	61.4(2.5)
HOW MUCH CAN SCIENCE REDUCE POLLUTION							
NONE	26.1(5.9)	39.1(5.4)	36.1(4.9)	32.6(3.9)	44.5(5.2)	36.7(4.8)	36.3(5.5)
SOME	47.7(2.2)	50.6(2.1)	46.9(3.0)	52.9(2.0)	57.7(2.8)	57.8(2.8)	54.3(2.6)
VERY MUCH	53.8(2.5)@	55.6(2.4)	57.2(3.2)	63.2(2.4)	65.8(1.9)	65.9(2.5)	64.8(2.1)
HOW MUCH CAN SCIENCE REDUCE OVERPOPULATION							
NONE	45.9(2.2)@	50.9(2.5)	49.9(2.8)	55.9(2.2)	60.4(2.2)	62.0(1.9)	57.2(2.2)
SOME	50.5(2.9)@	52.0(2.8)	52.1(3.1)	59.3(2.8)	63.9(2.3)	61.4(2.5)	62.7(2.9)
VERY MUCH	50.1(3.9)	50.5(4.4)	50.4(5.3)	53.2(4.1)	59.0(4.0)	54.6(5.1)	52.0(2.9)
SCIENCE HELPS ONE UNDERSTAND THEIR BODY							
STRONGLY AGREE	52.0(3.4)	54.9(5.3)	52.5(3.2)	63.0(5.3)	63.5(3.4)	64.8(2.9)	59.8(5.3)
AGREE	50.2(2.7)@	53.8(2.9)	56.3(2.6)	61.2(2.4)	63.7(2.3)	60.8(2.6)	62.5(2.9)
NO OPINION	43.1(4.9)	50.3(3.0)	47.5(2.9)	53.0(3.0)	54.5(3.8)	53.6(2.7)	49.8(3.9)
DISAGREE	42.3(5.7)	50.3(6.7)	43.5(6.0)	48.4(4.3)	53.4(6.7)	49.1(6.3)	58.6(5.7)
STRONGLY DISAGREE	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)
SCIENCE NOT USEFUL OUTSIDE OF CLASS							
STRONGLY AGREE	32.4(7.0)	44.9(4.6)	45.5(6.5)	50.7(6.4)	53.4(5.1)	39.8(7.4)	43.5(5.8)
AGREE	36.8(5.1)	45.2(3.3)	42.7(2.9)	49.3(3.5)	52.3(3.7)	50.9(4.2)	50.8(4.1)
NO OPINION	43.6(4.0)	48.9(5.5)	40.1(4.4)	47.8(3.1)	54.7(3.2)	50.0(4.1)	51.3(5.2)
DISAGREE	51.3(3.0)@	56.1(3.3)	60.0(3.1)	63.5(2.2)	65.9(2.4)	64.0(2.6)	63.7(3.4)
STRONGLY DISAGREE	59.9(3.2)	58.9(4.2)	61.0(5.4)	69.9(3.3)	68.8(3.8)	68.8(3.3)	68.1(3.2)
SCIENCE GOOD ONLY IN LABORATORY							
STRONGLY AGREE	32.1(10.2)	35.7(9.8)	40.4(8.8)	43.2(6.5)	45.9(10.4)	32.8(7.8)	36.8(6.2)
AGREE	28.7(6.0)	44.6(4.9)	34.8(3.6)	43.7(6.0)	45.9(3.5)	40.2(5.2)	44.0(4.8)
NO OPINION	40.9(4.2)	49.4(4.5)	50.4(5.8)	53.0(3.4)	55.2(3.4)	50.7(3.8)	52.1(4.3)
DISAGREE	52.4(3.2)	55.5(3.6)	56.3(3.2)	61.4(2.1)	63.6(2.5)	64.4(2.8)	64.3(3.4)
STRONGLY DISAGREE	56.1(3.7)	55.1(3.9)	57.0(5.0)	67.3(3.5)	72.7(3.4)	66.5(2.9)	68.1(4.2)

@ This value is signigicantly different From the value for 1996 at about the 95 percent certainty level.
L/l indicates a significant POSITIVE/negative linear trend; Q/q indicates a POSITIVE/negative quadratic trend; NA means linear and quadratic trends were not tested due to lack of at least 5 trend points with sufficient sample size to estimate the statistics and their standard errors.
(****) Standard error estimates cannot be accurately determined.
*****(****) Sample size is insufficient to permit a reliable estimate.

WEIGHTED PERCENTAGES AND AVERAGE SCALE SCORES (STANDARD ERRORS IN PARENTHESES)

WEIGHTED PERCENTAGES OF STUDENTS WITH AVERAGE SCALE SCORES AT OR ABOVE LEVEL 250

	1977	1982	1986	1990	1992	1994	1996
CAN STUDENTS HELP SOLVE POLLUTION							
DEFINITELY YES	53.5(2.6)	58.1(4.0)	58.5(3.1)	66.1(3.0)	65.2(3.0)	64.1(2.9)	63.0(3.5)
PROBABLY YES	48.8(2.6)@	49.9(3.2)	56.8(3.5)	61.3(2.5)	65.4(2.1)	60.2(2.8)	61.3(3.1)
NOT SURE	34.3(3.3)	40.7(3.2)	42.5(3.7)	49.8(3.7)	50.2(3.6)	45.6(3.5)	47.3(4.6)
PROBABLY NOT	51.1(4.9)	52.1(4.8)	55.6(5.7)	54.9(3.5)	51.6(5.2)	59.5(5.7)	59.1(5.2)
DIFINITELY NOT	30.8(6.7)	34.4(6.2)	34.0(6.8)	35.5(8.4)	*****(****)	*****(****)	*****(****)
STUDENTS HELP SOLVE ENERGY WASTE							
DEFINITELY YES	53.7(2.8)@	52.0(4.4)	64.6(4.1)	66.8(4.1)	68.0(2.8)	65.9(3.8)	69.9(4.2)
PROBABLY YES	48.0(3.4)@	49.3(3.3)	56.0(3.0)	65.2(2.6)	64.6(3.1)	60.9(2.4)	62.0(3.1)
NOT SURE	40.3(3.4)	43.5(3.1)	45.1(3.3)	53.1(2.5)	55.1(2.6)	53.0(3.2)	48.3(4.2)
PROBABLY NOT	48.7(3.6)	51.1(3.1)	49.1(3.9)	54.9(3.1)	58.5(3.7)	59.6(4.5)	60.3(5.0)
DEFINITELY NOT	37.2(7.7)	45.5(6.3)	42.3(5.8)	46.7(8.1)	*****(****)	*****(****)	39.0(7.1)
STUDENTS HELP SOLVE FOOD SHORTAGES							
DEFINITELY YES	46.0(3.9)@	48.9(4.1)	54.4(4.2)	61.3(4.1)	57.5(3.3)	60.3(4.5)	63.7(3.7)
PROBABLY YES	50.6(3.0)	48.6(3.1)	54.6(3.6)	58.8(2.5)	63.8(2.7)	60.5(2.8)	58.1(3.6)
NOT SURE	40.9(3.5)	45.9(3.6)	46.1(3.4)	54.7(3.1)	56.4(2.3)	55.1(3.3)	54.1(3.7)
PROBABLY NOT	52.8(3.6)	51.2(3.6)	54.5(3.3)	60.9(2.8)	66.9(3.5)	64.9(4.1)	64.6(4.7)
DEFINITELY NOT	45.0(6.1)	49.1(5.1)	46.4(5.6)	51.5(6.5)	59.9(5.5)	44.8(8.6)	53.8(6.1)
STUDENTS HELP SOLVE OVERPOPULATION							
DEFINITELY YES	52.8(4.4)	55.6(6.0)	64.3(7.3)	64.0(6.7)	64.8(6.5)	58.2(6.3)	54.9(5.7)
PROBABLY YES	53.5(3.8)	48.2(4.0)	58.3(6.3)	64.3(4.8)	59.4(4.0)	52.8(3.8)	61.0(5.3)
NOT SURE	38.3(3.2)	43.9(4.1)	49.5(4.3)	52.4(3.0)	59.0(3.7)	48.5(3.5)	48.2(4.4)
PROBABLY NOT	50.4(3.3)@	50.7(3.4)	52.6(3.0)	62.2(2.7)	64.1(2.8)	64.4(3.0)	64.3(3.7)
DEFINITELY NOT	46.7(3.2)@	48.6(3.1)	50.1(3.8)	55.9(2.3)	59.9(3.2)	62.9(2.4)	60.5(3.3)
STUDENTS HELP SAVE NATURAL RESOURCES							
DEFINITELY YES	56.1(4.7)	62.0(5.3)	60.6(6.3)	73.7(3.9)	71.4(3.2)	65.3(4.9)	68.5(6.4)
PROBABLY YES	49.5(3.8)@	51.7(5.1)	62.2(3.2)	65.4(3.7)	72.3(2.7)	60.3(3.9)	62.7(2.9)
NOT SURE	41.2(3.1)	40.6(4.1)	46.3(3.3)	51.1(3.1)	52.9(2.7)	52.2(2.6)	48.1(4.0)
PROBABLY NOT	47.4(3.7)	50.2(3.4)	52.7(3.8)	60.8(2.5)	59.7(3.2)	62.2(3.2)	62.4(4.7)
DEFINITELY NOT	49.4(3.7)	48.6(3.1)	45.8(2.9)	51.7(3.1)	52.8(3.9)	59.5(4.0)	60.7(3.8)
STUDENTS HELP SOLVE ACCIDENTS							
DEFINITELY YES	52.1(2.1)	51.4(3.3)	57.6(3.2)	61.2(3.1)	62.3(2.4)	60.0(4.1)	61.5(4.1)
PROBABLY YES	48.8(2.6)@	48.0(3.3)	53.9(4.1)	61.5(2.9)	62.9(3.4)	61.4(3.4)	64.7(4.0)
NOT SURE	39.6(3.5)	46.8(3.4)	46.8(3.4)	53.1(3.9)	56.6(3.5)	52.1(3.3)	52.1(4.5)
PROBABLY NOT	49.8(3.9)	53.6(4.2)	53.4(5.0)	61.2(3.5)	67.3(3.9)	62.9(3.2)	57.1(4.5)
DEFINITELY YES	40.1(4.2)@	42.7(5.3)	43.2(5.4)	50.3(3.9)	55.7(3.5)	56.4(3.7)	56.1(3.8)

@ This value is signigicantly different From the value for 1996 at about the 95 percent certainty level.
L/l indicates a significant POSITIVE/negative linear trend; Q/q indicates a POSITIVE/negative quadratic trend; NA means linear and quadratic trends were not tested due to lack of at least 5 trend points with sufficient sample size to estimate the statistics and their standard errors.
(****) Standard error estimates cannot be accurately determined.
*****(****) Sample size is insufficient to permit a reliable estimate.

