THE UNIVERSITY OF MANITOBA

THE EXTENT AND CAUSE OF RETARDATION IN THE SCHOOLS OF RURAL MANITOBA

BEING A THESIS SUBMITTED TO THE COMMITTEE ON POSTGRADUATE STUDIES IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS

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EDEN, MANITOBA

MARCH, 1935

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CHAPTER 1.

INTRODUCTION

Purpose of the Study

The most inclusive problem of an educational system is that brought about by the failure of pupils to assimilate the programme of ideals and information presented to them. Problems of finance are of special interest to the administrator, those of method to the teacher, but the problem of the pupil who varies from the normal rate of progress is a matter of concern to administrator, teacher, parents, and to the pupil himself. Despite their importance these variations in rate of progress, commonly referred to as retardation, have received but superficial study in rural areas. In view of the lack of definite and authoritative information upon the subject, the objective of this thesis has been an intensive study of the extent, distribution, and some of the causes, of retardation in the schools of rural Manitoba.

Retardation Defined. "A pupil is said to be retarded when he has arrived at a point in the school course which he should have reached at an earlier age." [1] This definition of retardation, taken from the British Columbia survey, is typical of the definitions of other surveys in that it is capable of endless variation in its application in the field. For this reason retardation will be defined here by means of concrete examples.

The normal rate of progress of a pupil in school is generally

[1] Putnam and Weir, Survey of the School System, Province of British Columbia. Victoria, B. C: Charles F. Banfield, 1925. pp. XI, 556.

taken to be one grade each year. A pupil should require six years to cover six grades. If he requires seven years, he is one year behind where he should be and is said to be retarded one year. Similarly, a pupil covering eight grades in ten years is retarded two years.

When a pupil advances at more than the grade per year rate, he has gained by the extent of the extra grades and is said to be accelerated. A pupil taking the work of eight grades in seven years is accelerated one year. The terms, acceleration, and negative retardation, will be used synonymously throughout the thesis in order to facilitate the use of certain statistical procedures.

Acknowledgements. The data upon which this thesis is based could not have been secured without the cooperation of teachers, inspectors, and trustees. The writer wishes to acknowledge his debt to all who assisted him, but more especially to the seventy-two teachers who collected information and answered questionnaires.

CHAPTER II.

GENERAL PROCEDURE

What Has Been Done in the Field

The first step in making this study was a thorough analysis of all the available literature upon retardation for the purpose of determining the methods which had been used, and the conclusions which had been reached. The sources of information were,; reports of departments of education, books, journals, and educational surveys. The more valuable of these sources are listed in the bibliography.

The following facts became evident as a result of the reading course:

(1) A large majority of investigations of retardation were upon city systems only.

(2) Comparatively few studies have been made of conditions in rural areas.

(3) Almost all surveys have been directed toward financial, administrative, or curricular ends, and retardation has received the scant treatment usually given secondary issues.

(4) The superficial way in which the problem of retardation has been treated in surveys , as stated by some investigators, is a result of the limitations of the age-grade method of attack which they have been forced to use.

Weaknesses of the Age-grade Method. The system of estimating retardation has such an important bearing upon the results of a study that it has been considered advisable to discuss in detail

the age-grade method which has been, either directly or indirectly, used in almost every survey.

Age-grade tables are based upon the fact that the average starting age of pupils is six years. A pupil proceeding at the normal year per grade rate should be in his twelfth year while in grade VI. A pupil in his thirteenth year in the same grade would be retarded one year; if in his eleventh year, accelerated one year. By arranging the pupils in a table the number who are accelerated or retarded can be determined. Examples of tables of this type may be found in the Annual Survey of Education in Canada.[1]

Starting ages, particularly in the country, vary greatly, and lead to error. A pupil in his twelfth year while taking grade VI is considered normal. He is only normal if he started school when he turned six years. If he started when he was five, he is retarded one year, and if he started when he was seven, he is accelerated one year.

Some investigators have eliminated part of this error by making a correction for the starting age. This was found to be inaccurate also because pupils frequently registered just before or after a birthday, therefore a further correction was often made by allowing the pupil a margin of six months or more before he was classed as being retarded.

The greatest failure of age-grade scales lies in its inadequacy as an instrument for the detailed study of retardation. The fact that a pupil is retarded two years gives no information as to

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[1] Dominion Bureau of Statistics, Annual Survey of Education in Canada. Ottawa: Bureau of Statistics, 1932. Page 29.

whether all the retardation took place in one grade, whether it was spread over two grades, or as to the grade, or grades, in which it occurred. Similarly, a pupil classed as normal because he covered six grades in six years may have had a most erratic career, skipping a grade one year and repeating a grade later. (Seventy-eight cases of this nature were found in this study.) While it is reasonably accurate in the study of certain phases of retardation, the age-grade method is totally inadequate for the detailed analysis of the question.

The Method of Estimating Retardation Used in this Study.

In view of the shortcomings of the age-grade system it was determined to ~~ask~~ abandon entirely age as factor in the matter, and to adopt a method which would be both accurate and adapted to the needs of detailed study. The only method which would meet these requirements was the laborious one of tracing the career of every individual from the time he entered school until the present, thus securing a definite record of every move made by these pupils. The method is best explained by examples.

A pupil's record might read: 1927-28 in grade 1, 1928-29 in grade 1, 1929-30 in grade 11, 1930-31 covered grades 111&1V, 1931-32 &1932-33 in grade V, 1933-34 in grade V1. Passed out of grade V1, June, 1934. This record shows that grades were repeated twice, that ~~ha~~ a double promotion (skipped grade) occurred once, and that the pupil is now retarded one year. It also shows the grades in which these variations occurred.

By grouping the individual raw scores according to factors, such as, nationality, grade, or type of school, averages were secured and expressed in percent. For instance, a group covering a total of

1000 grades, with 170 repeated grades, and 20 skipped grades, has a net loss of 150 years on 1000 grades, or 15 percent more than the normal time for those grades. This group is said to have an average retardation of 15 percent. A group accelerated 3 percent is said to have an average retardation score of -3 percent. Individual scores were the basis in the calculation of all averages.

This method of estimating retardation, based as it is upon entire progress records of pupils, is not only close to complete accuracy but also possesses the flexibility necessary for detailed analysis of the problem.

Limitations of the Study. It would obviously be impossible for one person to conduct an investigation upon retardation including all the rural schools of the province. The solution of the difficulty is the selection of a representative group of pupils from all types of schools. It was estimated that a selection of 2000 elementary and 400 secondary pupils, subject to a check for accuracy which will be described later, would give reasonably valid results.

This study is particularly interested in the ~~study~~ the problem of retardation in the elementary grades, and, with the exception of two or three special topics, emphasis will be placed upon these grades. Results secured in the secondary schools are so variable, and the present system of promotion and examination in the senior grades so unstable, that , in certain respects, this part of the study is unsatisfactory.

The primary purpose of this thesis is the determination of the extent and distribution of retardation. Only such causes as could be readily investigated are included. This decision was based upon the fact that, while the extent of retardation in different

areas may vary considerably, the major causes of retardation are fairly well determined, and further study in this direction would merely be for the sake of emphasis.

The word rural as applied to schools is used to include not only one room schools but village and small town districts. The word foreign is applied to all pupils of foreign parentage or ancestory regardless of the number of generations born in this country. Similarly English refers to those of Anglo-Saxon origin.

Conclusions will be given at the end of each section of the study and a summary of all conclusions in a later chapter.

CHAPTER 111.

SECURING THE DATA

Selection of the Schools. The following points were taken into consideration in choosing the schools to be studied: (1) Size of school - graded or ungraded, (2) Predominant nationality, (3) Financial condition of residents, (4) Distance from town and highway, (5) Age of district, etc. In order to secure some check upon the validity of the results the work was divided into two distinct sections. Approximately two-thirds of the schools were selected, the data gathered, tables made, and an analysis and preliminary report prepared. The second selection was then made and the two results compared in order to determine the extent of variation in the two selections. For use in this report the data were tabulated as a whole.

The first group of schools was taken almost entirely in the area along the Eastern escarpment of the Riding Mountains, since it presented an ideal selection of all possible types. This group is made up of: one fully graded, one six room, three four room, two two room, and thirteen one room schools, varying from 100 percent English extraction to 100 percent foreign extraction, from a fully modern town district to a bush district twelve miles from the nearest gravel road. One high school was selected from Silver Creek municipality because the secondary grades were 50 percent Ruthenian. The map on page 9 gives the location of each school.

The second group was selected to strengthen what were thought, at the time, to be weaknesses in the first selection, that is, insufficient variety in the foreign element, and a small number of old well established districts. French and Scandinavian districts were

LEGEND
⊙ Secondary Schools
• One Room Schools
First Group of Schools in Black
Second Selection in Red
Municipalities
1. Silver Creek
2. St Rose
3. McCreary
4. Clanwilliam
5. Rosedale
6. Lansdowne
7. Langford
8. North Norfolk
9. Portage la Prairie
MAP OF MANITOBA CANADA

FIGURE I

taken in St. Rose and Clanwilliam municipalities, while the older districts were represented by a group from the municipalities of North Norfolk and Portage la Prairie.

The comparison between the two selections resulted in the conclusions that, geographical distribution is a negligable factor in the selection of schools, that adjacent districts often vary more than districts widely separated, and that the two important factors in the choice of schools are; the nationality of the pupils, and the size of the school. The two schools with the widest variation in retardation, -2.5 percent and 36.2 percent, are adjacent. It was found that the average retardation of all the elementary pupils of the first group was 9.99 percent while the average score of all elementary pupils(second selection added) was 9.66 percent, a drop of one third of one percent. The corresponding figures for secondary pupils are 22.9 and 22.8 percent. In no instance did the results vary sufficiently to change any of the conclusions reached after the first selection had been made. While it may be concluded that the data are sufficiently extensive for the purposes of this thesis, a few factors, particularly in connection with the high schools, are so broad in their aspects that they warrant further investigation.

A list of the 35 schools, together with certain information regarding them will be found in Appendix 1.

Securing the School Records. The official records, and, in most cases, the only records, of a school are the school registers. The first step in collecting data was to secure permission to use these books and then to take possession of them. While from the standpoint of theory this appeared an easy matter, in practice it

proved to be the most difficult task in connection with the study, and ran into a correspondence of some 65 letters, about 1200 miles of travel, innumerable telephone calls and interviews, and exhaustive searches, which, upon several occasions, had to be abandoned and the school taken from the list. The deplorable condition of the records of even the larger schools cannot be overemphasized.

When the registers of a school had been secured, the most recent was used to get the following data: upon each pupil: (1) age, (2) Grade, (3) sex, (4) Number of days attendance for the year, (5) name. Ages were taken in case they might prove of value later. This gave a list of all the pupils in the school that year. Each pupil was then traced back through the grades and records of his grade and attendance for each year made. Due to movements of pupils from district, to district some records were cut off in the early grades, but are valid for the grades included.

The questionnaire. When the schools were selected, the predominant nationality in the various districts could be only roughly estimated, therefore it was necessary to secure definite information upon this subject through the medium of questionnaires sent to the teachers. The distance of each pupil from school was asked for, since nothing had been found in the reading course upon the effect of this factor. Although they would be highly subjective in character, and, therefore, not in harmony with the remaining data of the thesis, it was decided, for reasons which will be given later, to ask for teacher estimates of pupil ability and home conditions.

Appendix 11.is a sample of the questionnaire and the accompanying sheet of instructions. These forms, with return envelopes, were sent to 68 teachers. No forms were sent to the Sisters teach-

ing in one Catholic school due to previous difficulty in securing the board's consent to the investigation. In this case the nationality was secured from the secretary and the other factors dropped as of minor importance. Sity-six of the 68 questionnaires were returned.

The Table of Basic Data. Appendix lll. contains, in tabulated form, all the information which has been used in the preparation of the thesis. All other tables, percentages, and facts have been derived directly from the data in this general table by suitably classifying and grouping them.

CHAPTER IV

THE EXTENT AND DISTRIBUTION OF RETARDATION

The Extent of Retardation. The extent of retardation is interpreted here as meaning the degree to which retardation exists among the pupils of this study taken as a whole. Table 1, page 14, gives the average retardation score of 2043 elementary school pupils as 9.66%, that is, these pupils have required 9.66% more than the normal amount of time required for the grades they have covered. The corresponding score for secondary pupils, (Table 11, page 15), is 22.8%. As indicated by the check made when the schools were selected, these averages would probably be very close to a provincial average were one secured by the same method.

The scores do not seem to be particularly high when it is considered that pupils of all types and degrees of ability are included. Since methods differ so widely, no comparison can be made with the results secured in other investigations.

The Distribution of Retardation among Schools. The most noticeable feature of table 1 is the wide variation in retardation scores of schools of the same type, although it would be reasonable to expect schools working under the same conditions to secure about the same results. Schools 1A, with a score of -2.5, and 1T, with a score of 36.2, illustrate this point. Both are 100% foreign, are adjacent, and are bushland districts, their one dissimilarity being that 1A has two teachers at present. This condition is not confined to New Canadian schools, for school 2B, score -2.9, and school 1R, score 23.7, are 90 and 92 percent English, respectively.

The arithmetic mean, or average score for the pupils of

TABLE 1.

THE DISTRIBUTION OF RETARDATION AMONG ELEMENTARY SCHOOLS

School	Enrolment	Retardation in Percent
2A	12	- 3.2
2B	22	- 2.9
1A	66	- 2.5
2C	12	0.
1B	18	1.4
2D	18	2.3
1C	133	2.6
1D	23	3.1
1E	15	3.9
2E	139	5.
1F	48	5.3
2F	17	7.4
2G	114	7.4
1G	419	7.6
2H	18	8.
1H	27	8.3
1I	40	9.1
1J	32	9.3
1K	40	9.3
2I	19	9.9
1L	37	10.2
2J	40	11.3
1M	158	11.3
2K	31	11.8
2L	40	12.4
1N	39	12.7
1O	29	13.5
2M	24	13.9
1P	173	16.8
1Q	20	17.4
2N	26	18.1
2O	100	20.6
1R	38	28.7
1S	43	34.1
1T	13	36.2
Total of Pupils	2043	Average Score 9.66

Note: Schools; 1A, 1H, 1R, etc. belong to the first selection.
Schools; 2B, 2G, 2K, etc. belong to the second group.