WEIGHTED PERCENTAGES AND AVERAGE SCALE SCORES (STANDARD ERRORS IN PARENTHESES)

WEIGHTED PERCENTAGES OF STUDENTS WITH AVERAGE SCALE SCORES AT OR ABOVE LEVEL 250

	1977	1982	1986	1990	1992	1994	1996
SCIENCE CLASSES ARE USEFUL							
STRONGLY AGREE	52.2(3.1)	55.9(3.0)	57.4(4.0)	59.0(4.0)	68.7(3.3)	65.3(4.4)	61.0(3.2)
AGREE	55.2(2.4)	52.3(2.3)	57.8(2.5)	55.9(2.8)	62.9(2.4)	60.7(2.8)	59.4(2.9)
NO OPINION	58.6(3.6)	46.7(3.8)	48.8(4.8)	49.3(3.6)	56.3(3.4)	51.3(3.7)	48.2(3.8)
DISAGREE	46.0(4.3)	44.8(8.2)	49.6(8.0)	53.7(7.0)	49.9(7.2)	56.2(5.9)	38.9(6.3)
STRONGLY DISAGREE	42.5(8.5)	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)
SCIENCE CLASSES UNRELATED TO REAL WORLD							
STRONGLY AGREE	46.2(11.1)	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)
AGREE	45.4(5.8)	36.7(7.0)	42.2(7.2)	40.2(6.5)	48.4(6.0)	49.3(6.3)	46.8(6.3)
NO OPINION	48.1(4.7)	39.1(5.9)	43.2(4.6)	47.2(5.9)	52.7(3.8)	51.3(5.2)	50.2(4.1)
DISAGREE	54.9(2.9)	51.9(2.7)	56.1(2.6)	56.9(3.0)	61.7(2.1)	60.3(2.2)	55.9(2.7)
STRONGLY DISAGREE	56.2(2.9)	58.2(2.7)	59.6(2.8)	57.0(3.2)	66.5(2.3)	63.6(3.0)	61.2(2.5)
SCIENCE SHOULD BE REQUIRED IN SCHOOL							
STRONGLY AGREE	52.4(3.0)	53.5(3.2)	57.3(2.9)	56.7(3.7)	65.6(2.2)	65.5(3.1)	60.4(2.7)
AGREE	54.8(2.7)	50.4(3.4)	54.6(3.9)	54.4(3.1)	61.2(2.0)	60.0(2.7)	56.8(2.6)
NO OPINION	55.0(3.2)	48.8(4.3)	56.8(3.3)	55.5(4.1)	58.9(3.0)	52.9(4.5)	55.1(4.3)
DISAGREE	52.6(4.2)	52.5(5.9)	53.3(8.4)	54.4(4.8)	62.7(6.2)	54.8(5.5)	50.0(5.7)
STRONGLY DISAGREE	53.5(6.1)	54.1(7.5)	45.9(8.5)	41.9(8.0)	51.4(10.6)	47.7(7.5)	*****(****)
SCIENCE CLASSES USEFUL IN EVERYDAY LIFE							
STRONGLY AGREE	46.7(3.4)	45.0(4.9)	44.5(4.6)	42.2(5.5)	57.6(3.8)	59.3(4.1)	51.5(3.8)
AGREE	52.0(2.6)	50.6(3.5)	54.8(2.5)	54.8(3.1)	61.9(2.0)	60.7(2.9)	57.8(2.5)
NO OPINION	60.0(4.6)	51.4(5.4)	58.6(4.6)	58.0(2.5)	63.5(2.7)	58.3(2.9)	56.1(3.7)
DISAGREE	58.9(3.0)	57.7(4.1)	61.7(5.3)	60.4(4.7)	64.7(3.3)	61.8(3.3)	59.5(5.3)
STRONGLY DISAGREE	50.3(7.3)	57.2(5.5)	43.7(8.7)	49.9(6.0)	51.8(7.7)	48.3(6.2)	45.8(8.5)
SCIENCE CLASSES WILL BE USEFUL IN FUTURE							
STRONGLY AGREE	51.1(3.3)	51.6(3.4)	53.4(3.5)	53.2(3.6)	62.1(3.7)	59.3(3.1)	57.4(3.1)
AGREE	53.9(2.6)	52.0(1.8)	56.4(2.7)	55.9(2.7)	64.1(2.1)	61.7(2.3)	59.0(2.6)
NO OPINION	60.4(3.5)	49.4(4.2)	56.6(3.9)	57.8(3.1)	58.6(3.2)	57.3(2.7)	54.1(4.4)
DISAGREE	54.3(3.9)	54.6(6.7)	56.1(6.9)	55.1(6.4)	61.0(5.5)	61.3(4.9)	47.6(6.7)
STRONGLY DISAGREE	39.9(9.8)	*****(****)	39.3(8.6)	31.2(7.3)	*****(****)	*****(****)	43.8(7.8)
SCIENTISTS SHOULD EXPERIMENT ON PEOPLE W/OUT APPROVAL							
ALWAYS	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)
OFTEN	*****(****)	17.7(6.3)	23.4(6.2)	*****(****)	*****(****)	*****(****)	*****(****)
SOMETIMES	37.2(6.9)	37.0(5.7)	28.1(7.3)	30.8(5.6)	39.6(4.7)	36.1(6.1)	34.4(4.5)
SELDOM	52.0(4.5)	51.6(4.5)	46.1(5.9)	47.0(4.5)	50.0(8.1)	58.9(5.6)	48.2(10.4)
NEVER	52.3(1.8)	52.1(2.0)	59.2(2.3)	58.9(2.3)	65.4(1.5)	62.3(1.9)	60.2(2.6)

@ This value is signigicantly different From the value for 1996 at about the 95 percent certainty level.
L/l indicates a significant POSITIVE/negative linear trend; Q/q indicates a POSITIVE/negative quadratic trend; NA means linear and quadratic trends were not tested due to lack of at least 5 trend points with sufficient sample size to estimate the statistics and their standard errors.
(****) Standard error estimates cannot be accurately determined.
*****(****) Sample size is insufficient to permit a reliable estimate.

WEIGHTED PERCENTAGES AND AVERAGE SCALE SCORES (STANDARD ERRORS IN PARENTHESES)

WEIGHTED PERCENTAGES OF STUDENTS WITH AVERAGE SCALE SCORES AT OR ABOVE LEVEL 250

	1977	1982	1986	1990	1992	1994	1996
SCIENTISTS SHOULD CREATE DISEASES FOR WARFARE							
ALWAYS	30.2(8.3)	31.1(6.4)	47.2(8.7)	32.1(4.8)	39.0(7.3)	39.1(6.1)	37.0(6.4)
OFTEN	36.0(4.9)	38.5(4.8)	37.9(9.5)	36.3(5.7)	38.6(7.9)	42.1(4.5)	32.6(5.9)
SOMETIMES	41.0(6.5)	42.7(4.9)	48.7(6.0)	41.0(4.3)	54.1(4.5)	53.4(3.7)	43.9(4.6)
SELDOM	51.8(4.7)	55.6(4.2)	53.8(5.3)	52.6(3.9)	62.1(3.9)	54.3(4.1)	57.1(4.4)
NEVER	52.6(2.1)@	53.8(3.1)	58.9(2.4)	61.5(2.5)	66.5(1.9)	64.6(1.9)	62.1(2.2)
SCIENTISTS SHOULD WORK ON SECRET PROJECTS							
ALWAYS	45.4(4.6)	49.6(3.7)	48.4(5.7)	43.4(4.8)	55.9(4.5)	48.5(5.2)	48.9(4.7)
OFTEN	50.7(3.3)	50.9(4.0)	56.2(4.0)	51.6(4.0)	56.3(3.1)	52.0(4.4)	51.6(6.2)
SOMETIMES	50.3(2.5)	49.3(2.7)	57.4(2.1)	58.4(2.9)	64.0(2.5)	64.4(2.3)	59.2(3.7)
SELDOM	51.6(3.2)	46.5(5.6)	59.9(3.6)	65.1(4.1)	66.3(3.3)	64.4(3.0)	61.7(3.3)
NEVER	48.5(5.3)	46.4(5.3)	49.4(5.9)	51.3(4.0)	61.2(3.6)	58.6(4.1)	54.2(3.6)
SCIENTISTS SHOULD CONTROL PEOPLE'S ACTIONS							
ALWAYS	28.6(7.5)	23.7(5.4)	26.9(6.5)	25.7(5.4)	24.8(5.3)	27.6(8.0)	20.5(9.0)
OFTEN	32.8(6.2)	36.5(7.1)	39.4(8.6)	31.9(7.7)	30.6(6.2)	40.9(7.0)	44.2(6.3)
SOMETIMES	44.6(4.3)	47.6(5.7)	43.9(5.3)	41.7(4.6)	57.9(5.7)	48.9(6.9)	52.5(5.6)
SELDOM	52.5(3.9)	51.6(5.2)	57.2(5.2)	56.5(4.0)	62.9(3.3)	65.6(3.6)	59.6(4.5)
NEVER	53.3(2.0)	54.1(2.4)	59.7(2.2)	60.5(2.4)	66.8(1.8)	63.2(1.6)	59.0(1.9)
DIFFERENCES							
WHITE − BLACK	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)
WHITE − HISPANIC	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)
MALE − FEMALE	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)

@ This value is signigicantly different From the value for 1996 at about the 95 percent certainty level.
L/l indicates a significant POSITIVE/negative linear trend; Q/q indicates a POSITIVE/negative quadratic trend; NA means linear and quadratic trends were not tested due to lack of at least 5 trend points with sufficient sample size to estimate the statistics and their standard errors.
(****) Standard error estimates cannot be accurately determined.
*****(****) Sample size is insufficient to permit a reliable estimate.

WEIGHTED PERCENTAGES AND AVERAGE SCALE SCORES (STANDARD ERRORS IN PARENTHESES)

WEIGHTED PERCENTAGES OF STUDENTS WITH AVERAGE SCALE SCORES AT OR ABOVE LEVEL 300

	1977	1982	1986	1990	1992	1994	1996
-- Total --	11.1(0.5)	9.6(0.7)	9.1(0.9)	11.2(0.6)	12.0(0.8)	11.8(0.9)	12.3(0.7)
Gender							
Male	13.1(0.6)	12.6(1.1)	11.9(1.3)	14.0(0.9)	14.2(1.1)	14.8(1.1)	15.5(0.9)
Female	9.0(0.5)	6.9(0.7)	6.3(1.1)	8.5(0.6)	9.9(0.8)	8.8(1.0)	9.2(0.8)
Race/Ethnicity							
White	13.4(0.5)	11.5(0.8)	11.3(1.2)	14.2(0.8)	15.0(1.0)	14.8(1.0)	15.9(0.8)
Black	1.2(0.4)	0.8(0.3)	1.1(0.4)	1.5(0.5)	1.8(0.8)	2.2(****)	1.9(0.9)
Hispanic	1.8(0.8)	2.4(0.9)	1.5(0.7)	3.3(0.8)	3.3(1.3)	2.4(0.9)	3.2(1.0)
Other	5.6(2.0)	15.9(3.5)	7.4(2.8)	9.1(4.6)	14.0(2.7)	13.6(4.5)	9.5(2.7)
Grade							
Below Modal Grade	3.3(0.4)@	2.6(0.4)	3.4(0.6)	5.1(0.6)	6.3(0.8)	7.0(0.6)	8.0(1.0)
At Modal Grade	13.7(0.5)	12.3(0.9)	11.8(1.3)	14.7(0.9)	15.2(1.0)	14.4(1.1)	14.3(0.7)
Above Modal Grade	34.5(5.0)	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)
Region							
Northeast	13.8(1.0)	11.2(1.3)	12.4(2.2)	12.6(1.6)	11.7(1.4)	13.4(1.9)	11.9(1.3)
Southeast	7.1(0.7)	5.1(0.6)	6.5(1.1)	8.8(0.9)	11.0(2.1)	10.0(1.2)	9.7(1.7)
Central	13.2(1.0)	10.7(1.4)	7.4(1.6)	13.3(1.4)	13.6(1.3)	13.9(1.9)	16.5(1.4)
West	9.4(0.8)	10.9(1.6)	10.2(1.7)	10.4(1.3)	11.7(1.1)	10.1(1.3)	11.4(1.3)
Type Of Location							
Central City	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	7.4(1.4)	8.2(1.1)
Urban Fringe/Large Tow	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	13.9(1.1)	13.8(1.3)
Rural/Small Town	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	13.7(1.5)	15.4(1.8)
Parents' Education Level							
Less than H.S.	2.9(0.4)	1.8(0.8)	1.9(1.1)	2.5(0.8)	1.7(0.8)	2.7(1.2)	3.0(1.3)
Graduated H.S.	8.4(0.6)	4.9(0.7)	4.5(1.0)	6.3(1.0)	6.3(0.8)	5.6(1.0)	6.1(1.0)
Some Educ After H.S.	15.7(1.1)@	12.4(1.6)	9.5(1.3)	12.8(1.1)	13.0(1.4)	12.3(2.2)	11.5(1.0)
Graduated College	19.6(0.9)	15.7(1.3)	15.7(2.0)	17.4(1.1)	17.7(1.3)	17.9(1.4)	18.4(1.2)
Unknown	3.1(0.4)	2.6(0.8)	2.2(0.9)	1.7(0.7)	3.3(0.9)	1.7(0.7)	5.4(1.5)
Type Of School							
Public	10.2(0.5)	8.9(0.8)	8.9(0.9)	10.7(0.7)	11.9(0.9)	11.3(0.9)	11.5(0.8)
Non−Public	19.6(1.9)	16.0(2.4)	12.8(3.6)	16.2(1.5)	13.2(2.0)	15.5(2.6)	18.2(3.0)
Quartiles							
Upper	36.5(0.8)@	33.8(2.0)	34.2(3.2)	41.6(1.5)	43.9(2.8)	43.6(2.3)	45.7(1.7)
Middle two	3.9(0.4)@	2.4(0.4)	1.1(0.3)	1.6(0.4)	2.1(0.5)	1.7(0.4)	1.7(0.4)
Lower	0.0(****)	0.0(****)	0.0(****)	0.0(****)	0.0(****)	0.0(****)	0.0(****)
TELEVISION WATCHED/DAY							
0 − 2 HOURS	*****(****)	*****(****)	13.5(2.0)	16.2(1.4)	16.3(1.4)	16.4(1.4)	16.7(1.3)
3 − 5 HOURS	*****(****)	*****(****)	8.8(0.9)	10.5(0.7)	11.0(0.7)	10.4(1.0)	10.7(0.8)
6 HOURS OR MORE	*****(****)	*****(****)	4.3(0.9)	4.2(0.7)	4.2(0.8)	3.8(1.2)	4.5(0.9)

@ This value is signigicantly different From the value for 1996 at about the 95 percent certainty level.
L/l indicates a significant POSITIVE/negative linear trend; Q/q indicates a POSITIVE/negative quadratic trend; NA means linear and quadratic trends were not tested due to lack of at least 5 trend points with sufficient sample size to estimate the statistics and their standard errors.
(****) Standard error estimates cannot be accurately determined.
*****(****) Sample size is insufficient to permit a reliable estimate.

WEIGHTED PERCENTAGES AND AVERAGE SCALE SCORES (STANDARD ERRORS IN PARENTHESES)

WEIGHTED PERCENTAGES OF STUDENTS WITH AVERAGE SCALE SCORES AT OR ABOVE LEVEL 300

	1977	1982	1986	1990	1992	1994	1996
RULES CONCERNING TELEVISION VIEWING							
HAVE RULES	*****(****)	*****(****)	9.5(1.4)@	13.8(1.2)	13.0(1.0)	13.3(1.4)	14.1(1.3)
DO NOT HAVE RULES	*****(****)	*****(****)	9.0(1.1)	10.4(0.7)	11.7(0.9)	11.2(0.8)	11.6(0.7)
MOTHER'S EDUCATION							
LESS THAN H.S.	*****(****)	4.1(1.4)	3.3(0.9)	3.8(1.1)	4.1(1.1)	4.7(1.0)	5.0(1.6)
GRADUATED H.S.	*****(****)	6.9(0.9)	6.5(1.0)	8.7(1.0)	9.4(1.0)	8.0(1.1)	8.6(0.9)
SOME EDUC AFTER H.S	*****(****)	13.9(1.4)	13.4(2.3)	14.7(1.5)	15.1(1.3)	15.5(2.4)	14.0(1.7)
GRADUATED COLLEGE	*****(****)	16.6(1.4)	16.2(2.3)	18.4(1.3)	18.2(1.4)	18.6(1.4)	19.1(1.4)
UNKNOWN	*****(****)	3.3(0.7)	2.7(0.8)	3.2(1.0)	4.1(0.7)	2.8(0.7)	5.8(1.3)
FATHER'S EDUCATION							
LESS THAN H.S.	*****(****)	2.9(0.9)	2.6(1.2)	4.1(0.8)	4.1(1.3)	6.5(1.5)	4.2(0.9)
GRADUATED H.S.	*****(****)	8.4(1.0)	6.3(1.2)	7.8(1.2)	8.5(1.2)	7.8(1.0)	8.1(1.1)
SOME EDUC AFTER H.S	*****(****)	14.0(1.3)	10.9(2.1)	16.3(1.3)	15.3(1.2)	14.3(2.2)	14.8(1.8)
GRADUATED COLLEGE	*****(****)	15.5(1.4)	17.1(2.1)	18.4(1.1)	19.1(1.4)	19.3(1.6)	20.4(1.5)
UNKNOWN	*****(****)	3.1(0.9)	2.8(0.8)	3.7(0.8)	4.3(0.7)	3.1(0.6)	5.8(1.0)
COMPUTER USAGE							
HAVE USED	*****(****)	*****(****)	9.9(1.0)@	12.0(0.7)	12.7(0.8)	12.4(0.9)	13.0(0.7)
HAVE NOT USED	*****(****)	*****(****)	3.4(1.1)	1.8(1.0)	2.0(1.2)	2.7(1.3)	2.7(1.0)
FAMILY OWNS A COMPUTER							
YES	*****(****)	*****(****)	13.9(2.0)	16.6(1.2)	17.6(1.1)	17.1(1.4)	17.4(1.2)
NO	*****(****)	*****(****)	7.1(0.9)	8.2(0.6)	8.2(0.9)	7.1(0.6)	6.2(0.6)
MOTHER/STEPMOTHER EMPLOYMENT							
HAS A FULL−TIME JOB	*****(****)	*****(****)	9.9(1.1)	11.7(0.8)	12.5(0.9)	13.6(1.2)	12.5(1.1)
HAS A PART−TIME JOB	*****(****)	*****(****)	13.3(2.7)	16.0(1.5)	14.5(1.3)	13.6(1.7)	15.4(1.4)
DOES NOT HAVE A JOB	*****(****)	*****(****)	9.2(1.8)	10.3(1.2)	13.5(1.5)	12.5(1.3)	14.3(2.2)
MTHR LIVES ELSEWHERE	*****(****)	*****(****)	7.0(****)	7.4(3.6)	9.7(3.4)	5.2(****)	9.0(4.2)
FATHER/STEPFATHER EMPLOYMENT							
HAS A FULL−TIME JOB	*****(****)	*****(****)	11.6(1.2)	13.5(0.8)	14.6(1.0)	14.7(1.0)	15.1(0.9)
HAS A PART−TIME JOB	*****(****)	*****(****)	7.6(2.9)	6.6(1.8)	7.6(1.5)	9.1(2.8)	8.0(2.0)
DOES NOT HAVE A JOB	*****(****)	*****(****)	4.0(1.2)	4.8(1.7)	7.5(2.7)	7.0(3.0)	9.0(3.1)
FTHR LIVES ELSEWHERE	*****(****)	*****(****)	7.2(2.7)	9.3(1.7)	8.3(1.7)	8.0(1.4)	8.2(1.8)
HOMEWORK							
NONE	*****(****)	5.1(1.3)	6.7(1.9)	9.7(2.6)	8.7(3.0)	8.1(2.1)	8.3(2.9)
HAVE, BUT DOESN'T DO	*****(****)	5.9(1.0)	6.9(3.6)	7.1(1.7)	6.9(2.5)	6.8(3.7)	9.0(2.8)
1/2 HOUR OR LESS	*****(****)	14.0(1.8)	7.7(1.4)	11.0(1.4)	10.3(1.5)	11.9(1.4)	11.6(1.4)
1 HOUR	*****(****)	10.7(1.5)	9.7(1.4)	12.2(0.8)	13.0(1.0)	12.5(1.2)	13.4(1.0)
2 HOURS	*****(****)	10.5(1.5)	10.0(1.7)	11.1(1.4)	14.4(1.4)	12.4(1.6)	13.7(1.4)
MORE THAN 2 HOURS	*****(****)	8.5(2.9)	8.8(2.1)	10.3(1.9)	10.3(1.7)	11.8(2.8)	10.1(1.9)

@ This value is signigicantly different From the value for 1996 at about the 95 percent certainty level.
L/l indicates a significant POSITIVE/negative linear trend; Q/q indicates a POSITIVE/negative quadratic trend; NA means linear and quadratic trends were not tested due to lack of at least 5 trend points with sufficient sample size to estimate the statistics and their standard errors.
(****) Standard error estimates cannot be accurately determined.
*****(****) Sample size is insufficient to permit a reliable estimate.

WEIGHTED PERCENTAGES AND AVERAGE SCALE SCORES (STANDARD ERRORS IN PARENTHESES)

WEIGHTED PERCENTAGES OF STUDENTS WITH AVERAGE SCALE SCORES AT OR ABOVE LEVEL 300

	1977	1982	1986	1990	1992	1994	1996
CURRENT SCIENCE CLASS							
NONE	*****(****)	*****(****)	5.2(1.8)	3.9(2.2)	5.0(1.8)	8.0(****)	4.6(2.1)
LIFE SCIENCE	*****(****)	*****(****)	5.2(1.4)@	7.7(0.9)	9.7(1.0)	9.6(1.1)	11.1(1.2)
PHYSICAL SCIENCE	*****(****)	*****(****)	13.5(2.1)	13.7(1.2)	16.0(1.6)	15.3(2.2)	13.7(1.5)
EARTH SCIENCE	*****(****)	*****(****)	11.1(1.8)	15.1(1.4)	14.6(1.4)	13.8(1.7)	17.9(1.9)
GENERAL SCIENCE	*****(****)	*****(****)	9.9(1.6)	12.0(1.9)	10.6(1.2)	12.3(1.2)	11.6(1.3)
OTHER	*****(****)	*****(****)	6.2(2.9)	8.9(3.4)	7.7(1.9)	6.5(1.9)	7.4(2.5)
PARTICIPATION IN LITTER CLEAN−UP PROJECT							
MANY TIMES	10.1(1.5)	10.9(3.5)	10.1(1.9)	11.5(2.4)	15.1(2.6)	16.3(3.6)	11.6(3.5)
NOT OFTEN, > 2 TIMES	11.0(2.3)	9.3(2.1)	11.6(2.8)	12.3(1.9)	13.5(2.1)	15.1(2.0)	14.1(1.8)
1 OR 2 TIMES	10.0(2.0)	9.7(2.3)	10.4(2.3)	12.1(1.7)	12.5(1.8)	11.7(1.8)	13.7(2.2)
NEVER	8.8(1.4)	10.0(2.9)	7.7(2.4)	8.9(1.6)	8.4(1.4)	9.3(1.5)	9.3(1.7)
SEPARATE TRASH FOR RECYCLING							
MANY TIMES	12.4(2.4)	13.0(2.6)	9.6(2.3)	17.0(2.3)	15.9(2.1)	16.8(1.7)	17.2(2.7)
NOT OFTEN, > 2 TIMES	8.8(1.8)	8.8(3.0)	10.5(2.2)	12.0(2.2)	10.8(1.6)	11.5(2.2)	11.2(1.7)
1 OR 2 TIMES	9.3(2.2)	8.9(2.3)	11.6(3.5)	9.5(1.4)	9.1(2.4)	7.8(1.9)	7.4(1.7)
NEVER	10.0(1.4)	8.5(1.9)	8.4(2.6)	6.6(1.1)	5.0(2.0)	7.4(2.2)	6.9(2.5)
HOW MUCH CAN SCIENCE PREVENT STARVATION							
NONE	5.7(2.6)	7.1(4.0)	3.6(1.4)	6.9(2.0)	7.2(3.1)	7.4(1.7)	10.2(1.9)
SOME	10.6(1.5)	8.8(1.3)	9.3(1.9)	10.2(1.3)	11.2(1.2)	12.6(1.6)	11.5(1.5)
VERY MUCH	14.3(1.9)	11.7(1.8)	14.4(3.0)	16.2(1.4)	18.2(2.1)	17.9(2.9)	18.1(3.5)
HOW MUCH CAN SCIENCE PREVENT ENERGY SHORTAGE							
NONE	4.2(2.2)	4.1(****)	2.1(****)	1.2(****)	2.9(1.7)	2.2(1.2)	2.1(****)
SOME	7.4(1.2)	7.0(1.0)	4.5(1.4)	5.2(1.3)	5.8(1.6)	6.9(1.5)	5.5(1.5)
VERY MUCH	15.2(1.9)	11.8(1.6)	13.5(2.2)	14.5(1.3)	15.0(1.5)	16.0(1.5)	15.8(1.9)
HOW MUCH CAN SCIENCE FIND CURES FOR DISEASES							
NONE	2.3(****)	*****(****)	2.3(****)	2.1(****)	3.9(2.1)	1.5(****)	0.6(****)
SOME	6.4(1.4)	6.8(1.2)	3.2(0.8)	5.3(1.3)	5.0(1.8)	5.8(1.4)	7.1(2.6)
VERY MUCH	13.7(1.5)	10.7(1.3)	12.9(2.3)	13.4(1.3)	14.3(1.3)	15.5(1.4)	14.4(1.6)
HOW MUCH CAN SCIENCE CONTROL WEATHER							
NONE	9.9(1.3)	8.2(1.1)	8.5(2.0)	11.0(1.1)	10.5(1.2)	11.0(1.5)	11.7(1.5)
SOME	13.2(2.2)	11.3(1.4)	10.7(2.6)	10.5(1.8)	12.6(2.1)	11.6(2.2)	12.3(2.6)
VERY MUCH	12.6(2.7)	9.9(3.1)	12.2(3.4)	11.5(2.0)	14.0(2.1)	16.6(2.4)	13.4(2.6)
HOW MUCH CAN SCIENCE PREVENT WARS							
NONE	11.7(1.5)	9.4(1.4)	7.5(1.4)	10.0(1.4)	10.3(1.4)	11.4(1.1)	10.2(1.3)
SOME	12.7(1.8)	10.7(1.5)	13.6(2.6)	13.6(1.7)	15.5(1.9)	15.6(2.4)	17.3(2.4)
VERY MUCH	6.0(2.5)	7.3(2.1)	9.8(4.1)	7.3(1.7)	10.9(4.0)	10.3(2.8)	7.5(3.2)