TABLE 11

THE DISTRIBUTION OF RETARDATION

AMONG SECONDARY SCHOOLS

School	Enrolment	Retardation in Percent
2A	11	0.
2B	14	17.2
1A	149	19.2
1B	34	20.7
1C.	35	21.6
2C	40	22.9
1D	36	25.6
1E	52	30.8
1F	24	33.3
Extras	10	40.
Total of Pupils	405	Average score 22.8

Note: Schools; 1A, 1B, 1C, etc. belong to the first selection.
Schools; 2A, 2B, 2C, belong to the second selection.

table 1, 9.66, the median, 9.3, and the mode 9.4. In a range of 39.4%, 19 of the 35 scores are concentrated within 5 points above or below the average. These statistical proofs of a normal distribution of scores support the statement that the data show a high degree of validity.

Table 11 shows that there is not the same degree of variation in secondary schools as in elementary schools. High schools are not only under definite restrictions in regard to promotions, and examinations, but have the stability of size and greater uniformity in pupils due to the operation of the factor of selection. The zero score of school 2A is due largely to the fact that all the pupils are in grades 1X and X, where the new promotion regulations are in force. The elementary grades of this school had a score of 20.6, the worst of all the large schools. This is not a normal condition, for the other eight graded schools were retarded more in the secondary grades than in the elementary. This is the French Catholic school previously mentioned. The extras, (students taking senior work in one room schools), and schools 2A and 2B, are so weak in numbers that their results are not of much value.

The variations noted will be dealt with further in a section on promotions.

The following conclusions have been reached:

(1) Wide variations are found in the degree of retardation in schools of the same type. (Elementary)

(2) The larger schools do not vary as much as the smaller schools.

(3) These variations are not fully accounted for by the type of school, or by surrounding conditions.

(4) The range of variations in the secondary schools is not large.

The Relation between Retardation and the Type of School.

It has long been recognized that the larger school units have, with certain limitations, many advantages over the small one room schools. Some of the more important are:

(1) The teaching time allotted to each grade is greater.

(2) Teachers gravitate to the larger units, and the boards have the opportunity to select those who ~~as~~ have been most successful in their work.

(3) A higher degree of organization and supervision may be attained.

(4) The tenure of teachers is longer.

(5) The problem of transportation is less in consolidated and town districts, and this results indirectly in better attendance.

These advantages should result in better progress in the graded schools. Tables 111 and 1V were secured by grouping the data according to the type of school. (Page 18).

Table 111 shows clearly that the larger schools have less retardation than the small schools. The fully graded school has 9 elementary teachers; the partially graded, 2, 3, or 4 teachers. The ungraded group contains the one room country and village schools. Many of these are required to carry, not only the usual eight grades, but by a recent regulation, grade 1X as well. Considering the handicaps under which the teachers work, it is remarkable that the degree of retardation in these schools is not greater.

The advantage of larger size does not appear quite so evident in the High School grades. (Table 1V). While the Collegiate with four teachers has secured the best results, the one room group has a better score than the two room group. When details of the situat-

TABLE 111.

RETARDATION IN RELATION TO TYPE

OF ELEMENTARY SCHOOL

Type of School	Enrolment	Retardation in Percent
1 Fully Graded	419	7.6
8 Partially Graded	883	9.3
26 ungraded	741	11.2

TABLE 1V.

RETARDATION IN RELATION TO TYPE

OF SECONDARY SCHOOL

Type of School	Enrolment	Retardation in Percent
1 Four-room	149	19.2
2 Two-room	92	27.9
6 One-room	164	23.2

ion were examined it was found that two factors influenced the result. The zero score of school 2A lowered the average of the one-room group. School 1E in the two-room group has an abnormally high score which was traced to a single year of almost total failure when only two students made a clear pass. In the remaining years the results were normal. Additional data upon this point would aid in making the tendency clear.

The conclusions are:

(1) The data show definitely that elementary pupils make better progress in large schools.

(2) While there is a tendency toward better results in the larger secondary schools, the data are not sufficient to prove the point conclusively.

Retardation in Relation to Grade. The distribution of retardation among the grades, like the variations found in schools of the same type, is closely related to the problem of promotions. The ideal school would be one in which the pupils progressed from grade to grade without failure until they had completed their education. Since this ideal is never attained, an hypothesis as to the probable variations in progress is in order.

Pupils entering the schools differ greatly in chronological age, in mental age, and in their home training, therefore, their progress is frequently found to be slow until they have become properly assimilated into the school system. Consequently, the retardation score of grade 1 should be high, with that of grade 11 somewhat less. After the first two grades have been covered, a pupil should advance at a uniform rate until he reaches the point where his intelligence level renders him incapable of doing satisfactory

work, and he becomes retarded. This point is not the same for all pupils and should result in the number of pupils having difficulty increasing from grade to grade. Weak pupils have a tendency to drop out as soon as they pass the age of compulsory attendance, which may affect the scores to some extent. To sum up; retardation should be greatest in grade one, lower in grade 11, lowest in grade 111, and thereafter should show a gradual increase through the grades until the high school is reached. Retardation in the secondary grades should increase slightly as the pupils advance.

Table V, page 21, and Figure 11, page 22, show the degree to which the schools studied agree with this hypothesis. The first four grades are in harmony with it but the remaining grades vary considerably from any theory which might be evolved.

The first very noticeable variation is the -2.2 score of grade V11 at a point where there should be a fairly high rate of failure. This net acceleration of over 2% is due largely to the practice of allowing pupils to take grades V11 and V111 in one year. Although there is now a regulation prohibiting this procedure, the practice has changed to that of promoting all except the most hopeless cases into grade V111. This is made possible by the present system of alternating the V11 and V111 courses when both classes age taught in the same room, since, except for grammar and mathematics, it doesn't matter which grade a student is registered in. The result is an almost complete lack of repeaters in grade V11? and an abnormally low score for the grade. A

Although none of the schools studied is organized as a junior High School, the grade V11, V111, and 1X courses have been planned on that basis with, in several cases, textbook series to fit the courses. Consequently, a grade V111 pupil should experience little

TABLE V

RETARDATION IN RELATION TO GRADE

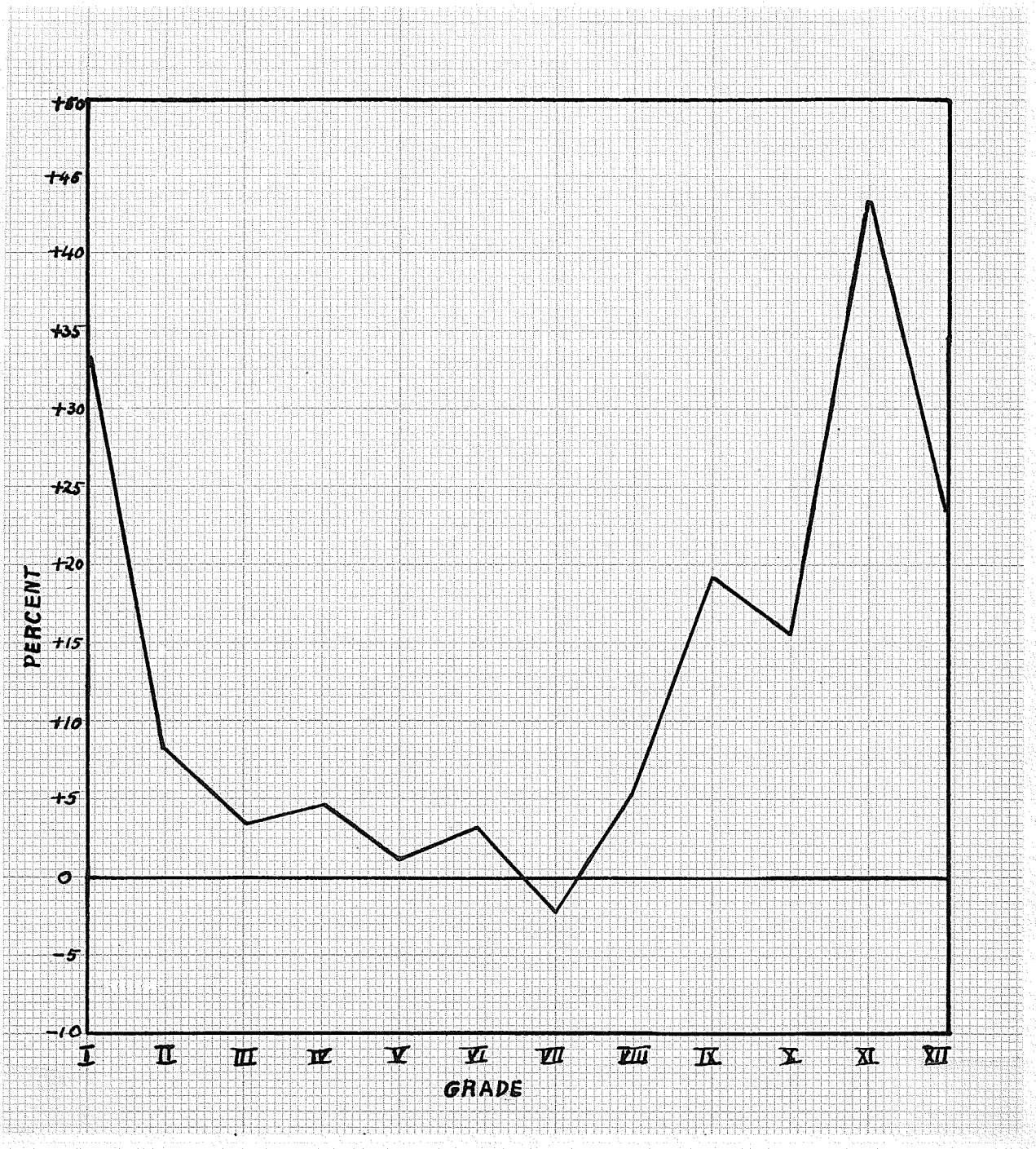
Grade	Number of Grades Covered	Retardation in Percent
Grade I	1609	33.6
Grade II	1463	6.1
Grade III	1327	3.7
Grade IV	1192	4.7
Grade V	959	1.1
Grade VI	826	3.2
Grade VII	651	-2.2
Grade VIII	487	5.4
Grade IX	374	19.2
Grade X	274	15.6
Grade XI	161	43.4
Grade XII	34	23.5

FIGURE 11

GRAPH SHOWING THE

VARIATION IN RETARDATION FROM

GRADE TO GRADE



additional difficulty in mastering the grade IX work. The tendency in the intermediate grades toward promoting all pupils except those who exhibit glaring deficiencies has resulted in so many poorly grounded students reaching the high school that the retardation score of grade IX is unduly high. There appears to be some foundation to the frequent complaints of high school teachers that pupils are promoted too rapidly in the elementary schools.

The matter of high school promotions and examinations is in such an unstable state that anything like uniformity of practice cannot be expected. Recommendation of grade IX and X students with option of examination; recommendation of grades VIII, IX, and X, without option of examination; recommendation of fradeXI; and, now, recommendation or examination for grades IX and X again, have followed each other in rapid succession until the situation has become so clouded that teachers have been following their own judgment, hoping that some stable standard will set up in the near future. The recent practice of recommending students without the privelege of recourse to departmental examinations has led teachers to promote many students on the grounds that they show some slight possibility of being able to carry the work of the next grade. This is particularly true of students going into grade XI. In other words, the high school teachers seem to be adopting the policy of the elementary teachers , that is, postponing an inevitable failure to the latest possible grade. In the high school records (detailed in Appendix III) it is possible to trace this tendency in the promotions of the past two years. School 2A, Table II, with a zero score is a good example.

The excessively high percentage of retardation in Grade XI, 43.4, is the direct outcome of the unsystematic promotions of the

preceding grades. The data for grade XII are insufficient to warrant any conclusions. While some of the grade XIII failures may be due to the difficulty of the examinations, pupils who were well grounded in their previous work would be unlikely to fail so seriously. A system which results in well over twice the amount of retardation in grade XI than in the two preceding grades is evidently unbalanced. There should be a reasonable degree of variation in the grades but not the wide range found in this study.

It may be concluded that:

(1) The degree of retardation varies greatly from grade to grade.

(2) The high score of grade I is due to the period of adjustment of pupils of varied preparation to their new surroundings.

(3) The degree of retardation in grades V, VI, and VII is unduly low in comparison with that of other grades.

(4) Retardation in Grade XI is much too high.

Promotions in General. The weakness of the whole system of promotions may best be illustrated by further reference to the results secured in schools of the same type. Elementary schools 1A and 1T are four miles apart and are 100% foreign. (Ukranian). While school 1T has a score of 36.2, in harmony with most of the foreign school results, school 1A has a score of -2.5. The teachers of this the latter have adopted a system of making frequent double promotions and very few failures. Each new teacher apparently carries on in the manner of her predecessor and the pupils advance at more than the normal rate. Since practically all the pupils drop out when past the age of compulsory attendance , the process goes on and the day of reckoning never appears, with the net result that everyone concerned is pleased with the progress made.

There seems to be evidence of a tendency on the part of teachers, particularly in one room schools, to adopt the promotion habits of their predecessors.

The promotions of one teacher in the primary grades of a partially graded school were examined in detail, since they varied considerably from the usual. In her first year this teacher failed four pupils out of a class of 34; in her second and third years she passed classes of 39 and 38 without a failure. While it may be possible that this particular teacher is exceptionally talented, in view of the fact that grade 1 was included, and that the other grades in the school secured average results, such wholesale promotions seem somewhat optimistic.

The following are suggested as factors leading to wide variations in promotion practices:

(1) Lack of a uniform system of standards for the promotion of pupils in rural areas.

(2) No definite check upon promotions other than the infrequent visits of the inspector, and, in some cases, of the principal.

(3) The present inspectoral staff is too small for the territory covered.

(4) The deliberate promotion of pupils, known to lack opportunity for higher education, upon the assumption that they will benefit to some extent from the advanced work.

(5) The knowledge of the teacher, especially in one room districts, that her success will be judged to a considerable extent by the promotions she makes.

(6) The unstable condition of the examination system in high schools.

The Distribution of Retardation among Individuals. Elementary pupils may be classed in three groups; those who are accelerated, those who have made normal progress, and those retarded. The average retardation score given for elementary grades, 9.66, includes all these groups. The purpose of this section is to determine the number of pupils in each group. Table VI, page 27, gives information upon this point.

The important finding of this table is the fact that 1255 pupils, or 61.5 percent, are neither retarded or accelerated . This statement is modified somewhat by the fact that 78 pupils, while they are not retarded, pursued an erratic course, being retarded one year and accelerated another, or vice versa. This leaves 1177 pupils who entered grade 1, took grade 11 the following year, grade 111 the next, and so on without a variation through their school careers. In order to secure a comparison, the normal pupils of the Manitoba age-grade table[1] were calculated to be 29.1% of the total, based upon a 6½ year starting age secured by averaging the 6 and 7 year groups. There is little agreement between the age-grade method of calculating retardation and that of securing the detailed results of individuals.

THe accelerated group, 117 pupils, is 5.7% of the whole. When these and the normal group are added a total of 1372 pupils, or 67.2%, are found to be doing satisfactory,or better, work in the schools. This appears to be a fairly satisfactory result for a school system.

All the retardation of the schools is concentrated among 671, or 32.8%, of the pupils. Considerable difficulty was exper-

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1 Dominion Bureau of Statistics, Annual Survey of Education in Canada. Ottawa: Bureau of Statistics, 1932. Page 27.

TABLE VI

THE DISTRIBUTION OF PUPILS ACCORDING TO DEGREE OF RETARDATION (EL.)

Percentage Score	Number of Pupils	Percent of Pupils
Better than -30	5	.2
-30 to -16	38	1.9
-15 to 0	74	3.6
Total number accelerated	117	5.7
Normal	1255	61.5
Total Number Retarded	671	32.8
0 to 15	116	5.7
16 to 30	178	8.7
31 to 45	105	5.2
46 to 60	111	5.4
61 to 75	27	1.3
76 to 90	12	.6
91 to 106	98	4.8
Higher than 106	24	1.1

TABLE VII

THE DISTRIBUTION OF PUPILS ACCORDING TO DEGREE OF RETARDATION (SEC.)

Percentage Score	Number of Pupils	Percent of Pupils
Normal Progress	275	67.9
Retarded 0 to 30%	14	3.4
Retarded 31 to 60%	52	12.8
Retarded 61 to 90%	29	7.2
Retarded over 90%	35	8.7

ienced in distributing the retardation in groups. While two pupils, one requiring 3 years to cover 2 grades, and the other 9 years for six grades, are both retarded 50%, they really should not be classified together, for the former may have had temporary trouble in grade one, while the latter's repeated failures indicate a permanent rate of progress. The ideal solution of tables for each grade is impractical here. It was also found that the only pupils who could be retarded less than 15% were those in grades Vll and Vlll, one year behind; (1/7 = 14.2%, 1/8 = 12.5%). This gave a small number of pupils to that group. The following section, containing combinations, 1/6, 1/5, 1/4, 2/8, and 2/7, is larger. The result is that any tendency there might be toward a normal frequency distribution is obscured. The full table is given to show that the degree of retardation varies considerably.

When the data of appendix lll are examined in detail it is found that 66 pupils spent 3 years in one grade, 9 spent 4 years in a grade, and 3 spent 5 years in one grade. After 10 years in school one pupil was still in grade lll. Many of these cases, however, must be subnormal.

When table Vll is examined, the same conditions are noted in the senior grades, accelerations excepted. The percentage of the normal group is even larger than for the elementary grades, showing that the poor results secured by secondary school students is due to the serious failure of a small part of the whole. Although there has been much criticism in regard to the difficulty of the high school course, it cannot be very much so when 67.9% of the students are carrying it successfully. Since some of the students have not reached grade Xl, the number actually completing that grade without retardation will be reduced to some extent. The degree

of variation among individuals is high as in the elementary retarded group.

It may be concluded that:

(1) Individuals vary greatly in the results they secure.

(2) A large majority of pupils, both elementary and secondary, pursue a normal course in school.

(3) A small percentage of elementary pupils progress at a rate faster than normal.

(4) Retardation in all grades is the result of the failure of a minority of the pupils.

CHAPTER V

THE CAUSES OF RETARDATION

Causes in General. The reasons given for retardation are are many. By selecting causes at random from a few of the reports listed in the bibliography, a list of 26 were obtained. Most of these were considered of little importance, stress being placed upon a few such as; low mentality, laziness, lack of interest, foreign birth, and poor home conditions. Since the records of this thesis frequently cover a period of over ten years, and it is impossible to determine the effect in the past of a factor such as lack of interest, only such causes which remain reasonably constant during the pupils school career, and which may be examined statistically, will be considered here. This topic, in large part, will be limited to the presentation of concrete evidence that certain factors do affect progress. Although suggestions as to why they do may be advanced, explanations will not be undertaken in every case.

Sex as a Factor in Retardation. Intelligence tests show little difference between the average mental power of boys and girls, therefore it would be natural to expect the two sexes to achieve similar results in school. Table VIII gives the comparison secured by grouping the individual results according to sex (Page 31). It will be noted that in both elementary and secondary grades boys are retarded about one third more than girls. When individual results are examined it is found that a majority of the cases of extreme retardation are those of boys. To an even greater degree boys are responsible for cases of exceptional acceleration.

TABLE VIII

RETARDATION IN RELATION TO SEX

Group	Number in Group	Retardation in Percent
Elementary school boys	1025	11.5
Elementary school girls	1018	7.6
Secondary school boys	189	27.4
Secondary school girls	216	19.2

It would seem then, that, while boys as a whole are retarded much more than girls, they exhibit a much wider range of performance. It is possible that the poor results secured by boys are due to the fact that, as a rule, they are less amenable than girls to the restrictions and objectives of school life.

In conclusion it may be said that:

(1) Boys are retarded more than girls in both the elementary and secondary schools.

(2) Boys show a wider range of scores, both above and below normal, than girls.

Retardation among Foreign Children. Most investigators have found that children of foreign extraction are retarded more than children of English speaking parents. The data given here show the same tendency.

In the elementary graded 1421 English pupils have an average retardation score of 7.6%, while 622 foreign pupils have an average score of 15.1, or almost double that of the English group. In spite of a low group score, individual foreign pupils are found who compare favourably with the best English pupils. When the elementary schools are listed in order of increasing retardation and their percentage of foreign pupils noted, with the exception of a few cases, there appears to be a fair correlation between retardation and foreign birth. Table IX, page 33.

In selecting schools an attempt was made to include as many racial groups as possible. The 622 foreign pupils are made up of approximately 110 French, 130 Scandinavian, 150 Ukranian, and 230 of other nationalities, chiefly Poles and Ruthenians. The Scandinavian pupils compared favourably with the English but the remaining foreign elements seem to be equally backward. Insufficient

TABLE IX

FOREIGN EXTRACTION AND RETARDATION IN ELEMENTARY SCHOOLS

School	Retardation Score	Percent of Foreign Pupils
2A	-3.2	0.
2B	-2.9	10.
1A	-2.5	100.
2C	0.	0.
1B	1.4	0.
2D	2.3	0.
1C	2.6	10.
1D	3.1	82.
1E	3.9	0.
2E	5.	7.
1F	5.3	4.
2F	7.4	12.
2G	7.4	91.
1G	7.6	10.
2H	8.	0.
1H	8.3	22.
1I	9.1	0.
1J	9.3	31.
1K	9.3	0.
2I	9.9	21.
1L	10.2	21.
2J	11.3	45.
1M	11.3	12.
2K	11.8	3.
2L	12.4	42.
1N	12.7	48.
1O	13.5	86.
2M	13.9	0.
1P	16.8	42.
1Q	17.4	10.
2N	18.1	23.
2O	20.6	95.
1R	25.7	8.
1S	34.1	93.
1T	36.3	100.

information was secured to make detailed examination of the different groups possible.

The tendency in high schools is the reverse of that found in elementary schools. Three hundred and forty-six English pupils had an average score of 24.1 and 59 foreign pupils had an score of 14.7. This evidence of the superiority of foreign students in secondary schools may be to a large extent accounted for by the fact that only those who exhibit outstanding ability in the lower grades, and who have some definite objective in view are left in school. This results in a highly selected group of foreign children. School 1P illustrates this point. Seventy-three out of the 173 elementary pupils are foreign but the 52 high school pupils are solidly English. A much higher proportion of English pupils continue into the high school regardless of their fitness for the work, and, in many cases, they are aimless.

To summarize:

(1) Foreign pupils in the lower grades are retarded more than English pupils.

(2) Foreign high school students secure better results than English students, possibly due to a higher degree of selection.

(3) Many individuals of the foreign group make excellent progress in school.

(4) Foreign children of Scandinavian origin are retarded less than children of the other foreign elements.

Retardation and Attendance. Pupils who attend classes irregularly not only miss part of the instruction but, upon their return, are unable to understand lessons related to the parts missed. The effect of poor attendance should be increased retardation, although this may not always be true of individual cases.

TABLE X

THE RELATION BETWEEN ATTENDANCE

AND RETARDATION

Attendance Group	Elementary		Secondary	
	No. in Group.	Av. Score	No. in Gr.	Av. Score
190 days or more	91	-1.1	14	3.2
180 - 189 days	722	5.6	227	13.1
170 -179 days	369	7.4	57	23.3
160 - 169 days	283	10.0	46	43.7
150 - 159 days	178	13.4	26	56.3
140 - 149 days	97	16.9	9	40.0
130 - 139 days	100	17.1	9	50.0
120 - 129 days	46	22.1	7	43.7
110 - 119 days	33	32.1	6	33.3
109 days or less	86	52.9	4	25.0

The average attendance of each pupil was taken over the entire elementary, or secondary, course and these averages arranged in groups with the retardation score of each group shown. Table X, page 35, gives the data.

The tendency is quite clear in the elementary portion of the table. Pupils attending more than 190 days per year are accelerated 1.1 percent. From that point the degree of retardation increases as the average attendance decreases. A majority of the pupils are in the High attendance groups. The first five groups of the secondary portion of the table show even more clearly the increase in retardation with irregularity of attendance. The last five groups are irregular but the number of cases in them is so small that they have a negligable effect upon the general tendency. Over half of the secondary pupils attended more than 180 days per year, a fairly satisfactory condition in small high schools.

Retardation does not seem to increase in the same ratio in the two parts of the table. The secondary average, 22.8%, is passed in the third group, while the elementary average, 9.66%, is reached i in the fourth group, indicating that attendance is a more important factor in secondary than in elementary schools. Pupils in the lower grades may miss a few days of school but, due to the type of work and the constant drill given in these grades, an average student has a fair opportunity to recover the lost ground. In high schools continuity is essential in many subjects, and an absence of a few days often handicaps the student permanently.

The following conclusions have been reached:

(1) In both the elementary and secondary grades the degree of retardation increases as the average attendance decreases.

(2) Regularity of attendance is more impotant in the higher grades.

Overlapping Causes of Retardation. The question could be asked, "Why are foreign children retarded more than English children"? It could be argued with some degree of truth that the class of foreign immigrants entering the country have a lower intelligence level than the English residents, that they are not in harmony with the objectives of our educational system, or that the fundamental cause is language difficulty. While these may contribute to the result, there is another cause, poor attendance, which is partly responsible.

When the English and foreign elementary pupils were classified separately in the various attendance groups it was found that the English children attended with much greater regularity than the foreign children. Table XI, page 38, gives the distribution. It will be noted that the average attendance of 1391 English pupils is 172.1 days and of the 614 foreign pupils, 158.8 days. Sixty-seven point three percent of the English pupils averaged 170 days or better, while the foreign group totalled 39.9%. Of the foreign pupils, 15.7 averaged less than 130 days, while only 4.9% of the English pupils did as poorly. The data give excellent grounds for the conclusion that the excessive retardation of foreign pupils in rural schools is due in fair measure to their irregular attendance.

The whole matter of the causes of retardation is so very involved, and the factors which have a bearing upon it so interlocked, that it is almost impossible to separate them and ascribe the retardation of any one person or group wholly to one particular cause. A boy may be retarded simply because he is a boy, or is of foreign parentage, or is enroled in a one-roomed school, or attends irregularly, or for a number of other equally valid reas-

TABLE XI

ATTENDANCE OF FOREIGN AND

ENGLISH PUPILS

Attendance Group	Percent in each Group - Foreign	Percent in Each Group - English
190 days or more	3.7	4.9
180 - 189 days	22.1	42.1
170 - 179 days	14.1	20.3
160 - 169 days	17.6	12.7
150 - 159 days	12.3	7.4
140 - 149 days	6.6	4.1
130 - 139 days	7.9	3.6
120 - 129 days	4.8	1.2
110 - 119 days	3.0	1.1
Less than 109 days	7.9	2.6

Average attendance of 1391 English pupils ---- 172.1 days.

Average attendance of 614 Foreign pupils ----- 156.8 days.

one. While his retardation may be due largely to one outstanding factor, the probability is that it is due to the united effect of a number of causes. It is evident that, to be comprehensive, any programme for the elimination of retardation must take into consideration all the factors related to it.

Attendance and nationality have been used here to illustrate the close relation between factors affecting progress. While this point may readily have been left until the concluding chapter, it has been inserted at the first opportunity in the interest of better understanding of further discussion upon causes of retardation.

The Effect of Distance upon Retardation. The problem of transportation is not a very serious one in cities and towns where distances are small, or a number of schools have been provided. In country districts, however, the problem reaches serious proportions, for conveyances are not always available and inclement weather frequently makes the roads impassable. While distance, in itself, could hardly have an influence upon the progress of pupils, indirectly, through interference with attendance, and through the fatigue of travel,(sometimes as much as three hours a day), children farthest from school are probably under a handicap.

It was decided to secure information upon this factor when the questionnaires were sent out. Afterwards it was found that,in order to examine the matter properly, data much more extensive than could be secured in this study were necessary. Tentative conclusions, however, ess based upon the data at hand, are given below.

The elementary schools were divided into two sections, one one containing all the one-room schools and the other those partly graded schools having a van system of transportation. The pupils in

TABLE XII

THE RELATION BETWEEN DISTANCE

AND RETARDATION (ELEMENTARY)

Distance Group	Transportation provided		Transportation not provided	
	Pupils	Score	Pupils	Score
Less than 1 mile	195	7.6%	165	5.9%
1 - 1.9 miles	41	6.6%	240	10.6%
2 - 2.9 miles	90	14.3%	208	14.6%
3 - 3.9 miles	82	5.9%	36	9.8%
4 - 4.9 miles	56	12.8%	2	120.%
5 - 5.9 miles	38	26.1%		
6 - 6.9 miles	10	23.8%		

TABLE XIII

THE RELATION BETWEEN DISTANCE

AND RETARDATION (SECONDARY)

Distance Group	Pupils in Group	Retardation in Percent
Less than 1 mile	85	24.6
1 - 1.9 miles	20	12.5
2 - 2.9 miles	39	37.7
3 - 3.9 miles	21	20.9
4 - 4.9 miles	15	19.3
5 - 5.9 miles	4	18.1
6 - 6.9 miles	21	36.7

each section were then grouped according to their distance from school, and the average retardation of each distance group determined. The information secured is given in Table XII, page 40. The factor that is being examined here is the relation between distance and retardation, and the fact that the two sections of the table do not contain schools of the same type does not affect the conclusions.