@ This value is signigicantly different From the value for 1996 at about the 95 percent certainty level.
L/l indicates a significant POSITIVE/negative linear trend; Q/q indicates a POSITIVE/negative quadratic trend; NA means linear and quadratic trends were not tested due to lack of at least 5 trend points with sufficient sample size to estimate the statistics and their standard errors.
(****) Standard error estimates cannot be accurately determined.
*****(****) Sample size is insufficient to permit a reliable estimate.

WEIGHTED PERCENTAGES AND AVERAGE SCALE SCORES (STANDARD ERRORS IN PARENTHESES)

WEIGHTED PERCENTAGES OF STUDENTS WITH AVERAGE SCALE SCORES AT OR ABOVE LEVEL 300

	1977	1982	1986	1990	1992	1994	1996
HOW MUCH CAN SCIENCE PREVENT BIRTH DEFECTS							
NONE	7.8(2.6)	4.3(1.8)	3.6(1.4)	3.8(1.5)	3.4(1.4)	4.6(1.3)	4.9(1.9)
SOME	10.6(1.6)	10.2(1.4)	8.2(2.5)	10.1(1.3)	10.2(1.4)	10.6(1.5)	9.3(1.5)
VERY MUCH	16.7(2.5)	11.3(2.0)	15.7(2.7)	15.6(1.6)	17.8(2.0)	18.7(2.2)	18.8(2.5)
HOW MUCH CAN SCIENCE SAVE NATURAL RESOURCES							
NONE	7.9(3.7)	7.4(4.0)	4.3(2.5)	3.8(2.3)	7.6(3.0)	4.6(2.2)	8.2(3.3)
SOME	10.2(1.6)	9.2(1.3)	9.2(1.6)	9.5(1.6)	10.1(1.7)	11.2(1.8)	11.4(1.7)
VERY MUCH	13.0(1.9)	10.4(1.6)	11.2(2.5)	12.7(1.3)	13.2(1.3)	13.9(1.6)	13.2(1.7)
HOW MUCH CAN SCIENCE REDUCE POLLUTION							
NONE	4.2(1.8)	5.6(3.3)	5.8(1.9)	4.4(1.9)	5.9(3.3)	1.0(****)	4.0(1.5)
SOME	10.1(1.6)	8.5(1.4)	7.4(2.2)	7.5(1.4)	9.6(1.9)	10.6(2.4)	8.9(1.8)
VERY MUCH	14.2(1.7)	12.1(1.4)	12.7(2.2)	14.4(1.6)	14.1(1.3)	15.2(1.7)	15.7(1.9)
HOW MUCH CAN SCIENCE REDUCE OVERPOPULATION							
NONE	9.0(1.4)	8.4(1.3)	7.5(1.4)	9.0(1.2)	9.6(1.4)	10.9(1.5)	10.4(1.5)
SOME	13.1(1.7)	10.9(1.9)	12.3(3.0)	12.4(1.6)	14.4(2.4)	13.9(2.1)	15.1(2.4)
VERY MUCH	15.3(3.1)	9.8(3.2)	13.1(3.0)	14.3(3.1)	13.5(2.7)	14.0(2.2)	11.3(3.5)
SCIENCE HELPS ONE UNDERSTAND THEIR BODY							
STRONGLY AGREE	15.3(2.2)	11.3(2.5)	8.3(2.2)	16.6(2.8)	17.8(3.7)	15.6(2.8)	15.7(3.0)
AGREE	12.1(1.8)	11.0(1.3)	11.5(1.6)	13.3(1.4)	12.6(1.7)	12.3(1.8)	13.7(1.9)
NO OPINION	8.3(2.4)	8.3(2.4)	6.8(2.4)	8.5(2.1)	8.4(2.1)	8.5(1.8)	8.2(2.1)
DISAGREE	6.5(3.4)	8.9(3.7)	6.8(****)	6.7(2.2)	7.7(3.1)	5.5(1.9)	18.5(6.9)
STRONGLY DISAGREE	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)
SCIENCE NOT USEFUL OUTSIDE OF CLASS							
STRONGLY AGREE	5.4(3.4)	7.2(3.0)	5.9(4.0)	6.6(3.2)	7.4(2.9)	2.5(****)	7.1(3.7)
AGREE	5.5(2.4)	7.4(2.9)	5.7(1.8)	6.6(2.0)	7.6(1.9)	8.0(2.2)	7.1(1.8)
NO OPINION	7.8(1.9)	8.1(2.5)	6.1(2.5)	7.4(1.6)	7.2(2.0)	8.8(1.7)	10.4(3.7)
DISAGREE	14.5(2.5)	11.7(1.4)	11.4(2.2)	14.9(1.6)	13.8(2.1)	13.2(2.4)	15.1(2.0)
STRONGLY DISAGREE	16.9(2.1)	12.4(2.8)	14.9(2.7)	17.4(3.2)	18.9(2.5)	16.7(4.1)	19.9(3.5)
SCIENCE GOOD ONLY IN LABORATORY							
STRONGLY AGREE	2.5(****)	4.7(2.9)	5.7(****)	6.9(2.9)	4.8(3.0)	0.8(****)	5.5(****)
AGREE	4.9(2.5)	8.5(2.8)	2.8(1.2)	4.7(1.9)	6.3(2.3)	4.8(1.8)	8.0(2.1)
NO OPINION	6.2(2.1)	8.3(2.3)	8.4(2.7)	9.3(1.7)	8.4(2.2)	7.7(1.7)	9.6(2.4)
DISAGREE	13.6(1.8)	11.0(1.0)	11.0(1.9)	13.0(1.2)	13.3(1.9)	13.4(1.9)	14.4(1.8)
STRONGLY DISAGREE	16.4(3.1)	11.0(2.6)	12.0(2.9)	16.8(3.2)	17.2(3.4)	15.7(3.0)	19.9(3.5)

@ This value is signigicantly different From the value for 1996 at about the 95 percent certainty level.
L/l indicates a significant POSITIVE/negative linear trend; Q/q indicates a POSITIVE/negative quadratic trend; NA means linear and quadratic trends were not tested due to lack of at least 5 trend points with sufficient sample size to estimate the statistics and their standard errors.
(****) Standard error estimates cannot be accurately determined.
*****(****) Sample size is insufficient to permit a reliable estimate.

WEIGHTED PERCENTAGES AND AVERAGE SCALE SCORES (STANDARD ERRORS IN PARENTHESES)

WEIGHTED PERCENTAGES OF STUDENTS WITH AVERAGE SCALE SCORES AT OR ABOVE LEVEL 300

	1977	1982	1986	1990	1992	1994	1996
CAN STUDENTS HELP SOLVE POLLUTION							
DEFINITELY YES	12.0(2.1)	14.3(3.3)	10.2(2.8)	15.3(2.3)	13.6(2.4)	13.0(2.7)	13.7(2.1)
PROBABLY YES	10.3(1.7)	9.7(2.0)	10.8(1.8)	12.7(1.4)	14.1(1.7)	11.1(1.6)	14.3(2.2)
NOT SURE	6.6(2.8)	7.6(2.3)	7.3(2.1)	8.1(1.7)	8.4(1.9)	8.5(3.0)	9.4(3.1)
PROBABLY NOT	9.9(2.3)	11.2(3.0)	10.9(2.1)	11.4(2.0)	4.7(2.2)	14.6(4.5)	15.5(4.0)
DIFINITELY NOT	5.6(3.5)	3.2(2.2)	5.0(3.5)	5.0(****)	*****(****)	*****(****)	*****(****)
STUDENTS HELP SOLVE ENERGY WASTE							
DEFINITELY YES	12.8(1.9)	13.8(2.6)	13.8(3.3)	18.0(2.4)	17.0(2.9)	16.0(2.9)	18.3(3.0)
PROBABLY YES	10.1(2.2)	9.9(1.9)	11.7(2.0)	15.4(1.8)	13.1(2.1)	13.4(2.0)	13.4(2.4)
NOT SURE	7.3(1.6)	7.2(2.2)	6.2(1.3)	9.2(1.4)	8.5(1.8)	6.9(1.9)	8.4(2.1)
PROBABLY NOT	9.3(2.5)	10.4(3.5)	9.3(2.5)	8.8(1.9)	9.8(2.8)	11.0(2.5)	16.7(3.7)
DEFINITELY NOT	8.7(5.2)	7.4(2.8)	3.4(1.7)	7.6(2.8)	*****(****)	*****(****)	5.6(****)
STUDENTS HELP SOLVE FOOD SHORTAGES							
DEFINITELY YES	10.1(1.7)	10.3(3.4)	11.3(2.6)	14.0(2.1)	10.5(2.5)	11.1(1.6)	12.2(2.5)
PROBABLY YES	11.2(2.2)	10.5(3.0)	9.6(1.6)	11.2(1.3)	11.6(2.0)	12.6(2.1)	12.8(2.4)
NOT SURE	6.6(1.8)	8.2(1.9)	8.8(1.8)	10.8(2.1)	11.2(1.8)	10.7(3.0)	13.5(2.7)
PROBABLY NOT	12.9(2.4)	11.0(1.9)	10.8(2.5)	13.1(1.7)	15.1(2.9)	13.6(3.0)	13.0(2.9)
DEFINITELY NOT	8.4(2.5)	9.4(5.6)	3.2(2.0)	10.7(3.1)	14.2(5.5)	4.8(2.5)	17.6(4.9)
STUDENTS HELP SOLVE OVERPOPULATION							
DEFINITELY YES	11.3(3.7)	12.8(4.9)	12.3(4.3)	14.0(3.5)	11.0(4.7)	13.5(4.2)	9.1(4.0)
PROBABLY YES	12.4(2.7)	10.9(2.9)	9.4(3.9)	14.0(3.5)	13.9(3.4)	12.6(3.7)	17.1(4.3)
NOT SURE	7.7(1.9)	9.3(2.2)	11.4(2.9)	9.3(1.6)	13.0(2.5)	10.5(1.9)	9.3(3.1)
PROBABLY NOT	10.6(2.0)	10.9(2.9)	11.4(1.9)	13.8(1.8)	12.3(1.6)	13.0(1.4)	15.5(2.1)
DEFINITELY NOT	9.4(1.7)	8.5(1.4)	6.1(2.0)	10.9(1.8)	10.9(2.1)	10.3(2.1)	12.6(2.2)
STUDENTS HELP SAVE NATURAL RESOURCES							
DEFINITELY YES	13.8(3.3)	17.6(4.8)	14.2(3.2)	18.7(4.2)	18.2(4.0)	17.2(4.1)	15.6(3.1)
PROBABLY YES	12.2(2.0)	11.4(2.5)	13.7(3.2)	15.7(2.4)	18.6(3.7)	13.7(2.2)	15.1(2.7)
NOT SURE	7.2(1.5)	7.0(2.2)	7.7(2.0)	8.7(1.5)	7.5(2.2)	7.0(1.7)	9.5(2.4)
PROBABLY NOT	9.2(1.8)	9.6(2.0)	9.8(2.2)	12.1(1.7)	10.6(1.9)	12.1(2.4)	16.6(3.4)
DEFINITELY NOT	9.9(2.4)	9.8(2.4)	5.7(2.0)	9.6(1.7)	7.0(1.9)	11.8(3.7)	10.2(2.5)
STUDENTS HELP SOLVE ACCIDENTS							
DEFINITELY YES	11.2(1.4)	11.9(3.7)	9.6(2.5)	14.7(2.3)	13.5(3.0)	11.6(2.6)	10.8(3.4)
PROBABLY YES	11.1(1.6)	9.0(1.8)	10.5(2.4)	12.5(1.6)	12.8(2.2)	14.0(2.6)	15.6(2.8)
NOT SURE	7.3(2.1)	8.4(2.3)	9.8(3.2)	10.0(2.2)	8.5(2.2)	8.7(1.7)	11.5(2.7)
PROBABLY NOT	10.3(2.1)	13.3(3.3)	10.0(2.8)	12.3(2.0)	14.3(2.9)	10.3(2.1)	15.2(2.5)
DEFINITELY YES	7.7(3.6)	7.9(3.5)	6.2(2.4)	8.7(2.4)	10.3(1.6)	12.0(2.7)	11.7(2.7)