When the data are examined it appears that there is a tendency for the degree of retardation to increase as the distance from school increases. Where transportation is not provided, the first three large groups show this clearly but in the other section the tendency is variable. The use of vans seems to eliminate to some extent the handicap of distance. The data of Table XIII are based upon all the secondary schools except the two located in towns. They show that distance appears to have little effect upon the retardation of the secondary grades.

The following tentative conclusions are advanced:

(1) There is a tendency for the retardation of elementary pupils to increase as distance from school is increased.

(2) There is some evidence that van systems of transportation eliminate to some degree the handicap of distance.

(3) Distance from school does not seem to effect the progress of high school pupils.

CHAPTER VI

FURTHER CAUSES OF RETARDATION

Low Mentality as a Cause of Retardation. Lack of natural ability, or low mentality, has been so well established as a cause of retardation that further proof of its influence is not very necessary. The usual, and the only objective, method of determining mental ability is through the use of intelligence tests. A programme of mental tests being impractical in the widely scattered areas under investigation, recourse was had to teacher's estimated of pupil ability. Teachers' opinions of the mental ability of students are somewhat unreliable since they are usually based upon the past and present performance of the pupils in school and upon the variable standards, and sometimes prejudices, of the teachers. While it was recognized that such estimates would be subjective, and thus not in harmony with the remaining data of the study, they were requested in the questionnaire, not only to prove the influence of intelligence upon progress, but for the purpose of finding out exactly how much variation the returns would show when this method was used.

Teachers were asked to grade each pupil as either: A,(Exceptional Ability), B (Excellent), C (Average), D (Poor), Or E (Very Poor). All those classed as A were then grouped to-gether and their average retardation score calculated; the process being repeated for the other classes. Tables XIV and XV, page 43, give the results for the elementary and secondary grades. It will be noticed that in both tables the degree of retardation increases as the ability of the group decreases.

TABLE XIV

RETARDATION CLASSIFIED ACCORDING

TO PUPIL ABILITY (EL.)

Ability Group	Pupils in Group	Retardation in Percent
A (Exceptional Ability)	114	-1.2
B (Excellent)	445	2.1
C (Average)	873	8.1
D (Poor)	303	18.1
E (Very Poor)	68	46.5

TABLE XV

RETARDATION CLASSIFIED ACCORDING

TO PUPIL ABILITY (SEC.)

Ability Group	Pupils in Group	Retardation in Percent
A (Exceptional Ability)	22	2.1
B (Excellent)	87	9.9
C (Average)	149	22.7
D (Poor)	87	41.3
E (Very Poor)	9	61.5

An interesting point in connection with this section is the way in which the large number of highly variable individual estimates combined into a whole which shows close resemblance to the normal curve of distribution of intelligence. The slight skewness toward the higher intelligence levels would be expected in a system where mentally deficients are excluded. Evidently fairly accurate results may sometimes be secured through the use of mass statistics even when the detailed results are quite variable.

It may be concluded that low mentality is one of the major causes of retardation.

The Influence of the Home upon Pupil Progress. The home may affect a pupil in many ways. The poorly organized home, through lack of encouragement, poor food, weak discipline, and lack of a suitable social and intellectual background, may influence a child adversely, while a good home may present sufficient incentive to a child of mediocre intelligence to carry him through a course in which he would ordinarily fail. Since there is no objective method of proving the effect of home conditions upon pupils, teachers' estimates of home influences have been made the basis of this section. This is the second and last cause to be based upon subjective data.

As in the case of mental ability, home influences were classified in five groups. The results are given in Tables XVI and XVII, page 45, for elementary and secondary grades. The data show that pupils from the better types of home have the smallest retardation score. The range of xxxi the scores is not as great as for ability, although there seems to be the same tendency of the ratings to group around a central point.

TABLE XVI

RETARDATION CLASSIFIED ACCORDING TO HOME CONDITIONS (ELEM.)

Class of Home	Number in Group	Retardation in Percent
A (Exceptionally Good)	125	-1.1
B (Excellent)	368	2.2
C (Average)	966	9.1
D (Poor)	267	23.0
E (Very Poor)	94	26.3

TABLE XVII

RETARDATION CLASSIFIED ACCORDING TO HOME CONDITIONS (SEC.)

Class of Home	Number in Group	Retardation in Percent
A (Exceptionally Good)	23	11.1
B (Excellent)	122	16.1
C (Average)	166	28.0
D (Poor)	34	24.2
E (Very Poor)	9	44.4

Rating homes seemed to be the most difficult part of the questionnaire. Reports would indicate that the necessity for a definite mark resulted in many teachers discovering that they knew very little about the home conditions of their pupils, which in turn would indicate that a little more cooperation between teachers and parents might lead to the elimination of many troubles leading to #retardation. Interesting variations arose when pupils from the same home were under different teachers in the same school. One principal, having secured possession of the questionnaires before their return, and not being satisfied with the judgments of his staff, modified them to suit his own views.

The data show that poor home conditions result in greater retardation.

CHAPTER VII

SPECIAL FINDINGS

Non-Resident Pupils in the Secondary Schools.

Many pupils in rural one-room schools, having completed their elementary course, wish to continue their education. In order to do so they must attend school as non-resident students in a district which provides secondary education. They may either find lodging in the district where they attend or, if the school is not too far distant, supply their own transportation to it. The aim of this section is to determine the results secured by these pupils and compare them with the score of the pupils who have received their education at home.

To state the results briefly, 91 non-resident students had an average retardation score of 17.1 percent, while the 314 resident pupils had an average score of 24.5 percent. It was found that in almost every school, as well as in the total, non-resident students were retarded less than resident pupils. This superiority shown by the non-residents may be accounted for in several ways.

(1) Most outside pupils continue their schooling because they have had fair results in their elementary work. The weak pupils are left at home and a selected group is secured.

(2) They usually continue for some specific purpose and, consequently, show more interest in their work.

(3) The financial outlay makes it imperative that they secure good results.

(4) Parental supervision which is very lax in the home is frequently stimulated into an active interest in the behaviour of children who have left the home.

The conclusion to be reached here is that non-resident pupils secure better results than resident pupils.

The Acceleration of Pupils. With increased knowledge of the extent of individual differences in children has come recognition of the right of every child to progress in school as rapidly as his ability will permit. The problem is essentially that of enabling the child to assimilate knowledge more rapidly, and the following solutions are commonly used:

(1) The best pupils may be placed in special classes where they will have work more in keeping with their ability. The method of segregation is more or less impractical in rural areas as the school systems are small.

(2) A second method is that of broadening the curriculum of these pupils through the use of supplementary work.

(3) The solution most frquently met with is the use of double promotions. By a double promotion is meant the gain of a years time. Whether this end is accomplished by actually skipping a grade, by taking three grades in two years, by by taking two grades in one year, the result is the same, a net gain of one year for the pupil.

The basis upon which such promotions are usually made includes the following reasons:

(1) The student has satisfactorily completed his course.

(2) The remaining members of the class are not ready for promotion.

(3) The student is above the rest of the class in intellectual ability.

(4) He is developing the habit of dawdling due to the work being too easy.

(5) Promotion would give him an incentive to work nearer his capacity.

The purpose of this section is the examination of double promotions to determine their effect upon pupils. In all, 234 cases of such promotions were found, this being 11.4% of the 2043 pupils. While there was considerable variation in the distribution of the promotions among the schools, only two schools were found where none was noted. The average is 6.7 cases per school, showing that the practice of solving the problem of the superior student by this method is quite prevalent. Since the effect of a double promotion upon a pupil's career might not be felt for a number of years, in order to eliminate cases which were so recent as to have no bearing upon the conclusions, all those occurring in the past two years were not included in the analysis of results. The data are based upon 202 of the 234 cases.

The 202 cases are distributed as follows:

In 175 cases one grade was skipped.

In 23 cases two grades were skipped.

In 3 cases three grades were skipped, that is, four grades were covered in one year.

In one case four grades were skipped, three in one year and three in the following year. This pupil was taking Grade VIII work during his fourth year at school.

Many of these pupils afterwards repeated grades and lost much or all of the advantage gained through the double promotion. Of the 202 cases:

Only 93 are still holding their gain.

In 12 cases part of the gain has been lost.

In 68 cases all the gain has already been lost

In 29 cases the losses to date exceed the original gains.

(Only repeated grades occurring after the gains are included in these figures.)

It is apparent that the results of double promotions vary greatly. Some pupils have profited by them while others have not. When it is kept in mind that many of these pupils are still in grades five and six, the possibility that the 93 cases will continue to hold their gain is very remote. For the same reason those who have already had losses will probably lose still more before leaving school.

When the records of all elementary pupils were examined it was found that the 1841 pupils who were promoted in the regular manner had an average retardation score of 12.7%. The 202 superior pupils who skipped grades were retarded -3.06%, a net gain over the normal time for this group. This gives the appearance of unqualified success for double promotions. This is not so apparent when the data are examined further. Due to the grades skipped the superior group had a head start of 16.7%, that is, a starting point of -16.7%. This was reduced to -3.06% by failures in the group, a loss of 13.6%, which was greater than the 12.7% loss sustained by the average pupils who had a starting point of 0.%. When the loss of morale which follows failure is taken into consideration, it is doubtful whether the small net gain secured by the superior group warrants the use of this method of promotion. It is probable that, had these students been promoted at the normal rate, much better work and very few failures would have resulted.

The full effect of double promotions is not felt until the students reach the high school. Retardation is so little in the elementary grades,(an average of 2.7% for grades III, IV, V, VI,

and VIi), that the probability of even an average pupil being retarded in the intermediate grades is very remote. It was possible to trace 53 of the 202 cases into the secondary schools and compare their performance with that of the remaining students. The 322 normal students who did not skip grades in the elementary school were retarded 17.9% in the secondary grades, while the 53 accelerated pupils were retarded 35.2%. The pupils who secured such excellent results in the lower grades had a retardation score in the secondary grades almost double that of the ordinary and poor pupils.

When the progress of these two groups, normal and accelerated, is traced from grade to grade the slump of the latter ~~is~~ when the high school is reached is even more noticeable. Table XVIII, page 52, and the graph on page 53 show the retardation of the two groups from grade 1 to grade XII. The 202 doubly-promoted, or accelerated, pupils show slightly greater retardation in grade 1 but in the remaining elementary grades their progress is always better than normal. In the secondary grades the situation is reversed and they have greater retardation than the normal group in every grade. Except for variations from IV -V and from IX - X the two graphs show that both groups have the same general tendencies, the chief difference being the range through which they operate. Too rapid promotion appears to defeat its own end and cause excessive retardation at a later period.

The causes of the conditions noted above are not easily determined. It is probable that these pupils have more than average ability and that, at the time that the promotions were made, the advances appeared to be warranted. It is not reasonable to suppose that this particular group, after demonstrating so well their ability and interest, should suddenly develop an attitude of

TABLE XVIII

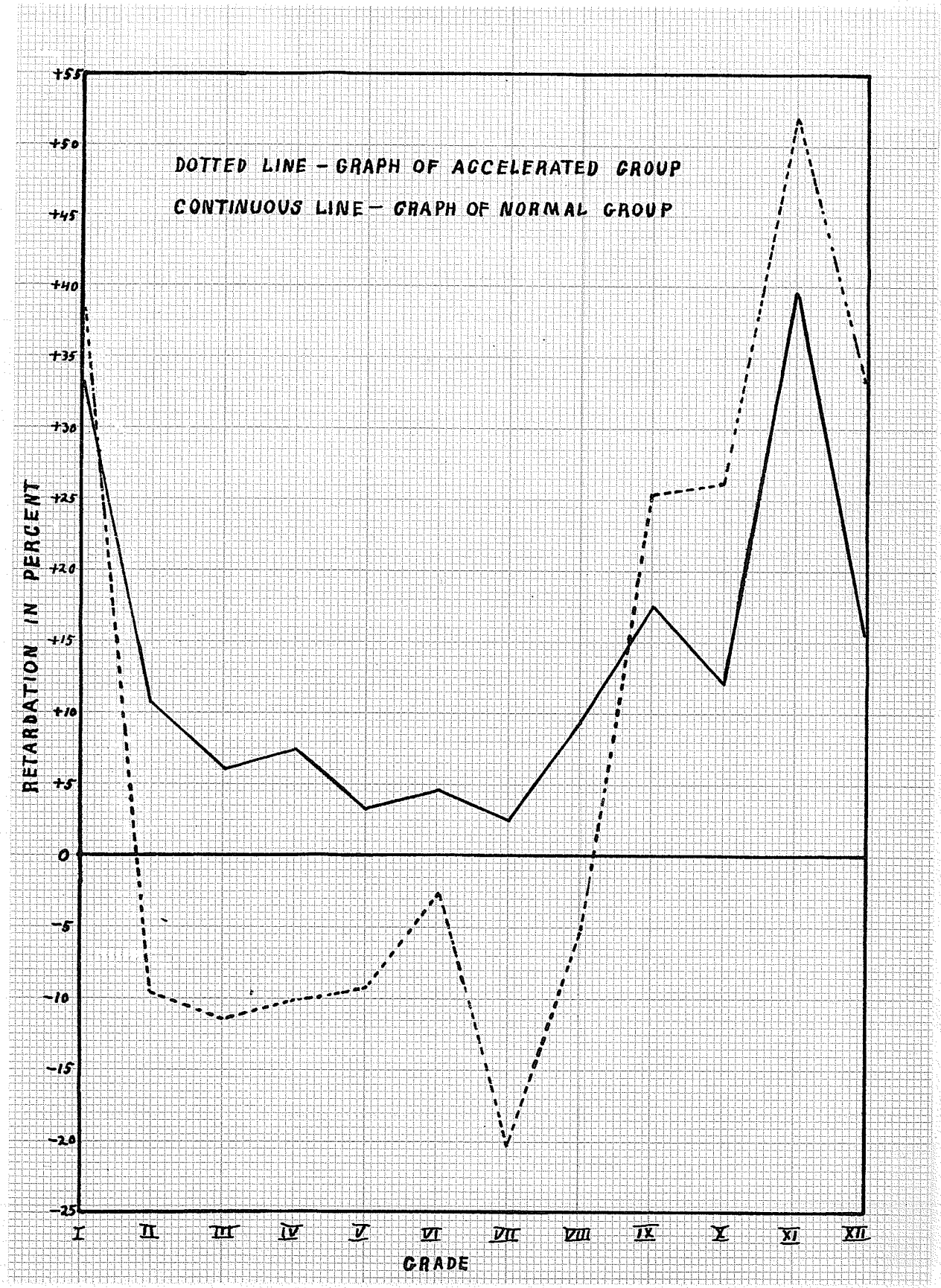
COMPARISON OF THE GRADE RESULTS OF

ACCELERATED AND NORMAL PUPILS

Grade	Retardation in Percent of Each Group	
	Accelerated Pupils (Doubly-promoted)	Normal Pupils (No Double Prom.)
I.	38.3	33.1
II.	-9.6	10.8
III.	-11.4	6.3
IV.	-10.0	7.5
V.	-9.1	3.4
VI.	-2.8	4.7
VII.	-20.1	2.6
VIII.	-6.4	9.5
IX.	25.3	17.6
X.	26.1	12.2
XI.	52.0	39.6
XII.	33.3	15.8
Number in Group	202	1841

FIGURE 111

GRAPH SHOWING THE GRADE RESULTS OF ACCELERATED AND NORMAL GROUPS



indifference towards school work. The following causes are suggested as contributing to the failure of doubly promoted pupils:

(1) The pupils are immature when they reach the higher grades. The previous rapid progress of these children, one of the reasons for double promotion, contributed to the condition. They are not usually mature enough to carry on the thinking processes required in the senior grades.