@ This value is signigicantly different From the value for 1996 at about the 95 percent certainty level.
L/l indicates a significant POSITIVE/negative linear trend; Q/q indicates a POSITIVE/negative quadratic trend; NA means linear and quadratic trends were not tested due to lack of at least 5 trend points with sufficient sample size to estimate the statistics and their standard errors.
(****) Standard error estimates cannot be accurately determined.
*****(****) Sample size is insufficient to permit a reliable estimate.

WEIGHTED PERCENTAGES AND AVERAGE SCALE SCORES (STANDARD ERRORS IN PARENTHESES)

WEIGHTED PERCENTAGES OF STUDENTS WITH AVERAGE SCALE SCORES AT OR ABOVE LEVEL 300

	1977	1982	1986	1990	1992	1994	1996
SCIENCE CLASSES ARE USEFUL							
STRONGLY AGREE	12.9(2.6)	13.0(2.5)	9.9(2.8)	13.6(2.3)	16.7(2.5)	16.3(3.3)	15.6(2.7)
AGREE	13.1(1.1)	9.6(1.0)	8.8(1.6)	11.5(1.8)	12.8(1.3)	11.1(1.8)	12.6(1.1)
NO OPINION	14.8(3.0)	7.8(1.7)	3.8(1.9)	7.7(2.3)	9.0(2.4)	7.1(1.7)	6.5(2.3)
DISAGREE	10.0(2.2)	5.8(3.3)	9.1(5.0)	8.3(3.7)	5.1(2.2)	8.5(4.7)	3.8(2.1)
STRONGLY DISAGREE	5.9(3.7)	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)
SCIENCE CLASSES UNRELATED TO REAL WORLD							
STRONGLY AGREE	9.6(5.2)	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)
AGREE	11.3(2.8)	3.8(****)	4.6(3.2)	4.6(****)	4.3(****)	8.3(4.0)	5.8(3.0)
NO OPINION	11.1(2.6)	5.9(2.7)	6.5(3.4)	8.6(3.7)	7.8(4.0)	8.9(2.7)	6.7(3.0)
DISAGREE	12.6(1.6)	9.4(1.5)	7.7(1.5)	10.8(1.4)	12.6(1.4)	9.7(1.5)	11.0(1.7)
STRONGLY DISAGREE	14.0(1.3)	12.4(1.7)	9.6(1.9)	13.0(2.6)	14.3(1.7)	15.0(2.3)	15.0(2.0)
SCIENCE SHOULD BE REQUIRED IN SCHOOL							
STRONGLY AGREE	12.4(2.2)	10.7(2.1)	9.8(1.7)	13.0(2.9)	14.3(1.4)	15.3(2.2)	15.9(2.2)
AGREE	13.7(1.3)	9.2(1.4)	8.5(1.8)	10.9(1.6)	13.5(1.4)	11.0(1.9)	11.0(1.5)
NO OPINION	13.0(2.5)	9.6(2.2)	5.9(1.7)	9.4(2.3)	7.8(2.1)	8.4(2.8)	8.7(2.6)
DISAGREE	12.3(3.8)	7.6(3.9)	7.3(3.3)	7.6(3.4)	9.6(4.8)	6.7(2.6)	8.8(3.1)
STRONGLY DISAGREE	9.7(4.1)	8.3(****)	4.0(****)	6.3(****)	6.3(3.9)	8.5(5.0)	*****(****)
SCIENCE CLASSES USEFUL IN EVERYDAY LIFE							
STRONGLY AGREE	9.7(1.8)	7.5(2.2)	6.4(2.8)	6.4(1.8)	12.1(2.6)	15.1(4.1)	10.3(2.7)
AGREE	12.2(1.9)	9.7(1.3)	8.4(1.5)	11.3(2.4)	12.0(1.7)	11.3(1.6)	13.3(2.1)
NO OPINION	15.2(1.7)	8.2(1.7)	7.8(2.3)	11.0(2.1)	14.5(1.7)	9.8(2.2)	10.1(1.7)
DISAGREE	15.2(2.6)	12.2(2.4)	9.1(2.8)	13.5(2.3)	10.7(2.4)	12.0(2.3)	11.9(3.0)
STRONGLY DISAGREE	10.9(3.7)	11.9(5.8)	5.8(****)	8.0(3.6)	7.8(5.3)	8.3(4.8)	6.4(3.9)
SCIENCE CLASSES WILL BE USEFUL IN FUTURE							
STRONGLY AGREE	11.1(1.6)	10.7(2.3)	8.0(1.9)	10.6(2.2)	13.5(2.0)	13.5(2.5)	13.3(2.8)
AGREE	13.1(1.5)	9.1(1.1)	8.4(1.3)	11.9(2.1)	13.4(1.2)	11.6(1.9)	13.4(1.6)
NO OPINION	16.1(3.7)	9.0(2.9)	7.8(2.2)	10.3(1.8)	9.9(2.3)	10.0(2.0)	6.6(1.9)
DISAGREE	13.1(4.3)	11.0(3.3)	6.8(4.0)	9.4(3.5)	8.9(4.3)	9.0(3.3)	9.5(3.9)
STRONGLY DISAGREE	6.5(3.1)	*****(****)	6.2(****)	2.8(****)	*****(****)	*****(****)	5.7(3.8)
SCIENTISTS SHOULD EXPERIMENT ON PEOPLE W/OUT APPROVAL							
ALWAYS	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)
OFTEN	*****(****)	2.7(****)	0.4(****)	*****(****)	*****(****)	*****(****)	*****(****)
SOMETIMES	7.4(3.3)	6.1(2.0)	1.5(****)	6.3(3.2)	4.7(2.6)	7.9(3.3)	12.2(3.3)
SELDOM	13.1(3.0)	10.7(2.6)	6.9(3.3)	8.5(3.5)	7.8(2.4)	12.7(4.1)	8.9(2.9)
NEVER	12.5(1.4)	10.9(1.8)	8.9(1.4)	11.6(1.6)	13.2(1.0)	11.8(1.2)	12.2(1.2)

@ This value is signigicantly different From the value for 1996 at about the 95 percent certainty level.
L/l indicates a significant POSITIVE/negative linear trend; Q/q indicates a POSITIVE/negative quadratic trend; NA means linear and quadratic trends were not tested due to lack of at least 5 trend points with sufficient sample size to estimate the statistics and their standard errors.
(****) Standard error estimates cannot be accurately determined.
*****(****) Sample size is insufficient to permit a reliable estimate.

WEIGHTED PERCENTAGES AND AVERAGE SCALE SCORES (STANDARD ERRORS IN PARENTHESES)

WEIGHTED PERCENTAGES OF STUDENTS WITH AVERAGE SCALE SCORES AT OR ABOVE LEVEL 300

	1977	1982	1986	1990	1992	1994	1996
SCIENTISTS SHOULD CREATE DISEASES FOR WARFARE							
ALWAYS	6.2(3.7)	4.9(2.3)	9.0(5.9)	5.0(2.6)	8.0(4.8)	9.1(4.2)	5.4(2.7)
OFTEN	7.4(4.3)	6.1(2.0)	2.5(****)	7.4(3.7)	5.1(3.2)	8.4(4.2)	3.1(2.1)
SOMETIMES	7.7(2.1)	8.6(2.2)	4.7(2.1)	5.3(2.4)	8.7(2.2)	10.0(3.7)	7.0(2.8)
SELDOM	13.3(2.3)	9.8(2.4)	7.4(3.3)	10.5(3.2)	10.8(2.6)	10.1(3.7)	12.2(2.9)
NEVER	12.7(1.4)	12.5(2.7)	9.2(1.7)	12.7(1.6)	14.2(1.1)	12.4(1.4)	13.6(1.2)
SCIENTISTS SHOULD WORK ON SECRET PROJECTS							
ALWAYS	10.6(4.3)	10.7(3.4)	8.3(2.7)	9.7(2.8)	12.2(3.2)	12.0(4.2)	9.4(2.2)
OFTEN	11.1(2.3)	10.8(3.2)	8.3(1.9)	10.9(2.7)	10.8(2.1)	9.5(2.8)	9.9(2.9)
SOMETIMES	12.4(2.0)	10.1(1.8)	8.4(1.9)	12.5(2.2)	13.1(2.1)	12.6(2.0)	12.9(2.5)
SELDOM	12.4(2.2)	7.7(3.5)	8.3(1.8)	11.5(2.6)	12.2(2.7)	12.4(1.9)	13.7(2.9)
NEVER	10.3(2.6)	10.2(4.6)	5.3(1.8)	7.3(2.4)	12.2(2.4)	8.6(2.6)	10.0(2.8)
SCIENTISTS SHOULD CONTROL PEOPLE'S ACTIONS							
ALWAYS	4.8(3.2)	1.8(1.1)	2.1(****)	2.7(1.4)	3.0(****)	3.1(****)	0.3(****)
OFTEN	6.8(3.6)	4.6(2.7)	7.3(****)	3.9(2.8)	2.3(****)	8.0(4.1)	7.9(3.6)
SOMETIMES	9.4(2.7)	7.6(3.0)	7.8(4.3)	8.3(2.8)	11.1(3.0)	9.2(3.8)	11.1(3.1)
SELDOM	13.6(3.0)	10.8(2.9)	7.3(3.0)	12.8(4.8)	14.1(2.9)	16.3(5.0)	14.0(3.0)
NEVER	12.7(1.8)	12.2(1.9)	8.8(1.4)	12.0(1.5)	13.5(1.3)	11.7(1.3)	12.2(1.2)
DIFFERENCES							
WHITE − BLACK	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)
WHITE − HISPANIC	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)
MALE − FEMALE	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)

@ This value is signigicantly different From the value for 1996 at about the 95 percent certainty level.
L/l indicates a significant POSITIVE/negative linear trend; Q/q indicates a POSITIVE/negative quadratic trend; NA means linear and quadratic trends were not tested due to lack of at least 5 trend points with sufficient sample size to estimate the statistics and their standard errors.
(****) Standard error estimates cannot be accurately determined.
*****(****) Sample size is insufficient to permit a reliable estimate.