(2) The ability upon which these students gain their promotion is often a good memory for objective material and a facility in reproducing verbatim the lessons of the teacher, and not the ability to do abstract thinking. As a consequence they are beyond their depth as soon as the reasoning subjects appear.

(3) The pupils do not always secure a good grounding in the subjects necessary for successful work in later grades. They lose, not only part of the school work, but a year or more of general study and experience. A pupil gains more from thorough work done at the normal rate than from the poor work which results when he is forced along too rapidly.

(4) The pupils who skip grades, being below normal age, are not on the same social and physical level as their classmates.

(5) Errors may occur in the teacher's judgment of a child's ability and attainments. Standards vary greatly. A pupil of average ability in a poor class appears much brighter than he would in a good class and may be promoted for that reason.

(6) The desire to make a good showing occasionally results in teachers making promotions which do not show sufficient possibility of later sucess. Public opinion and the promotion habits of predecessors are a powerful influence in the smaller districts.

(7) Possibly one of the foremost reasons for the extent of

double promotions is the lack of knowledge of the eventual results of these promotions. Teachers soon lose contact with their old pupils and, since many years may pass before failure occurs, these teachers continue to make promotions upon the same basis, assuming that the previous cases have been successful.

Pupils not only lose grades when they fail but also that attitude of confidence which is so necessary in school work. The practice of making double promotions is successful in a fair number of cases and should be of value if used carefully. Careless and excessive use can only result in disrepute for a method of advancement which, if properly regulated, would add greatly needed flexibility to the promotion system.

The following conclusions have been reached:

(1) Double promotions are widely used as a method of advancing superior pupils.

(2) A majority of the cases of double promotion have not been justified by the results secured afterwards.

(3) A small number of cases complete their education without losing their acceleration.

(4) Too rapid promotion in the elementary grades results frequently in excessive retardation in later grades.

CHAPTER VIII

SUMMARY OF CONCLUSIONS

Conclusions have been given at the end of each section of the thesis. There are a number of general conclusions which arise out of these but before they are developed the detailed conclusions will be summarized.

A.- Conclusions Relating to the Extent and Distribution of Retardation.

(1) The retardation of rural schools as a whole does not seem unduly great.

(2) Wide variations are found in the degree of retardation in elementary schools of the same type.

(3) The large schools do not vary as much as the small schools.

(4) These variations are not accounted for by the type of school or by surrounding conditions.

(5) The range of variation in secondary schools is not large.

(6) The data show clearly that elementary pupils make better progress in large schools.

(7) While there is a tendency toward better results in the large secondary schools, the data are not extensive enough to prove the point conclusively.

(8) The degree of retardation varies greatly from grade to grade.

(9) The high retardation of grade one is due largely to the period of adjustment to their new surroundings of pupils of varied preparation.

(10) The degree of retardation of grades V, VI, and VII is unduly low in comparison with that of other grades.

(11) Retardation in grade XI is much too high.

(12) Individuals vary greatly in the results they secure.

(13) A large majority of pupils, both elementary and secondary pursue a normal courde in school.

(14) A small percentage of elementary pupils are accelerated.

(15) Retardation in all grades is the result of the failure of a minority of the pupils.

B. - Conclusions Relating to the Causes of Retardation.

(1) Boys are retarded more than girls in both the elementary and secondary schools.

(2) Boys show a wider range of scores, both above and below normal, than girls.

(3) Foreign pupils in the elementary schools are retarded more than the English pupils.

(4) Foreign high school students secure better results than English students.

(5) Many individuals of the foreign group make excellent progress in school.

(6) Children of Scandinavian origin are retarded less than children of the other foreign elements.

(7) In both the elementary and secondary grades the degree of retardation increases as the average attendance decreases.

(8) Poor attendance affects the higher grades more than it does the lower grades.

(9) There is a tendency for the retardation of elementary pupils to increase as distance from school increases.

(10) There is some evidence that van systems of transportation eliminate to some degree the handicap of distance.

(11) Distance from school does not seem to affect high school pupils greatly.

(12) Low mentality is one of the major causes of retardation.

(13) Poor home conditions result in greater retardation.

(14) Too rapid promotion in the lower grades is a cause of retardation in the high school.

(15) Resident pupils are retarded more than non-resident pupils.

C.- Other Conclusions.

(1) The causes of retardation are very closely connected.

(2) There seem to be no standards for teachers to follow in making promotions.

(3) Double promotions are widely used as a method of advancing superior pupils.

(4) A majority of the cases of double promotion have not been justified by the results secured afterwards.

CHAPTER IX

GENERAL CONCLUSIONS AND RECOMMENDATIONS

Causes of Retardation. While the determination of the factors influencing retardation is important, the major causes have been investigated so thoroughly in the past that the objective of the thesis in this connection has been largely a matter of verification. For this reason many important causes have received very brief analysis. The data point to low mental ability, poor attendance, inferior home conditions, and foreign birth as the factors which affect progress most. In this there is close agreement with the conclusions of other investigators.

Certain causes such as, poor health, attendance, and home conditions, are capable of modification and, consequently, they have a much more important bearing upon the elimination of retardation than factors such as sex, and foreign parentage, which are fixed . Of the causes of retardation which can be modified, attendance shows the greatest possibilities of improvement. In spite of a noticeable increase in attendace during the last few years the average for rural areas is still much lower than it should be. Attendance laws cannot be effective as long as attendance officers are lax in their duties, teachers consider that their responsibility ends when their reports are signed, and parents are ignorant of the importance of the whole matter. Possibly much of this indifferent attitude is due to the mistake of emphasizing the point of law rather than the effect of poor attendance upon school work.

The following are recommended as being worthy of consideration in the improvement of the situation:

(1) Increased efficiency and cooperation in the administration of attendance laws by both officers and teachers.

(2) Definite and repeated emphasis upon the necessity for regular attendance by the Department of Education.

(3) Systematic attendance propaganda directed toward parents by teachers and attendance officers.

The Promotion System. Part of the great variation in the amount of retardation found in schools of the same type may be due to the pupils, to home conditions, or to other factors, but most of it may be laid to variations in promotion methods. Teachers of the same ability and training do not promote upon the same basis. Although the programme of studies sets out clearly the topics which must be covered in each grade there is a wide divergence of opinion as to what constitutes mastery of the work. Departmental examinations and, more recently, type papers in school magazines, give teachers in the senior grades some opportunity to gauge the difficulty of their examinations but there are no standards for the lower grades.

Teachers who have just completed their normal course are usually placed in one room rural schools where the need of supervision is greatest and the least is given. Due to their inexperience they are usually much more optimistic as to the effect of their lessons and the soundness of their promotions than the teachers who have had experience. The present staff of Inspectors is altogether too small to give the amount of supervision these teachers require.

Most of the small schools with exceptionally fine records have secured them through the excessive use of double promotions, and

it has been shown that these promotions, while they may appear successful while the pupils are in the elementary grades, eventually result in many cases of retardation.

Unsound promotions and the retardation they results from them could be materially reduced by the adoption of the suggestions given below:

(1) The new curriculum has become well enough established to warrant the development of standardized tests based upon it. These tests could be used by rural teachers both as guides in the preparation of their own papers and as a check upon the results they have been securing.

(2) Local or municipal groups of teachers could prepare examinations for their own use. This has been done successfully in a number of instances.

(3) The number of inspectors should be increased.

(4) In the event of the larger unit of administration becoming effective adequate supervision should be provided.

Further Study of Retardation. Retardation may be reduced but never eliminated. It is such an important and complex subject that further study of it should be made. Since the causes of retardation are fairly well known further investigations should be directed toward the development of methods of eliminating it. The success of any programme for the reduction of retardation will depend upon the inclusion of all the factors affecting it and upon the cooperation of all those who are interested in the progress and welfare of the children who make our schools.

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APPENDIX 1

DATA UPON THE SCHOOLS INCLUDED IN THE STUDY

School 2A. One room rural, enrolment 12, fairly old district, 100% English, prosperous, attitude good, farms excellent.

School 2B. One room rural, enrolment 22, old district, 10% foreign, farms finances and attitude average.

School 1A. Two room elementary rusal, enrolment 66, 100% foreign, fairly new district, farms very poor- bush hills stone, 12 miles from railroad on dirt road, teachers usually foreign.

School 2C. One room rural, enrolment 12, 100% English, farms finances good, attitude average.

School 1B. One room rural, enrolment 18, quite old, 100% English, fairly prosperous, attitude excellent, farms average.

School 2D. One room rural, enrolment 18, one of first schools outside Winnipeg, well-to-do, progressive, 100% English, attitude and farms excellent.

School 1C. Four room village, one room secondary, 10% foreign, enrolment 133 elem. 35 sec., van service, not very old, farms average to poor, finances poor, attitude average.

School 1D. One room rural, enrolment 23, 52% foreign, farms excellent, attitude and finances good.

School 1E. One room rural, enrolment 15, 100% English, old prosperous district, attitude and finances excellent.

School 2E.(Elem.) 2C (Sec.) Five room town, 2 secondary rooms, enrolment 139 elem. 40 sec., 7% foreign in elem., old district, progressive, finances excellent, attitude good, few country pupils, no vans.

School 1F(Elem.)1F (Sec.) Two room village, one room sec., enrolment 32 elem., 24 sec., prosperous and progressive, excellent finances, attitude above average, 4% foreign in elem., vans.

School 2F. One room rural, enrolment 17, 12% foreign, average farms finances, attitude good.

School 2G. (Elem.) 2B. (Sec.) Four room village, enrolment 114 elem. 14 sec., 91% foreign in elem., Scandinavian, farms poor, finances very poor, attitude average, no vans, one sec. room.

School 1G. (Elem.) 1A. (Sec.) Large town system, 9 elem. rooms, 4 sec. rooms, separate collegiate building, town fully modern, served by two railways and junction of two highways, enrolment 419 elem. 149 sec., attitude only fair, finances good, 10% foreign. This school was selected to represent the fully graded town type.

School 2H. One room rural, enrolment 16, very old district, farms excellent, attitude good, 100% English.

School 1H. One room rural, enrolment 27, 22% foreign, farms average to poor, finances good, attitude poor.

School 1I. One room village, enrolment 40, 100% English, farms and finances average, attitude fair.

School 1J. One room rural, enrolment 32, 31% foreign, farms and finances excellent, fairly old district, attitude fair.

School 1K. One room village, enrolment 40, 100% English, farms and finances fair, attitude fair.

School 2I. One room rural, enrolment 19, 21% foreign, farms fair or poor, finances very poor, attitude fair.

School 1L. One room rural, enrolment 37, fairly old well-to-do district, 21% foreign, farms good, attitude only fair.

School 2J. One room rural, enrolment 40, 45% foreign, farms and finances average, attitude fair.

School 1M. (Elem.) 1D. (Sec.) Four room school, one sec. room, enrolment 158 elem. 36 sec., 12% foreign in elem., farms fair to poor, finances fair, very old village school, attitude fair, van service.

School2K. One room village, enrolment 31, 3% foreign, farms and finances average, attitude fair.

School 2L. One room rural, enrolment 40, 42% foreign, farms excellent, finances good, attitude average, new district.

School 1N. One room rural, enrolment 39, 48% foreign, farms average to excellent., finances excellent, attitude good.

School 1O. One room rural, enrolment 29, 86% foreign, farms poor, finances fair, attitude poor.

School 2M. One room rural, enrolment 28, 100% English, farms and finances excellent, attitude fair.

School 1P. (Elem.) 1E. (Sec.) Six room village, 2 sec. rooms, enrolment 173 elem. 52 sec., 42% foreign in elem. rooms, van service, farms from excellent to poor, finances good, newly organized consolidated district, attitude variable.

School 1Q. One room rural, enrolment 20, 10% foreign, attitude fair, farms average, finances good.

School 2N. One room rural, enrolment 26, 23% foreign, attitude good, land excellent, finances excellent.

School 2O. (Elem.) 2A. (Sec.) Four room village, one sec. room, teachers Sisters from convent, 95% french, farms fair to poor, finances very poor, attitude fair.

School 1R. One room rural, enrolment 38, 8% foreign, attitude indifferent, farms and finances only fair.

School 1S. One room rural, enrolment 43, 93% foreign, remote from railway and highway, farms very poor, finances not good, attitude poor.

School 1T. One room rural, enrolment 13, 100% foreign, 1¼ miles from railroad, farms very poor- bush hills and stones, attitude poor.

School 1F. (Sec.) Four room village, one room sec. enrolment 3¼ sec. farms poor, finances average, attitude fair, This school was included particularly because the high school room was 50% foreign. Only the one room was taken.

Note. The school numbers given in this list are those used in tables 1 and 11.

APPENDIX II: COPY OF QUESTIONNAIRE INSTRUCTIONS.

Eden, Manitoba.

Dear Miss Blank;

I am making a study of the cause and extent of retardation in the rural schools of Manitoba. The basic data are the progress records of the pupils of 35 graded and ungraded schools. I find that natural ability, home influences, and several other factors have an important bearing upon progress. Since I have no personal contact with these pupils, I would like to call upon you for certain information regarding these factors. If you would complete the attached form and return it at your earliest convenience I should be greatly indebted to you. All information is strictly confidential and pupils will be referred to in reports by number only.

Nationality: Please mark E (English speaking), or F (Foreign extraction), if the exact nationality cannot be ascertained.

Ability Rating: Mark A (Exceptional ability); B (Excellent), C (Average), D (Poor), E (Very poor).

In this connection the basis should be your estimate of what the pupil is capable of doing under ideal conditions rather than of what he has done in school.

Home Influences: Mark A (Exceptionally good), B (Excellent), C (Average), D (Poor), E (Very poor).

This will be an estimate of conditions in the home, parental encouragement, outside activities, incentive to work, etc.

It may be difficult to make estimates in some cases but, since inaccuracies will be largely eliminated in the average of some 2000 pupils, kindly fill all blanks.

Remarks: Remark special conditions, (such as health).

Yours very truly,

APPENDIX 11: COPY OF QUESTIONNAIRE FORM.

Eden School No. 1661.

Name	Score	Nationality	Ability Rating	Home Infl.	Distance from school Remarks
Tom Brown	6,2				
Mary Smith	4				
John Jones	5,1				
Paul King	4,1				
Etc.					

Note: Only the last four columns were filled by the teacher.

APPENDIX III

TABLE OF BASIC DATA UPON INDIVIDUAL PUPILS

This table gives the detailed individual records from which all statistics in the text have been derived. These records are not complete in every instance. The following information is given:

(1) A number has been assigned to each pupil.

(2) The grade columns show the years spent by each pupil in each grade. The number 25 in the grade III column would mean that that particular pupil had spent the school year ending June, 1925, in grade III. Two numbers in the pupil's record for a grade indicates a repeated grade. When two or more grades were covered in one year the year number, preceded by a blank, is placed in the last grade taken during the year. In making calculations the proper corrections were made for these blanks.

(3) In the attendance column 160 means an average attendance of from 160 days to 169 days. An average attendance of 190 in the elementary grades and 170 in the secondary grades would be shown by the numbers; 19-17.

(4) Distances are given as: ½ (-1), less than one mile, (2) from 2-2.9 miles, etc. The letter "n" in the distance column refers to non-resident high school pupils. No distances are given for certain of the town schools.

(5) In the nationality column, E stands for English speaking, F for foreign extraction.

(6) Ability Ratings are: A (Exceptional ability), B (Excellent), C (Average), D (Poor), E (Very poor).

(7) Home Influence Ratings are: A (Exceptionally good), B (Excellent), C (average), D (poor), E (Very poor).

The few high school students classed as extras are recorded in the rural schools,(one-room), where they were taking their work. An index of the schools is given on page 71.

INDEX OF SCHOOLS FOR APPENDIX III.

Pupil Number	GRADE												Atten-dance	Dist-ance	Sex	Nation-ality	Abil-ity	Home Infl.
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	XI.	XII.						
School 1G. (Elem.) 1A. (Sec.)																		
1	21	22	23	24	25	26	27	28	29	30	31	32 33	180		M	E	C	D
2	22	23	24	25	26	27		28	29	30	31	32 33	180		F	E	B	B
3	23	24	25	26	27	28		29	30	31	32	33	15-18	n	F	E	B	B
4									29 30	31	32	33	180		M	E	C	B
5									29	30	31	32 33	180		M	E	B	B
6	21	22	23	24	25	26		27	28	29	30 31	32 33	18-15		M	E	C	B
7												33	180	n	M	E	B	B
8										31	32	33	180	n	M	E	C	C
9												33	180	n	M	E	C	B
10										31	32	33	170	n	M	E	C	B
11	21	22	23	24	25	26		27	28 29	30	31	32 33	18-16		M	E	D	E
12									29	30	31 32	33	180		F	E	C	B
13	23	24	25	26	27	28		29	30	31	32	33	180		M	E	B	B
14									29 30	31	32	33	170	n	M	E	C	B
15		24	25	26	27	28		29	30	31	32	33	17-18		F	E	A	A
16												33	180	n	M	E	B	B
17									29	30	31	32 33	180		F	E	C	C
18	22	23	24	25	26	27		28	29	30	31	32 33	180		M	E	B	C
19	23	24	25	26	27	28		29	30	31	32	33	180		F	E	C	C
20											33		180	n	F	E	B	B
21										31	32	33	180	n	F	E	B	B
22	21 22	23	24	25	26	27		28	29 30	31	32 33		17-18		M	E	D	C
23	23	24	25	26	27	28	29	30	31	32	33		17-18		M	E	B	B
24	23	24	25	26	27	28		29	30	31	32 33		17-15		F	E	B	B
25	23	24	25	26	27	28	29	30	31	32	33		180		M	E	D	C
26									31	32	33		170	n	M	E	C	C
27	23	24	25	26	27	28	29	30	31	32	33		180		F	E	C	C
28		20	21	22	23	24	25	26	27	29 31	33 32		18-16		M	E	C	C
29	23	24	25	26	27	28		29	30	31	32 33		160		F	E	C	C
30	21 22	23	24	25	26	27		28	29 30	31 32	33		17-18		F	E	D	C
31	23	24	25	26	27	28	29	30	31	32 33			180		M	E	C	C
32	21	22	23	24 25	26	27	28	29	30	31 32	33		18-15		M	E	D	D
33		23	24	25 26	27	28		29	30	31	32 33		16-15		M	E	C	C
34		23	24	25	26	27	28		29	30	31	33	180		M	E	C	C

Pupil Number	GRADE												Atten-dance	Dist-ance	Sex	Nation-ality	Abil-ity	Home Infl.
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	XI.	XII.						
35	23	24	25	26	27	28	29	30	31	32	33		18-17		F	E	C	C
36	23	24	25	26	27	28	29	30	31	32	33		17-12		F	E	D	C
37									31	32	33		180	n	F	E	B	B
38	21	22	23	24	25	26		27	28	30	32		16-15		M	E	D	C
									29	31	33							
39		23	25	26	27	28		29	30	31	32		17-16		F	E	C	C
		24									33							
40	23	24	25	26	27	28	29	30	31	32	33		180		F	E	D	D
41	23	24	25	26	27	28	29	30	31	32	33		17-16		F	E	D	C
42									31	32	33		170	n	M	E	B	B
43	20	22	23	24	25	27	28	29	30	31	32		17-16		F	E	D	C
	21				26						33							
44									31	32	33		180		F	E	B	A
45		23	24	25	26	27		28	29	31	32		17-16		F	E	D	C
									30		33							
46	23	24	25	26	27	28		29	30	31	32	33	180		F	E		
47	23	24	25	26	27	28	29	30	31	32	33		18-17		F	E	D	C
48	23	24	25	26	27	28	29	30	31	32	33		180		F	E	B	C
49	21	22	23	24	25	26		28	29	31	32		18-17		M	E	D	C
						27			30		33							
50							29	30	31	32	33		180		F	E	C	C
51	23	24	25	26	27	28	29	30	31	32	33		180		M	E	B	B
52	21	22	23	24	25	26	27	28	29	31	32		170		F	E	D	C
									30		33							
53	21	22	23	24	25	26		27	29	31	32		18-16		F	E	D	D
								28	30		33							
54	23	24	25	26	27	28		29	30	31	32		180		F	E	D	C
											33							
55									31	32	33		170	n	F	E	C	B
56	23	24	25	26	27	28	29	30	31	32	33		180		F	E	C	C
57	24	25	26	27	28	29	30	31	32	33			160		F	E	B	B
58									31	33			180	n	F	E	B	B
59	24	25	26	27	28	29	30	31	32	33			13-12		M	E	D	C
60						29	30	31	32	33			18-17		F	E	C	C
61	24	25	26	27	28	29	30	31	32	33			17-16		F	E	C	C
62							30	31	32	33			15-16		M	E	C	C
63	22	24	25	26	27	28	29	30	31	32			180		F	E	E	B
	23									33								
64	23	24	25	26	27	28	29	30	31	33			180		F	E	C	C
									32									
65						29	30	31	32	33			180		M	E	A	A
66									32	33			180	n	F	E	C	C
67									32	33			180	n	M	E	C	C
68	23	24	25	27	28	29	30	31	32	33			17-16		M	E	D	D
			26															
69									32	33			160		M	E	B	B
70		24	26	27	28	29	30	31	32	33			180		M	E	C	B
		25																
71		24	25	26	27	28	29	30	31	32			180		F	E	C	B
										33								
72										33			180	n	M	E	B	B
73	24	25	26	27	28	29	30	31	32	33			180		F	E	D	C
74	21																	
	22																	

Pupil Number	GRADE												Atten-dance	Dist-ance	Sex	Nation-ality	Abil-ity	Home Infl.
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	XI.	XII.						
74	21 22	23	24	25	26 27	28	29	30	31	32 33			16-17		M	E	D	C
75				27	28	29	30	31	32	33			180		M	E	D	C
76	21 22	23	24 25	26	27	28	29	30 31	32	33			16-12		M	E	C	C
77	23	24	25	26	27	28	29	30	31 32	33			180		M	E	D	C
78				26	27	28	29	30	31	32 33			170		F	E	D	D
79		25	26	27	28	29	30	31	32	33			180		M	E	B	B
80			26	27	28	29	30	31	32	33			16-18		F	E	C	C
81	23 24	25	26	27	28	29	30	31	32	33			17-18		M	E	C	B
82										33			180	n	M	E	C	C
83	23	24	25 26	27	28	29	30	31	32	33			17-18		F	E	C	C
84						29	30	31	32	33			170		F	E	D	D
85	22 23	24	25	26	27	28	29	30	31 32	33			18-12		M	E	D	C
86	23	24	25 26	27	28	29	30	31	32	33			180		F	E	C	C
87	20 21	22	23 24	25	26 27	28	29	30	31 32	33			17-16		M	E	C	C
88	24	25	26	27	28	29	30	31	32	33			17e18		M	E	C	C
89	24	25	26	27	28	29	30	31	32	33			180		F	E	C	C
90	23	24	25 26	27	28	29	30	31	32	33			180		M	E	D	C
91	23	24	25 26	27	28	29	30	31	32	33			17-18		F	E	B	B
92			26	27	28	29	30	31	32	33			180		F	E	D	C
93	21 22	23	24	25	26	27	28	29	30 31	32 33			16-15		M	E	D	C
94								31	32	33			17-18		M	F	A	B
95									33				100	n	M	E	B	B
96									33				100	n	F	E	B	B
97									33				180	n	M	E	B	B
98						29	30	31 32	33				180		F	E	D	D
99				26 27	28	29	30	31 32	33				180		F	E	C	C
100			27	28	29	30	31	32	33				180		F	E	C	C
101	24	25 26	27	28	29	30	31	32	33				180		M	E	C	B
102									33				180	n	F	E	D	C
103									33				180	n	M	E	C	B
104									33				180	n	M	E	D	B
105	23	24 25	26	27	28	29	30	31 32	33				180		F	E	E	D
106								31	32 33				170		F	F	C	C
107	24 25	26	27	28	29	30	31	32	33				17-18		F	E	C	B
108			27	28	29	30	31	32	33				180		M	E	C	C

Pupil Number	GRADE												Attendance	Distance	Sex	Nationality	Ability	Home Infl.
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	XI.	XII.						
109	24 25	26	27	28	29	30	31	32	33				17-18		F	E	D	C
110	25	26	27	28	29	30	31	32	33				170		F	E	D	D
111						30	31	32	33				180		M	E	C	B
112						27	29	31	33				150		F	E		
						28	30	32										
113								32	33				180		F	E	C	C
114	22 23	24	25	26	27	28	29	30	31 32 33				16-13		M	E	E	E
115	25	26	27	28	29	30	31	32	33				180		M	E	D	D
116	25	26	27	28	29	30	31	32	33				160		F	E	C	C
117	25	26	27	28	29	30	31	32	33				180		M	E	C	C
118	24	25	26	27	28	29	30	31	32 33				170		F	E	D	C
119			26	27	28	29	30	31	32 33				16-16		M	E	D	C
120									33				180		M	E	B	B
121	25	26	27	28	29	30	31	32	33				17-18		F	E	D	C
122			26	27	28	29	30	31	32 33				180		M	E	C	C
123			26	27	28	29	30	31	32 33				18-15		M	E	D	D
124	23 24	25	26	27	28	29	30	31	32 33				180		F	E	D	D
125				28	29	30	31	32	33				170		M	E	D	C
126									33				160	n	F	E	C	D
127	25	26	27	28	29	30	31	32	33				180		M	E	D	C
128									33				150		F	E	E	D
129	22 23	24	25	26	27	28	29	30	31 32 33				16-12		M	E	D	C
130				28	29	30	31	32	33				180		F	E	D	C
131	24	25	26	27	28	29	30	31	32 33				17-18		F	E	D	C
132	25	26	27	28	29	30	31	32	33				180		M	E	B	B
133								32	33				180		M	E	C	B
134	25	26	27	28	29	30	31	32	33				180		M	E	D	D
135	24	25	26	27	28	29	30	31 32	33				180		M	E	D	D
136								32	33				180		F	E	D	C
137	25	26	27	28	29	30	31	32	33				180		F	E	B	C
138	24	25	26	27	28	29	30	31 32	33				180		F	E	D	C
139				27	28	29	30	31 32	33				150		M	E	D	C
140	25	26	27	28	29	30	31	32	33				180		F	E	B	C
141									33				180	N	F	E	B	B
142						30	31	32	33				16-15		F	E	D	C
143						30	31	32	33				180		F	E	C	C
144	20	21	22	23	24	25	26	27 28	29 30 31				17-13		M	E	E	D