WEIGHTED PERCENTAGES AND AVERAGE SCALE SCORES (STANDARD ERRORS IN PARENTHESES)

WEIGHTED PERCENTAGES OF STUDENTS WITH AVERAGE SCALE SCORES AT OR ABOVE LEVEL 350

	1977	1982	1986	1990	1992	1994	1996
-- Total --	0.7(0.1)	0.4(0.1)	0.2(0.1)	0.4(0.1)	0.2(0.1)	0.2(0.1)	0.4(0.2)
Gender							
Male	0.9(0.2)	0.5(0.2)	0.3(0.2)	0.6(0.2)	0.3(0.1)	0.3(0.2)	0.7(0.2)
Female	0.4(0.1)	0.2(0.1)	0.1(0.1)	0.2(****)	0.2(****)	0.1(****)	0.2(****)
Race/Ethnicity							
White	0.8(0.1)	0.4(0.1)	0.3(0.1)	0.5(0.1)	0.3(0.1)	0.3(0.1)	0.6(0.2)
Black	0.0(****)	0.0(****)	0.0(****)	0.1(****)	0.0(****)	0.0(****)	0.0(****)
Hispanic	0.0(****)	0.0(****)	0.0(****)	0.1(****)	0.0(****)	0.0(****)	0.0(****)
Other	0.1(****)	0.8(****)	0.2(****)	0.7(****)	0.6(****)	0.1(****)	0.4(****)
Grade							
Below Modal Grade	0.1(****)	0.1(****)	0.0(****)	0.1(****)	0.0(****)	0.1(****)	0.2(0.1)
At Modal Grade	0.8(0.1)	0.5(0.2)	0.3(0.1)	0.5(0.2)	0.3(0.1)	0.2(0.1)	0.5(0.2)
Above Modal Grade	4.4(1.9)	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)
Region							
Northeast	0.9(0.3)	0.5(0.2)	0.5(0.3)	0.4(0.2)	0.2(****)	0.2(****)	0.6(****)
Southeast	0.3(0.1)	0.1(****)	0.1(****)	0.4(0.2)	0.2(****)	0.2(****)	0.3(****)
Central	1.0(0.3)	0.4(****)	0.1(****)	0.5(0.3)	0.3(****)	0.3(****)	0.6(0.2)
West	0.4(0.1)	0.4(0.3)	0.2(****)	0.3(****)	0.2(0.1)	0.1(****)	0.3(****)
Type Of Location							
Central City	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	0.1(****)	0.3(****)
Urban Fringe/Large Tow	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	0.2(0.1)	0.4(0.2)
Rural/Small Town	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	0.2(****)	0.6(0.4)
Parents' Education Level							
Less than H.S.	0.1(0.1)	0.0(****)	0.0(****)	0.1(****)	0.0(****)	0.0(****)	0.0(****)
Graduated H.S.	0.3(0.1)	0.1(****)	0.0(****)	0.1(****)	0.0(****)	0.0(****)	0.0(****)
Some Educ After H.S.	1.0(0.2)	0.4(****)	0.1(****)	0.3(****)	0.3(****)	0.3(****)	0.2(****)
Graduated College	1.4(0.3)	0.7(0.2)	0.5(0.2)	0.8(0.3)	0.4(0.2)	0.3(0.1)	0.8(0.4)
Unknown	0.1(0.1)	0.0(****)	0.0(****)	0.0(****)	0.1(0.1)	0.0(****)	0.1(****)
Type Of School							
Public	0.6(0.1)	0.3(0.1)	0.2(0.1)	0.4(0.1)	0.3(0.1)	0.2(0.1)	0.4(0.2)
Non−Public	1.6(0.3)	0.8(0.5)	0.3(****)	0.5(****)	0.1(****)	0.1(****)	1.0(****)
Quartiles							
Upper	2.6(0.4)	1.4(0.4)	0.9(0.4)	1.6(0.4)	0.9(0.4)	0.7(0.4)	1.7(0.7)
Middle two	0.0(0.0)	0.0(****)	0.0(****)	0.0(****)	0.0(****)	0.0(****)	0.0(****)
Lower	0.0(****)	0.0(****)	0.0(****)	0.0(****)	0.0(****)	0.0(****)	0.0(****)
TELEVISION WATCHED/DAY							
0 − 2 HOURS	*****(****)	*****(****)	0.3(0.2)	0.7(0.2)	0.5(0.3)	0.3(0.2)	0.7(0.4)
3 − 5 HOURS	*****(****)	*****(****)	0.3(****)	0.3(0.1)	0.1(****)	0.1(0.1)	0.3(0.1)
6 HOURS OR MORE	*****(****)	*****(****)	0.0(****)	0.2(****)	0.1(****)	0.1(****)	0.0(****)

@ This value is signigicantly different From the value for 1996 at about the 95 percent certainty level.
L/l indicates a significant POSITIVE/negative linear trend; Q/q indicates a POSITIVE/negative quadratic trend; NA means linear and quadratic trends were not tested due to lack of at least 5 trend points with sufficient sample size to estimate the statistics and their standard errors.
(****) Standard error estimates cannot be accurately determined.
*****(****) Sample size is insufficient to permit a reliable estimate.

WEIGHTED PERCENTAGES AND AVERAGE SCALE SCORES (STANDARD ERRORS IN PARENTHESES)

WEIGHTED PERCENTAGES OF STUDENTS WITH AVERAGE SCALE SCORES AT OR ABOVE LEVEL 350

	1977	1982	1986	1990	1992	1994	1996
RULES CONCERNING TELEVISION VIEWING							
HAVE RULES	*****(****)	*****(****)	0.4(0.2)	0.5(0.4)	0.4(0.2)	0.2(****)	0.6(0.4)
DO NOT HAVE RULES	*****(****)	*****(****)	0.2(0.1)	0.3(0.1)	0.2(****)	0.2(0.1)	0.4(0.2)
MOTHER'S EDUCATION							
LESS THAN H.S.	*****(****)	0.2(****)	0.0(****)	0.1(****)	0.0(****)	0.0(****)	0.1(****)
GRADUATED H.S.	*****(****)	0.2(****)	0.1(****)	0.1(0.1)	0.1(****)	0.1(****)	0.2(****)
SOME EDUC AFTER H.S	*****(****)	0.4(0.3)	0.3(****)	0.4(0.2)	0.3(0.2)	0.3(****)	0.4(0.3)
GRADUATED COLLEGE	*****(****)	0.7(0.3)	0.7(0.3)	0.9(0.4)	0.4(0.3)	0.4(0.2)	0.8(0.4)
UNKNOWN	*****(****)	0.1(****)	0.0(****)	0.0(****)	0.1(0.1)	0.0(****)	0.1(****)
FATHER'S EDUCATION							
LESS THAN H.S.	*****(****)	0.0(****)	0.0(****)	0.1(****)	0.0(****)	0.1(****)	0.0(****)
GRADUATED H.S.	*****(****)	0.3(0.1)	0.1(****)	0.1(****)	0.2(****)	0.0(****)	0.2(****)
SOME EDUC AFTER H.S	*****(****)	0.5(****)	0.1(****)	0.5(****)	0.3(****)	0.3(****)	0.5(0.3)
GRADUATED COLLEGE	*****(****)	0.6(0.3)	0.7(0.3)	0.8(0.3)	0.4(0.2)	0.4(0.1)	0.9(0.6)
UNKNOWN	*****(****)	0.1(****)	0.0(****)	0.1(****)	0.1(****)	0.0(****)	0.1(****)
COMPUTER USAGE							
HAVE USED	*****(****)	*****(****)	0.3(0.1)	0.4(0.1)	0.3(0.1)	0.2(0.1)	0.4(0.2)
HAVE NOT USED	*****(****)	*****(****)	0.0(****)	0.0(****)	0.0(****)	0.0(****)	0.1(****)
FAMILY OWNS A COMPUTER							
YES	*****(****)	*****(****)	0.4(0.3)	0.6(0.2)	0.4(0.1)	0.3(0.2)	0.7(0.3)
NO	*****(****)	*****(****)	0.1(0.1)	0.3(0.1)	0.1(****)	0.1(****)	0.1(****)
MOTHER/STEPMOTHER EMPLOYMENT							
HAS A FULL−TIME JOB	*****(****)	*****(****)	0.2(0.1)	0.5(0.2)	0.2(****)	0.2(0.1)	0.5(0.2)
HAS A PART−TIME JOB	*****(****)	*****(****)	0.4(****)	0.4(0.3)	0.3(****)	0.2(****)	0.6(0.4)
DOES NOT HAVE A JOB	*****(****)	*****(****)	0.3(****)	0.3(0.2)	0.4(****)	0.2(****)	0.4(****)
MTHR LIVES ELSEWHERE	*****(****)	*****(****)	0.0(****)	0.3(****)	0.4(****)	0.1(****)	0.3(****)
FATHER/STEPFATHER EMPLOYMENT							
HAS A FULL−TIME JOB	*****(****)	*****(****)	0.3(0.2)	0.5(0.1)	0.3(0.2)	0.3(0.1)	0.6(0.2)
HAS A PART−TIME JOB	*****(****)	*****(****)	0.0(****)	0.1(****)	0.1(****)	0.2(****)	0.2(****)
DOES NOT HAVE A JOB	*****(****)	*****(****)	0.0(****)	0.3(****)	0.1(****)	0.0(****)	0.5(****)
FTHR LIVES ELSEWHERE	*****(****)	*****(****)	0.1(****)	0.4(****)	0.0(****)	0.1(****)	0.1(****)
HOMEWORK							
NONE	*****(****)	0.1(****)	0.0(****)	0.7(****)	0.2(****)	0.1(****)	0.4(****)
HAVE, BUT DOESN'T DO	*****(****)	0.3(****)	0.1(****)	0.3(****)	0.2(****)	0.1(****)	0.2(****)
1/2 HOUR OR LESS	*****(****)	0.4(0.2)	0.4(****)	0.4(0.2)	0.2(****)	0.2(****)	0.4(****)
1 HOUR	*****(****)	0.5(0.3)	0.2(****)	0.3(0.1)	0.3(0.1)	0.2(****)	0.5(0.4)
2 HOURS	*****(****)	0.5(****)	0.3(****)	0.4(0.3)	0.4(****)	0.2(****)	0.4(0.2)
MORE THAN 2 HOURS	*****(****)	0.4(****)	0.2(****)	0.5(****)	0.1(****)	0.1(****)	0.2(****)

@ This value is signigicantly different From the value for 1996 at about the 95 percent certainty level.
L/l indicates a significant POSITIVE/negative linear trend; Q/q indicates a POSITIVE/negative quadratic trend; NA means linear and quadratic trends were not tested due to lack of at least 5 trend points with sufficient sample size to estimate the statistics and their standard errors.
(****) Standard error estimates cannot be accurately determined.
*****(****) Sample size is insufficient to permit a reliable estimate.