Pupil Number	GRADE I.	II.	III.	IV.	V.	VI.	VII.	VIII.	Attendance	Distance	Sex	Nationality	Ability	Home Infl.
145	25	26	27 28	29	30	31	32	33	170		M	E	C	B
146						31	32	33	180		F	E	A	B
147	26	27	28	29	30	31	32	33	180		M	E	B	A
148	26	27	28	29	30	31	32	33	180		M	E	B	E
149	25 26	27	28	29	30	31	32	33	170		M	E	C	C
150			27	28	29	30	31	32 33	170		M	E	D	C
151	26	27	28	29	30	31	32	33	180		MM	E	C	C
152	25 26	27	28	29	30	31	32	33	180		M	E	D	C
153						31	32	33	170		F	E	B	C
154	25 26	27	28	29	30	31	32	33	160		M	E	C	C
155	26	27	28	29	30	31	32	33	180		F	E	C	C
156	26	27	28	29	30	31	32	33	180		F	E	C	C
157	[illegible]			29	30	31	32	33	180		M	E	C	C
158				29	30	31	32	33	180		F	E	B	C
159						31	32	33	180		F	E	B	C
160	25	26	27	28	29	30	31 32	33	170		M	E	C	C
161			27	29	30	31	32	33	160		F	E	D	D
162			27	28	29	30	31	32 33	160		F	E	D	C
163	26	27	28	29	30	31	32	33	170		F	E	C	C
164	23	24 25	26 27	28	29	30	31 32	33	160		M	E	C	C
165	25 26	27	28	29	30	31	32	33	170		F	F	C	D
166	26	27	28	29	30	31	32	33	160		M	E	B	D
167			27	28 29	30	31	32	33	180		F	E	C	C
168	26	27	28	29	30	31	32	33	180		F	E	C	C
169			27	29	30	31	32	33	180		M	E	C	C
170								33	160		M	E	B	C
171						31	32	33	180		F	E	C	A
172	26	27	28	29	30	31	32	33	170		F	E	C	D
173	26	27	28	29	30	31	32	33	170		M	E	C	D
174	26	27	28	29	30	31	32	33	180		M	E	B	B
175		27	28	29	30	31	32	33	170		F	E	B	B
176	26	27	28	29	30	31	32	33	180		M	E	C	B
177							32	33	180		M	E	C	C
178			28	29	30	31	32	33	180		F	E	C	C
179	25	26	27	28	29	30 31	32	33	180		F	E	C	C
180						31	32	33	180		F	E	C	E
181						31	32	33	170		M	E	A	B
182						32	33		180		M	E	C	C
183		27 28		29	30	31 32	33		110		M	E	D	C
184							33		130		F	E	B	D
185	27	28	29	30	31	32	33		180		M	E	E	C

Pupil Number	GRADE I.	II.	III.	IV.	V.	VI.	VII.	VIII.	Attendance	Distance	Sex	Nationality	Ability	Home Infl.
186	27	28	29	30	31	32	33		160		F	E	D	C
187				29	30	31	33		170		M	E	D	D
						32								
188				30	31	32	33		160		F	E	C	C
189	27	28	29	30	31	32	33		160		F	E	B	A
190	27	28	29	30	31	32	33		160		F	E	C	B
191	26	27	28	29	31	32	33		160		F	E	D	D
				30										
192						32	33		170		M	E	B	C
193	27	28	29	30	31	32	33		160		M	E	A	A
194	27	28	29	30	31	32	33		160		M	E	A	B
195			29	30	31	32	33		160		M	E	C	C
196		27	29	30	31	32	33		160		F	E	C	C
		28												
197	27	28	29	30	31	32	33		160		F	E	C	D
198	27	28	29	30	31	32	33		160		F	E	C	C
199	27	28	29	30	31	32	33		140		F	E	A	B
200						32	33		160		F	E	C	C
201						32	33		150		F	E	C	C
202	27	28	29	30	31	32	33		160		F	E	C	C
203	27	28	29	30	31	32	33		160		F	E	C	C
204	27	28	29	30	31	32	33		160		F	E	C	C
205				29	31	32	33		160		M	F	C	C
				30										
206	24	25	27	28	30	31	33		150		M	E	D	C
		26		29		32								
207			29	30	31	32	33		160		F	E	D	C
208				30	32	32	33		150		M	E	C	C
209						32	33		150		M	F	C	C
210	27	28	29	30	31	32	33		150		M	E	B	C
211							33		150		F	E	D	C
212	27	28	29	30	31	32	33		150		F	E	C	C
213	27	28	29	30	31	32	33		170		M	E	C	C
214	25	27	29	30	31	32	33		160		F	E	C	C
	26	28												
215							33		160		M	F	C	C
216						32	33		150		M	E	C	C
217		28	29	30	31	32	33		150		F	E	C	C
218	27	28	29	30	31	32	33		150		M	E	C	C
219	27	28	29	30	31	32	33		170		M	E	A	A
220	28	29	30	31	32	33			160		F	E	A	A
221			29	30	31	32			160		M	E	D	B
						33								
222	23	25	28	29	31	32			150		M	E	E	C
	24	26		30		33								
		27												
223	28	29	30	31	32	33			150		F	E	C	C
224	28	29	30	31	32	33			170		M	E	C	C
225	28	29	30	31	32	33			160		F	E	C	C
226						33			160		M	E	C	C
227			29	30	31	32			150		M	E	D	C
						33								
228	28	29	30	31	32	33			150		F	E	D	C

Pupil Number	GRADE I.	II.	III.	IV.	V.	VI.	VII.	VIII.	Attendance	Distance	Sex	Nationality	Ability	Home Infl.
229	27	28	29	30	31	32 33			180		F	E	D	C
230	28	29	30	31	32	33			180		F	E	C	C
231		29	30	31	32	33			180		F	E	C	C
232	27	28	29	30	31	32 33			160		M	E	D	C
233		27 28	29	30	31	32 33			180		F	E	D	C
234	28	29	30	31	32	33			180		M	E	B	B
235						33			180		M	E	C	C
236		29	30	31	32	33			180		M	E	C	C
237		29	30	31	32	33			180		F	E	C	C
238	28	29	30	31	32	33			180		M	E	C	C
239	28	29	30	31	32	33			170		F	E	D	C
240	28	29	30	31	32	33			180		M	E	C	C
241						33			180		F	E	B	B
242						33			170		M	E	A	A
243		29	30	31	32	33			150		F	E	C	C
244	28	29	30	31	32	33			180		M	E	C	C
245						32 33			180		F	E	D	C
246	23 24	25 26	27 28	29 30	31	32 33			150		M	E	E	C
247				31	32	33			150		F	E	C	C
248		29	30	31	32	33			170		M	F	C	C
249	28	29	30	31	32	33			180		F	E	A	B
250	28	29	30	31	32	33			140		M	E	B	C
251				31	32	33			170		F	E	C	C
252		29	30	31	32	33			180		M	E	D	C
253	29	30	31	32	33				180		F	E	C	B
254	25 26	27 28	29 30	31 32	33				180		M	E	E	D
255	27 28	29	30	31 32	33				180		M	E	C	D
256	29	30	31	32	33				170		F	E	B	A
257	29	30	31	32	33				150		F	E	A	A
258				32	33				180		M	E	A	A
259	29	30	31	32	33				180		M	E	C	D
260		29	30	31	32 33				160		F	E	E	C
261	29	30	31	32	33				170		F	E	C	A
262		30	31	32	33				180		M	E	A	B
263	28	29	30	31	32 33				180		F	E	D	B
264	27	28	29	30 31	32 33				180		F	E	D	C
265	29	30	31	32	33				170		F	E	C	D
266	29	30	31	32	33				170		M	E	D	C
267		30	31	32	33				180		F	E	A	A
268			30	31 32	33				170		F	E	D	D
269	28	29	30 31	32	33				180		M	E	C	E

Pupil Number	GRADE								Attendance	Distance	Sex	Nationality	Ability	Home Infl.
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.						
270	28	29	30	31	32 33				180	R	F	E	C	D
271	29	30	31	32	33				180		F	E	E	D
272		29	30	31 32	33				160		F	E	D	C
273				32	33				180		M	E	C	C
274	29	30	31	32	33				170		M	E	B	C
275		29	30	31 32	33				170		M	E	D	C
276	29	30	31	32	33				160		M	E	C	D
277	28	29	30	31 32	33				170		M	E	C	D
278			31	32	33				170		F	E	B	C
279		28	29 30	31 32	33				170		M	E	E	D
280		30	31	32	33				180		M	E	C	C
281					33				180		F	E	B	A
282	29	30	31	32	33				170		F	E	D	C
282	27 28	29	30	31 32	33				170		M	E	E	E
283	29	30	31	32	33				180		M	F	D	D
284		29	30	31 32	33				170		M	E	C	C
285	29	30	31	32	33				180		M	E	D	C
286				32	33				100		M	E	B	C
287					33				180		M	E	C	C
288	29	30	31	32	33				180		F	E	C	C
289	29	30	31	32	33				180		F	E	C	C
290				32	33				160		F	E	A	B
291	28	29	30 31	32	33				180		F	E	E	C
292	29	30	31	32	33				180		M	E	C	C
293	29	30	31	32	33				160		F	E	D	D
294					33				180		M	E	C	C
295	29	30	31	32	33				180		M	E	E	C
296	29	30	31	32	33				180		M	E	C	C
297		30	31	32	33				160		M	E	D	E
298	29	30	31	32	33				170		M	E	E	C
299	29	30	31	32	33				180		M	E	D	C
300	29	30	31	32 33					150		M	E	C	E
301				33					160		F	E	B	C
302	30	31	32	33					180		M	F	C	C
303	30	31	32	33					180		F	E	B	A
304	30	31	32	33					160		M	E	C	E
305	30	31	32	33					156		M	E	C	B
306	27 28	29	30 31	32 33					150		M	E	D	C
307	28	29 30	31 32	33					160		F	E	D	C
308	29	30 31	32	33					180		F	E	C	C
309			32	33					160		F	E	B	C

Pupil Number	GRADE								Atten-dance	Dist-ance	Sex	Nation-ality	Abil-ity	Home Infl.
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.						
310	30	31	32	33					180		M	E	B	B
311	30	31	32	33					180		M	E	B	C
312			32	33					160		F	E	B	B
313	30	31	32	33					180		M	E	A	B
314	28	29	31	33					150		M	E	D	B
		30	32											
315				33					100		M	F	B	E
316	30	31	32	33					180		M	E	D	D
317			32	33					170		F	E	C	C
318	30	31	32	33					180		M	E	D	D
319	30	31	32	33					170		F	E	C	D
320	30	31	32	33					170		F	E	B	B
321	28	29	31	33					150		F	E	B	C
		30	32											
322	30	31	32	33					180		M	E	C	C
323	30	31	32	33					160		F	E	B	D
324	29	30	31	33					150		M	E	B	D
			32											
325	30	31	32	33					180		F	E	C	B
326	30	31	32	33					180		F	E	A	C
327	29	30	32	33					150		M	E	A	C
		31												
328	30	31	32	33					170		F	F	C	D
329	29	30	31	33					140		F	F	C	D
			32											
330	30	31	32	33					180		M	E	D	C
331			32	33					180		F	E	C	C
332	30	31	32	33					180		M	E	B	C
333			32	33					180		M	F	B	D
334		29	31	32					170		M	E	D	E
		30		33										
335	29	30	31	33					160		M	E	C	C
			32											
336	30	31	32	33					180		F	E	C	B
337	29	31	32	33					160		M	F	C	C
	30													
338	30	31	32	33					170		F	E	C	E
339	29	30	31	32					170		M	E	C	D
				33										
340	30	31	32	33					180		F	E	C	C
341	30	31	32	33					180		M	E	C	C
342		31	32	33					150		M	E	B	C
343	30	31	32	33					180		M	E	C	C
344				32					160		F	E	C	D
				33										
345		29	31	32					120		M	E	C	E
		30		33										
346		31	32						160		M	E	B	C
347	31	32	33						180		M	E	C	A
348	29	31	33						140		F	E	E	D
	30	32												
349	31	32	33						170		M	E	B	B
350	31	32	33						180		M	E	B	A

Pupil Number	GRADE								Atten-dance	Dist-ance	Sex	Nation-ality	Abil-ity	Home Infl.
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.						
351	31	32	33						180		F	E	B	C
352	31	32	33						170		M	E	B	E
353	31	32	33						170		M	E	C	D
354	30 31	32	33						180		F	E	D	C
355	31	32	33						180		F	E		
356	31	32	33						180		F	E	D	B
357	30	31 32	33						180		F	E	C	C
358	30	31	32 33						180		F	E	C	B
359			33						160		M	E	C	C
360	31	32	33						170		F	E	A	C
361	31	32	33						180		F	E	B	C
362	30 31	32	33						160		F	E	D	E
363	30	31	32 33						180		F	E	C	E
364		32	33						180		F	E	C	D
365	29 30	31	32 33						180		F	F	D	D
366	29 30	31	32 33						170		M	F	E	D
367	31	32	33						180		M	E	C	B
368	30	31 32	33						180		F	E	E	C
369		32	33						150		F	E	C	D
370	31	32	33						150		F	E	B	C
371	31	32	33						170		M	E	C	C
372	31	32	33						170		M	E	C	C
373	28 29	30 31	32 33						180		M	E	C	C
374	31 30	32	33						180		M	E	C	C
375	31	32	33						170		M	E	B	B
376	28 29	30 31	32 33						170		M	E	B	E
377		32	33						100		M	E	C	E
378	31	32	33						170		F	E	B	B
379	31	32	33						170		F	E	C	C
380	31	32	33						180		F	E	C	C
381		32	33						180		M	E	C	C
382	31	32	33						170		F	E	A	A
383	31	32	33						180		F	E	C	C
384	30	31 32	33						180		M	E	B	D
385	31	32	33						170		M	E	D	B
386	29 30	31 32							140		M	E	D	D
387		32 33							180		M	E	B	C
388		32 33							180		F	E	C	C
389		33							180		M	E	C	C
390		33							180		F	E	C	C

Pupil Number	GRADE I.	II.	III.	IV.	V.	VI.	VII.	VIII.	Attendance	Distance	Sex	Nationality	Ability	Home Infl.
391		33							160		F	E	C	C
392		33							160		M	E	B	D
393		33							160		F	E	A	A
394	31	33							160		M	E	C	C
	32													
395		33							110		M	F	C	C
396		33							110		F	F	C	C
397		33							160		M	E	B	C
398		33							160		M	E	B	C
399	31	33							140		F	E	B	C
	32													
400	32	33							170		M	E	C	C
401	32	33							130		M	F	C	C
402	31	32							170		F	E	B	D
		33												
403	31	33							160		F	E	C	C
	32													
404	29	31							160		M	E	B	D
	30	32												
		33												
405		33							160		M	E	C	C
406	31	32							160		M	F	C	D
		33												
407	31	33							160		M	E	C	C
	32													
408		33							160		M	E	B	C
409		33							160		M	E	C	C
410		33							150		F	E	C	C
411		33							160		M	E	C	C
412		33							160		M	E	C	C
413	33	33							150		M	F	C	C
414		32							160		M	F	C	C
		33												
415		33							110		F	E	D	C
416		33							150		M	E	C	C
417	31	32							130		F	E	C	C
		33												
418	32	33							150		M	F	C	D
419		33							160		F	E	C	B
420		33							160		F	E	C	B
421		33							160		F	E	C	B
422		33							160		M	E	C	B
423		33							160		F	E	B	B
424	32	33							170		M	E	C	C
425	32	33							160		F	F	C	D
426		33							160		M	E	C	C
427		33							160		F	E	C	C
428		33							160		F	E	C	C
429		33							160		F	E	B	B
430	32	33							160		F	F	C	D
431	31	32							160		M	F	C	D
		33												
432		33							160		M	E	C	B

Pupil Number	GRADE								Attendance	Distance	Sex	Nationality	Ability	Home Infl.
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.						
433		33							180		M	E	C	C
434		33							180		M	E	C	C
435		33							180		M	E	C	C
436		33							180		M	E	C	B
437		32							150		M	E	C	C
438	32	33							160		M	E	C	C
439	32	33							130		M	E	C	C
440		33							180		M	E	C	D
441	30	32							180		F	E	D	D
	30	33												
442		33							180		M	E	B	C
443		33							180		F	E	B	B
444		33							160		F	E	B	B
445		33							180		F	E	C	D

School 1M. (Elem.) 1D. (Sec.)