WEIGHTED PERCENTAGES AND AVERAGE SCALE SCORES (STANDARD ERRORS IN PARENTHESES)

WEIGHTED PERCENTAGES OF STUDENTS WITH AVERAGE SCALE SCORES AT OR ABOVE LEVEL 350

	1977	1982	1986	1990	1992	1994	1996
CURRENT SCIENCE CLASS							
NONE	*****(****)	*****(****)	0.0(****)	0.4(****)	0.1(****)	0.0(****)	0.1(****)
LIFE SCIENCE	*****(****)	*****(****)	0.1(****)	0.2(0.1)	0.3(****)	0.1(****)	0.5(****)
PHYSICAL SCIENCE	*****(****)	*****(****)	0.4(0.2)	0.4(0.2)	0.3(****)	0.3(0.1)	0.5(****)
EARTH SCIENCE	*****(****)	*****(****)	0.3(****)	0.5(0.2)	0.3(0.2)	0.2(****)	0.6(****)
GENERAL SCIENCE	*****(****)	*****(****)	0.2(****)	0.5(0.3)	0.1(****)	0.2(****)	0.4(0.2)
OTHER	*****(****)	*****(****)	0.3(****)	0.8(****)	0.1(****)	0.0(****)	0.1(****)
PARTICIPATION IN LITTER CLEAN−UP PROJECT							
MANY TIMES	0.5(****)	0.6(****)	0.3(****)	0.6(****)	0.1(****)	0.3(****)	0.3(****)
NOT OFTEN, > 2 TIMES	0.5(0.3)	0.4(****)	0.2(****)	0.3(****)	0.3(****)	0.3(****)	0.2(****)
1 OR 2 TIMES	0.7(0.4)	0.4(****)	0.1(****)	0.3(****)	0.3(****)	0.1(****)	0.4(****)
NEVER	0.5(0.3)	0.4(****)	0.2(****)	0.3(****)	0.2(****)	0.0(****)	0.1(****)
SEPARATE TRASH FOR RECYCLING							
MANY TIMES	0.8(****)	0.7(0.4)	0.1(****)	0.8(0.5)	0.4(****)	0.3(****)	0.5(****)
NOT OFTEN, > 2 TIMES	0.3(****)	0.4(****)	0.4(****)	0.3(****)	0.2(****)	0.1(****)	0.1(****)
1 OR 2 TIMES	0.4(****)	0.2(****)	0.2(****)	0.2(****)	0.1(****)	0.1(****)	0.0(****)
NEVER	0.6(0.4)	0.4(****)	0.2(****)	0.1(****)	0.1(****)	0.1(****)	0.1(****)
HOW MUCH CAN SCIENCE PREVENT STARVATION							
NONE	0.3(****)	0.0(****)	0.0(****)	0.1(****)	0.0(****)	0.0(****)	0.1(****)
SOME	0.6(0.3)	0.3(****)	0.2(****)	0.3(****)	0.3(****)	0.1(****)	0.2(****)
VERY MUCH	0.9(0.5)	0.3(****)	0.3(****)	0.9(0.5)	0.3(****)	0.4(****)	0.9(****)
HOW MUCH CAN SCIENCE PREVENT ENERGY SHORTAGE							
NONE	0.0(****)	0.0(****)	0.0(****)	0.0(****)	0.0(****)	0.0(****)	0.0(****)
SOME	0.4(****)	0.2(****)	0.1(****)	0.1(****)	0.0(****)	0.1(****)	0.0(****)
VERY MUCH	1.0(0.5)	0.4(****)	0.3(****)	0.5(0.2)	0.4(0.2)	0.2(****)	0.4(0.2)
HOW MUCH CAN SCIENCE FIND CURES FOR DISEASES							
NONE	0.0(****)	*****(****)	0.3(****)	0.0(****)	0.0(****)	0.0(****)	0.0(****)
SOME	0.2(****)	0.3(****)	0.0(****)	0.2(****)	0.0(****)	0.0(****)	0.0(****)
VERY MUCH	0.9(0.4)	0.3(****)	0.3(****)	0.4(0.2)	0.3(0.2)	0.2(****)	0.4(0.2)
HOW MUCH CAN SCIENCE CONTROL WEATHER							
NONE	0.4(****)	0.2(****)	0.1(****)	0.5(0.3)	0.2(****)	0.1(****)	0.1(****)
SOME	0.9(0.5)	0.4(****)	0.2(****)	0.2(****)	0.3(****)	0.2(****)	0.5(0.3)
VERY MUCH	1.1(0.7)	0.5(****)	0.4(****)	0.3(****)	0.3(****)	0.3(****)	0.4(****)
HOW MUCH CAN SCIENCE PREVENT WARS							
NONE	0.8(0.5)	0.3(****)	0.2(****)	0.3(****)	0.2(****)	0.1(****)	0.2(****)
SOME	0.5(0.2)	0.3(****)	0.2(****)	0.5(****)	0.3(****)	0.3(****)	0.4(****)
VERY MUCH	0.2(****)	0.2(****)	0.3(****)	0.1(****)	0.4(****)	0.4(****)	0.4(****)

@ This value is signigicantly different From the value for 1996 at about the 95 percent certainty level.
L/l indicates a significant POSITIVE/negative linear trend; Q/q indicates a POSITIVE/negative quadratic trend; NA means linear and quadratic trends were not tested due to lack of at least 5 trend points with sufficient sample size to estimate the statistics and their standard errors.
(****) Standard error estimates cannot be accurately determined.
*****(****) Sample size is insufficient to permit a reliable estimate.

WEIGHTED PERCENTAGES AND AVERAGE SCALE SCORES (STANDARD ERRORS IN PARENTHESES)

WEIGHTED PERCENTAGES OF STUDENTS WITH AVERAGE SCALE SCORES AT OR ABOVE LEVEL 350

	1977	1982	1986	1990	1992	1994	1996
HOW MUCH CAN SCIENCE PREVENT BIRTH DEFECTS							
NONE	0.5(****)	0.1(****)	0.1(****)	0.0(****)	0.0(****)	0.1(****)	0.0(****)
SOME	0.6(0.3)	0.4(****)	0.1(****)	0.3(****)	0.1(****)	0.1(****)	0.1(****)
VERY MUCH	1.0(****)	0.2(****)	0.5(****)	0.7(0.3)	0.6(0.4)	0.3(****)	0.6(****)
HOW MUCH CAN SCIENCE SAVE NATURAL RESOURCES							
NONE	1.8(****)	0.5(****)	0.0(****)	0.1(****)	0.0(****)	0.0(****)	0.2(****)
SOME	0.6(0.3)	0.2(****)	0.2(****)	0.3(****)	0.2(****)	0.0(****)	0.1(****)
VERY MUCH	0.6(0.4)	0.3(****)	0.2(****)	0.4(0.3)	0.3(****)	0.3(****)	0.4(0.3)
HOW MUCH CAN SCIENCE REDUCE POLLUTION							
NONE	0.2(****)	0.0(****)	0.0(****)	0.1(****)	0.0(****)	0.0(****)	0.2(****)
SOME	0.6(0.4)	0.2(****)	0.1(****)	0.2(****)	0.1(****)	0.2(****)	0.0(****)
VERY MUCH	0.8(0.4)	0.5(****)	0.3(****)	0.5(0.3)	0.4(0.3)	0.2(****)	0.4(0.3)
HOW MUCH CAN SCIENCE REDUCE OVERPOPULATION							
NONE	0.5(0.4)	0.2(****)	0.1(****)	0.2(****)	0.1(****)	0.1(****)	0.2(****)
SOME	0.7(0.3)	0.3(****)	0.3(****)	0.5(0.3)	0.5(****)	0.2(****)	0.2(****)
VERY MUCH	1.1(****)	0.7(****)	0.4(****)	0.7(****)	0.1(****)	0.5(****)	0.6(****)
SCIENCE HELPS ONE UNDERSTAND THEIR BODY							
STRONGLY AGREE	1.1(0.4)	1.1(0.7)	0.5(****)	1.0(****)	0.7(****)	0.2(****)	1.3(****)
AGREE	0.7(0.3)	0.3(****)	0.3(****)	0.4(0.3)	0.2(****)	0.2(****)	0.4(****)
NO OPINION	0.4(****)	0.2(****)	0.1(****)	0.1(****)	0.0(****)	0.1(****)	0.0(****)
DISAGREE	0.0(****)	0.7(****)	0.2(****)	0.0(****)	0.0(****)	0.1(****)	0.3(****)
STRONGLY DISAGREE	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)
SCIENCE NOT USEFUL OUTSIDE OF CLASS							
STRONGLY AGREE	0.4(****)	0.1(****)	0.0(****)	0.3(****)	0.0(****)	0.0(****)	0.3(****)
AGREE	0.2(****)	0.2(****)	0.2(****)	0.2(****)	0.1(****)	0.1(****)	0.1(****)
NO OPINION	0.4(****)	0.2(****)	0.0(****)	0.0(****)	0.0(****)	0.0(****)	0.1(****)
DISAGREE	0.9(0.3)	0.5(****)	0.2(****)	0.4(0.2)	0.3(****)	0.3(0.2)	0.5(****)
STRONGLY DISAGREE	1.1(0.6)	0.8(****)	1.0(****)	0.9(****)	0.5(****)	0.4(****)	1.2(****)
SCIENCE GOOD ONLY IN LABORATORY							
STRONGLY AGREE	0.1(****)	0.0(****)	0.0(****)	0.3(****)	0.0(****)	0.0(****)	0.4(****)
AGREE	0.4(****)	0.2(****)	0.2(****)	0.3(****)	0.0(****)	0.0(****)	0.0(****)
NO OPINION	0.5(****)	0.1(****)	0.0(****)	0.1(****)	0.0(****)	0.1(****)	0.0(****)
DISAGREE	0.7(0.3)	0.4(****)	0.4(0.3)	0.3(****)	0.3(****)	0.2(0.1)	0.6(****)
STRONGLY DISAGREE	1.2(0.7)	0.8(****)	0.3(****)	0.9(****)	0.5(****)	0.5(****)	1.1(****)

@ This value is signigicantly different From the value for 1996 at about the 95 percent certainty level.
L/l indicates a significant POSITIVE/negative linear trend; Q/q indicates a POSITIVE/negative quadratic trend; NA means linear and quadratic trends were not tested due to lack of at least 5 trend points with sufficient sample size to estimate the statistics and their standard errors.
(****) Standard error estimates cannot be accurately determined.
*****(****) Sample size is insufficient to permit a reliable estimate.

WEIGHTED PERCENTAGES AND AVERAGE SCALE SCORES (STANDARD ERRORS IN PARENTHESES)

WEIGHTED PERCENTAGES OF STUDENTS WITH AVERAGE SCALE SCORES AT OR ABOVE LEVEL 350

	1977	1982	1986	1990	1992	1994	1996
CAN STUDENTS HELP SOLVE POLLUTION							
DEFINITELY YES	0.4(****)	0.7(****)	0.2(****)	0.7(****)	0.3(****)	0.2(****)	0.8(****)
PROBABLY YES	0.6(0.4)	0.3(****)	0.5(0.3)	0.3(****)	0.2(****)	0.3(****)	0.3(****)
NOT SURE	0.5(****)	0.4(****)	0.1(****)	0.3(****)	0.2(****)	0.0(****)	0.3(****)
PROBABLY NOT	0.3(****)	0.6(****)	0.3(****)	0.2(****)	0.0(****)	0.1(****)	0.3(****)
DIFINITELY NOT	1.0(****)	0.0(****)	0.0(****)	0.0(****)	*****(****)	*****(****)	*****(****)
STUDENTS HELP SOLVE ENERGY WASTE							
DEFINITELY YES	0.7(0.5)	0.6(****)	0.4(****)	0.9(****)	0.4(****)	0.3(****)	1.2(****)
PROBABLY YES	0.5(0.3)	0.5(****)	0.3(****)	0.5(0.2)	0.2(****)	0.2(****)	0.2(****)
NOT SURE	0.5(****)	0.2(****)	0.3(****)	0.2(****)	0.2(****)	0.0(****)	0.4(****)
PROBABLY NOT	0.4(****)	0.6(****)	0.2(****)	0.3(****)	0.2(****)	0.3(****)	0.4(****)
DEFINITELY NOT	0.0(****)	0.0(****)	0.0(****)	0.0(****)	*****(****)	*****(****)	0.2(****)
STUDENTS HELP SOLVE FOOD SHORTAGES							
DEFINITELY YES	0.5(****)	0.2(****)	0.7(****)	0.7(****)	0.0(****)	0.0(****)	1.2(****)
PROBABLY YES	0.6(****)	0.5(****)	0.1(****)	0.3(0.2)	0.2(****)	0.2(****)	0.6(****)
NOT SURE	0.3(****)	0.5(****)	0.3(****)	0.3(****)	0.1(****)	0.1(****)	0.1(****)
PROBABLY NOT	0.7(0.4)	0.5(****)	0.3(****)	0.4(****)	0.5(****)	0.4(****)	0.2(****)
DEFINITELY NOT	0.5(****)	0.1(****)	0.0(****)	0.3(****)	1.0(****)	0.2(****)	0.2(****)
STUDENTS HELP SOLVE OVERPOPULATION							
DEFINITELY YES	0.5(****)	0.0(****)	0.5(****)	0.5(****)	0.3(****)	0.2(****)	0.0(****)
PROBABLY YES	0.5(****)	0.4(****)	0.2(****)	0.8(****)	0.2(****)	0.0(****)	1.6(****)
NOT SURE	0.7(****)	0.4(****)	0.3(****)	0.5(****)	0.4(****)	0.2(****)	0.1(****)
PROBABLY NOT	0.4(****)	0.7(****)	0.4(****)	0.4(0.3)	0.2(****)	0.2(****)	0.6(****)
DEFINITELY NOT	0.5(****)	0.3(****)	0.1(****)	0.1(****)	0.3(****)	0.2(****)	0.2(****)
STUDENTS HELP SAVE NATURAL RESOURCES							
DEFINITELY YES	1.1(****)	0.4(****)	0.6(****)	1.2(****)	0.3(****)	0.3(****)	2.6(****)
PROBABLY YES	0.7(****)	0.7(0.4)	0.4(****)	0.6(0.3)	0.3(****)	0.3(****)	0.3(****)
NOT SURE	0.4(****)	0.3(****)	0.2(****)	0.2(****)	0.3(****)	0.1(****)	0.0(****)
PROBABLY NOT	0.4(****)	0.6(0.3)	0.3(****)	0.3(****)	0.2(****)	0.1(****)	0.4(****)
DEFINITELY NOT	0.3(****)	0.1(****)	0.2(****)	0.1(****)	0.1(****)	0.2(****)	0.2(****)
STUDENTS HELP SOLVE ACCIDENTS							
DEFINITELY YES	0.7(0.5)	0.5(0.3)	0.4(****)	0.8(****)	0.4(****)	0.1(****)	0.0(****)
PROBABLY YES	0.3(****)	0.4(0.2)	0.2(****)	0.4(****)	0.2(****)	0.2(****)	0.8(****)
NOT SURE	0.8(****)	0.4(****)	0.1(****)	0.3(****)	0.1(****)	0.1(****)	0.5(****)
PROBABLY NOT	0.4(****)	0.5(****)	0.4(****)	0.2(****)	0.3(****)	0.1(****)	0.5(****)
DEFINITELY YES	0.6(****)	0.2(****)	0.3(****)	0.0(****)	0.0(****)	0.3(****)	0.3(****)

@ This value is signigicantly different From the value for 1996 at about the 95 percent certainty level.
L/l indicates a significant POSITIVE/negative linear trend; Q/q indicates a POSITIVE/negative quadratic trend; NA means linear and quadratic trends were not tested due to lack of at least 5 trend points with sufficient sample size to estimate the statistics and their standard errors.
(****) Standard error estimates cannot be accurately determined.
*****(****) Sample size is insufficient to permit a reliable estimate.

WEIGHTED PERCENTAGES AND AVERAGE SCALE SCORES (STANDARD ERRORS IN PARENTHESES)

WEIGHTED PERCENTAGES OF STUDENTS WITH AVERAGE SCALE SCORES AT OR ABOVE LEVEL 350

	1977	1982	1986	1990	1992	1994	1996
SCIENCE CLASSES ARE USEFUL							
STRONGLY AGREE	1.6(1.0)	0.5(****)	0.4(****)	0.5(****)	0.3(****)	0.5(0.3)	1.3(0.8)
AGREE	0.7(0.4)	0.3(****)	0.2(****)	0.5(0.3)	0.2(****)	0.2(****)	0.4(****)
NO OPINION	0.5(****)	0.3(****)	0.1(****)	0.2(****)	0.1(****)	0.0(****)	0.0(****)
DISAGREE	1.0(****)	0.0(****)	0.0(****)	0.7(****)	0.0(****)	0.0(****)	0.3(****)
STRONGLY DISAGREE	0.0(****)	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)
SCIENCE CLASSES UNRELATED TO REAL WORLD							
STRONGLY AGREE	1.0(****)	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)
AGREE	0.1(****)	0.0(****)	0.0(****)	0.0(****)	0.0(****)	0.2(****)	0.0(****)
NO OPINION	0.9(****)	0.3(****)	0.2(****)	0.4(****)	0.2(****)	0.0(****)	0.3(****)
DISAGREE	0.7(****)	0.2(****)	0.3(****)	0.5(****)	0.2(****)	0.1(****)	0.3(****)
STRONGLY DISAGREE	1.3(0.8)	0.5(****)	0.3(****)	0.5(****)	0.2(****)	0.3(****)	0.9(0.6)
SCIENCE SHOULD BE REQUIRED IN SCHOOL							
STRONGLY AGREE	0.7(0.4)	0.3(****)	0.3(****)	0.5(****)	0.2(****)	0.4(****)	1.1(****)
AGREE	1.3(0.7)	0.3(****)	0.2(****)	0.4(****)	0.3(****)	0.1(****)	0.3(****)
NO OPINION	0.5(****)	0.3(****)	0.0(****)	0.3(****)	0.1(****)	0.2(****)	0.2(****)
DISAGREE	1.3(****)	0.1(****)	0.9(****)	0.3(****)	0.1(****)	0.0(****)	0.4(****)
STRONGLY DISAGREE	0.1(****)	0.0(****)	0.0(****)	0.5(****)	0.4(****)	0.6(****)	*****(****)
SCIENCE CLASSES USEFUL IN EVERYDAY LIFE							
STRONGLY AGREE	1.1(****)	0.2(****)	0.0(****)	0.1(****)	0.1(****)	0.5(****)	0.9(****)
AGREE	1.2(0.8)	0.2(****)	0.3(****)	0.4(0.3)	0.2(****)	0.2(****)	0.6(****)
NO OPINION	0.6(****)	0.5(****)	0.3(****)	0.2(****)	0.3(****)	0.1(****)	0.3(****)
DISAGREE	0.7(0.4)	0.3(****)	0.3(****)	0.8(****)	0.3(****)	0.2(****)	0.5(****)
STRONGLY DISAGREE	1.1(****)	0.2(****)	0.0(****)	0.9(****)	0.0(****)	0.4(****)	0.0(****)
SCIENCE CLASSES WILL BE USEFUL IN FUTURE							
STRONGLY AGREE	0.8(0.4)	0.2(****)	0.1(****)	0.4(****)	0.3(****)	0.3(****)	1.1(****)
AGREE	0.9(****)	0.2(****)	0.3(****)	0.5(****)	0.1(****)	0.1(****)	0.6(0.4)
NO OPINION	1.2(0.7)	0.6(****)	0.4(****)	0.4(****)	0.3(****)	0.2(****)	0.0(****)
DISAGREE	1.9(****)	0.1(****)	0.0(****)	0.1(****)	0.2(****)	0.1(****)	0.0(****)
STRONGLY DISAGREE	0.6(****)	*****(****)	0.0(****)	0.0(****)	*****(****)	*****(****)	0.0(****)
SCIENTISTS SHOULD EXPERIMENT ON PEOPLE W/OUT APPROVAL							
ALWAYS	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)
OFTEN	*****(****)	0.2(****)	0.0(****)	*****(****)	*****(****)	*****(****)	*****(****)
SOMETIMES	0.3(****)	0.0(****)	0.2(****)	0.6(****)	0.0(****)	0.3(****)	0.4(****)
SELDOM	0.5(****)	0.7(****)	0.2(****)	0.0(****)	0.0(****)	0.5(****)	1.0(****)
NEVER	0.7(0.3)	0.5(0.2)	0.3(****)	0.4(0.3)	0.2(****)	0.2(0.1)	0.5(0.3)

@ This value is signigicantly different From the value for 1996 at about the 95 percent certainty level.
L/l indicates a significant POSITIVE/negative linear trend; Q/q indicates a POSITIVE/negative quadratic trend; NA means linear and quadratic trends were not tested due to lack of at least 5 trend points with sufficient sample size to estimate the statistics and their standard errors.
(****) Standard error estimates cannot be accurately determined.
*****(****) Sample size is insufficient to permit a reliable estimate.

WEIGHTED PERCENTAGES AND AVERAGE SCALE SCORES (STANDARD ERRORS IN PARENTHESES)

WEIGHTED PERCENTAGES OF STUDENTS WITH AVERAGE SCALE SCORES AT OR ABOVE LEVEL 350

	1977	1982	1986	1990	1992	1994	1996
SCIENTISTS SHOULD CREATE DISEASES FOR WARFARE							
ALWAYS	0.0(****)	0.2(****)	1.6(****)	0.0(****)	0.2(****)	0.0(****)	0.4(****)
OFTEN	0.3(****)	0.5(****)	0.0(****)	0.9(****)	0.0(****)	0.0(****)	0.1(****)
SOMETIMES	0.4(****)	0.8(****)	0.1(****)	0.1(****)	0.0(****)	0.1(****)	0.2(****)
SELDOM	0.5(****)	0.2(****)	0.1(****)	0.5(****)	0.3(****)	0.4(****)	0.4(****)
NEVER	0.7(0.3)	0.5(0.3)	0.2(****)	0.5(0.3)	0.2(****)	0.2(0.1)	0.6(0.4)
SCIENTISTS SHOULD WORK ON SECRET PROJECTS							
ALWAYS	0.5(****)	0.9(****)	0.7(****)	0.1(****)	0.2(****)	0.7(****)	0.5(****)
OFTEN	0.7(****)	0.4(****)	0.2(****)	0.4(****)	0.3(****)	0.0(****)	0.4(****)
SOMETIMES	0.7(0.4)	0.4(0.3)	0.1(****)	0.8(0.5)	0.3(0.2)	0.2(****)	0.8(****)
SELDOM	0.4(****)	0.3(****)	0.2(****)	0.3(****)	0.0(****)	0.2(****)	0.5(****)
NEVER	0.2(****)	0.3(****)	0.1(****)	0.1(****)	0.3(****)	0.1(****)	0.2(****)
SCIENTISTS SHOULD CONTROL PEOPLE'S ACTIONS							
ALWAYS	0.3(****)	0.0(****)	0.0(****)	0.0(****)	0.0(****)	0.0(****)	0.0(****)
OFTEN	0.6(****)	0.0(****)	0.0(****)	0.0(****)	0.0(****)	0.1(****)	0.3(****)
SOMETIMES	0.3(****)	0.5(****)	0.0(****)	0.1(****)	0.1(****)	0.0(****)	0.5(****)
SELDOM	0.4(****)	0.8(0.6)	0.2(****)	1.0(****)	0.7(****)	0.6(****)	0.2(****)
NEVER	0.7(0.3)	0.5(0.3)	0.3(****)	0.5(0.3)	0.2(****)	0.2(0.1)	0.6(0.4)
DIFFERENCES							
WHITE − BLACK	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)
WHITE − HISPANIC	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)
MALE − FEMALE	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)	*****(****)

@ This value is signigicantly different From the value for 1996 at about the 95 percent certainty level.
L/l indicates a significant POSITIVE/negative linear trend; Q/q indicates a POSITIVE/negative quadratic trend; NA means linear and quadratic trends were not tested due to lack of at least 5 trend points with sufficient sample size to estimate the statistics and their standard errors.
(****) Standard error estimates cannot be accurately determined.
*****(****) Sample size is insufficient to permit a reliable estimate.