Pupil Number	GRADE I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	XI.	XII.	Attendance	Distance	Sex	Nationality	Ability	Home Infl.
446										31	32 33		160	6m	F	E	C	B
447										30	31 32 33		160	n-1	F	E	C	B
448	22	23	24	25	26	27	28		29 30	31 32	33		16-15	-1	M	E	B	B
449									30 31	32	33		160	6m	M	E	C	C
450									31	32	33		110	2m	M	E	B	C
451		22	23	24	25	26	27	28	29 30 31	32	33		17-13	3	M	E	B	C
452									30	31	32 33		170	5m	M	E	C	B
453									31	32	33		160	-1m	F	E	B	B
454		22	23	24	25	26	27	28	29 30	31 32	33		16-12	2	F	E	C	C
455	22	23	24	25	26	27		28	29 30	31 32	33		160	-1	F	E	C	C
456	23	24	25	26	27	28	29	30	31	32	33		160	-1	M	E	B	B
457	23	24	25	26	27	28	29	30	31	32	33		160	-1	M	E	C	B
458		22	23	24	25	26	27	28 29	30	31	32 33		160	-1	F	E	C	C
459	22	23	24	25	26	27	28	29 30	31	32	33		16-17	-1	F	E	C	C
460	22	23	24	25	26	27	28	29 30	31	32	33		16-17	1	M	E	B	A
461	22	23	24	25	26	27	28	29	30 31	32	33		160	1	F	E	C	A
462	23	24	25	26	27	28	29	30	31	32	33		16-17	1	F	E	A	A
463	23	24	25	26	27	28	29	30	31 32	33			16-16	3	F	E	C	C
464					28	29	30		31 32	33			15-10	4	M	E	C	D
465				27	28	29	30	31	32	33			160	-1	F	E	C	D
466										33			160	7m	F	E	C	C
467								31	32	33			160	-1	F	E	B	C
468	25	26	27		28	29	30	31	32	33			160	-1	F	E	B	B
469										33			160	6m	M	E	D	C
470	22	23	24	25	26	27	28	29	30 31 32	33			18-15	-1	M	F	D	C
471	24	25	26	27	28	29	30	31	32	33			160	-1	M	E	A	B
472	24	25	26	27	28	29	30	31	32	33			150	15 -1	F	E	C	C
473										33			160	4m	M	E	B	B
474	25	26	27		28	29	30	31	32	33			160	1	F	E	A	A
475	24	25	26	27	28	29	30 31	32	33				160	2	F	E	C	C
476	22 23	24	25 26	27	28	29	30 31	32	33				16-16	2	F	E	D	C
477	24	25	26	27	28	29	30 31	32	33				18-15	-1	M	E	D	C

Pupil Number	GRADE I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	Attendance	Distance	Sex	Nationality	Ability	Home Infl.
478	26	27	28		29	30 31		32	33	110	-1	M	E	C	A
479	24	25	26 27	28	29	30	31	32	33	160	2	M	E	D	C
480	23 24	25	26	27	28	29	30	32	32 33	190	-1	F	F	C	C
481	25	26	27	28	29	30	31	32	33	160	-1	F	E	C	C
482								33		170	-1	M	E	B	B
483	24	25	26	27	28	29	32 31	33		160	-1	F	E	C	D
485	23 24	25	26	27	28	30 30 29	32 32	33		160	-1	M	F	D	E
486	26	27	28	29	30	31	32	33		170	-1	F	E	C	B
487	26	27	28	29	30	31	32	33		160	-1	F	F	C	B
488	26	27	28	29	30	31	32	33		160	-1	M	E	C	D
489					30	31	32	33		160	-1	M	E	A	A
490	23 24	25	26	27 28	29	30 31	32	33		160	-1	F	F	E	E
491							33			160	4	M	F	C	E
492			29	30	31	32	33			120	3	F	E	C	C
492							33			140	5	M	E	C	C
493	26 27	28	29		30	31 32	33			110	-1	F	E	B	A
494			29	30	31	32	33			180	-1	M	E	A	A
496	27	28	29	30	31	32	33			150	-1	F	E	C	B
497	28	27	28	29	30	31	32 33			170	5	F	E	D	C
498	26	27	28	29	30	31 32	33			180	2	F	E	D	C
499	27	28	29	30	31	32	33			140	3	F	E	B	B
500		28	29	30	31	32	33			180	1	M	E	B	B
501			29	30	31	32	33			160	2	M	E	C	D
502	27	28	29	30	31	32	33			180	1	M	E	C	B
503		28	29	30	31	32	33			180	-1	F	E	C	C
504	27	28	29	30	31	32	33			160	-1	M	F	D	C
505						33				170	-1	M	F	D	E
506					32	33				160	3	F	E	C	D
507					32	33				160	3	F	E	C	D
508					32	33				160	3	F	E	C	D
509	27 28	29	30	31	32	33				160	2	F	E	C	C
510				31	32	33				160	3	F	E	C	C
511						33				180	2	M	E	C	C
512		29	30	31	32	33				180	-1	M	E	C	C
513	26	27 28	29	30	31	32 33				170	3	F	E	C	E
514	27	28	29	30	31	32				180	-1	M	E	C	C
515	26	27 28	29	30	31	32 33				160	-1	M	E	D	C
516	27	28 29	30	31	32	33				160	2	M	E	C	C

Pupil Number	GRADE I.	II.	III.	IV.	V.	VI.	VII.	VIII.	Attendance	Distance	Sex	Nationality	Ability	Home Infl.
517	27 28	29	30	31	32	33			180	-1	F	E	D	D
518	27 28	29	30	31	32	33			180	3	F	E	D	C
519		30	31		32	33			160	3	F	E	B	B
520	26	29	30	31	32	33			180	5	M	E	C	C
521	28	29	30	31	32	33			180	3	M	E	B	A
522	25	29	30	31	32	33			180	1	M	E	B	C
523	26	29	30	31	32	33			180	0	M	E	B	B
524	26	29	30	31	32	33			180	-1	M	E	B	C
525					33				180	3	M	E	C	B
526				32	33				180	-1	M	E	C	C
527	29	30	31	32	33				180	1	F	E	C	B
528	29	30	31	32	33				180	1	M	E	C	C
529	29	30	31	32	33				180	3	M	E	B	B
530	29	30	31	32	33				180	5	M	E	D	C
531	29	30	31	32	33				180	7	M	E	C	C
532				32	33				150	-1	F	E	C	C
533	29	30	31	32	33				180	1	F	E	C	C
534	28 29	30	31	32	33				170	-1	F	E	C	C
535				32	33				180	-1	M	E	C	C
536			31	32	33				180	-1	F	E	C	A
537		30	31	32	33				170	-1	F	E	B	C
538				33					180	3	M	E	C	C
539				33					180	1	F	E	C	C
540	29 30	31	32	33					180	2	M	E	E	D
541		31	32	33					170	-1	M	E	C	C
542	30	31	32	33					180	5	F	E	C	C
543	30	31	32	33					150	2	F	E	C	C
544	29 30	31	32	33					130	4	M	E	B	C
545				33					180	1	M	E	C	C
546				33					180	3	F	E	C	C
547	29 30	31	32	33					160	-1	F	E	E	D
548	28 29 30	31	32	33					140	2	F	E	E	E
549			31 32	33					160	3	M	E	C	C
550	28 29	30	31 32	33					160	2	M	E	D	C
551				32 33					130	-1	F	E	D	C
552	30	31	32	33					180	-1	M	E	B	B
553	30	31	32	33					180	-1	M	E	C	B
554				33					160	2	M	E	C	C
555				33					140	2	F	E	B	C
556	28 29 30 31		32 33						100	2	M	E	E	E

Pupil Number	GRADE								Attendance	Distance	Sex	Nationality	Ability	Home Infl.
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.						
557	28		32						100	2	M	E	E	E
	29		33											
	30													
	31													
558	30	32	33						150	4	M	E	C	B
	31													
559			33						130	1	F	E	E	D
			32											
			32											
			33											
560	31	32	33						160	2	M	E	C	C
561	30	32	33						170	3	F	E	C	C
	31													
562	30	32	33						170	1	F	E	C	C
	31													
563		31	33						140	1	F	E	D	D
		32												
564	31	32	33						180	1	F	E	C	C
565	31	32	33						180	3	F	E	C	C
566	30	32	33						180	1	M	F	C	C
	31													
567	30	32	33						180	1	M	E	D	D
	31													
568	31	32	33						170	3	F	E	A	B
569	30	32	33						180	1	F	F	C	C
	31													
570	32	33							140	2	M	E	B	D
571		33							150	3	M	E	C	C
572	32	33							160	1	F	E	B	A
573	32	33							150	3	M	E	C	B
574	32	33							160	3	M	E	B	C
575	32	33							170	1	F	E	C	C
576	32	33							170	4	M	F	D	D
577	31	33							130	2	F	E	E	D
	32													
578	32	33							180	1	F	E	C	B
579	31	33							170	1	M	E	B	B
	32													
580	32	33							180	1	F	E	C	C
581	30	33							130	2	M	E	D	D
	31													
	32													
582	32	33							180	1	F	E	C	C
583	32	33							170	6	F	E	B	B
584	31	32							170	1	M	E	D	C
		33												
		33												
585	32								180	1	F	E	B	A
586	32								160	2	M	E	B	C
	33													
587	33								160	1	F	E	D	C
588	32								160	4	F	E	B	B
589	33								180	3	M	E	E	D
590	33								160	1	M	F	B	C
591	32								170	3	M	E	C	D

Pupil Number	GRADE												Atten-dance	Dist-ance	Sex	Nation-ality	Abil-ity	Home Infl.
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	XI.	XII.						
592	31 32 33												120	2	M	E	E	E
593	31 32 33												170	-1	M	E	E	B
594	32 33												160	-1	M	E	D	C
595	32 33												170	-1	M	E	C	C
596	32 33												170	4	F	F	D	D
597	32 33												150	3	M	E	B	C
598	33												160	-1	M	E	B	C
599	33												150	-1	M	E	D	C
600	33												140	2	M	E	B	C
601	33												160	1	F	E	C	D
602	33												150	1	M	E	B	A
603	33												160	-1	M	E	B	A
604	32 33												150	1	M	E	E	E
605	32 33												160	1	M	E	E	E
606	32 33												160	4	M	E	E	C
607	33												110	2	M	E	E	E
608	33												150	-1	M	E	D	C
609	33												150	7	F	E	B	C
610	33												150	1	F	E	B	C
611	33												150	6	F	E	B	B
612	33												150	1	F	F	D	C
	School 2m. (Elem.) 2o. (Sec.)																	
613	24	25	26	27	28	29	30	31	32	33	34		16-18		M	F		
614	24	25	26	27	28	29	30	31	32	33	34		190		M	E		
615	23	24	25	26	27	28	29	30 31	32	33	34		17-19		F	E		
616	25	26		27	28	29	30	31	32	33	34		15-16	n	F	E		
617									32	32 33	34		180		F	E		
618	19	20	21	22	23	24	25	26	27	28 29 30	32 33 34		17-16		F	E		
619	23	24	25	26	27	28		29 30	31	32 33	34		16-15		M	E		
620	22	23	24	25	26	27 28	29	30	31	32 33	34		19-15		M	E		
621	23	24	25	26	27	28		29	30	31 32	33 34		18-16		F	E		
622										32	33 34		140		F	E		

Pupil Number	GRADE												Atten-dance	Dist-ance	Sex	Nation-ality	Abil-ity	Home Infl.
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	XI.	XII.						
623	23	24	25	26	27	28	29	30	31	32	33 34		14-15		M	E		
624	24	25	26	27	28 29	29	31	32	33	34			15-19		F	E		
625	26	27	28	29		30	31	32	33	34			15-19		F	E		
626	26	27	28		29	30	31	32	33	34			17-18	n	F	E		
627	25	26	27	28	29	30	31	32	33	34			17-19		F	E		
628	25	26	27	28	29	30	31	32	33	34			15-18		F	E		
629	26	27	28	29	30		31	32	33	34			18-16		F	E		
630	25	26	27	28	29	30	31	32	33	34			17-19		F	E		
631	25	26	27	28	29	30	31	32	33	34			15-19		F	E		
632	25	26	27	28	29	30	31	32	33	34			13-14		M	E		
633	25	26	27	28	29	30	31	32	33	34			18-19		M	E		
634	26	27	28	29		30	31	32	33	34			18-19		F	E		
635	26	27	28	29		30	31	32	33	34			17-18		F	E		
636	25	26	27	28	29	30	31	32	33	34			170		M	E		
637	26	27	28		29	30	31	32	33	34			17-18	n	F	E		
638	26	27	28	29	30	31	32	33	34				16-18		M	E		
639	26	27	28	29	30	31	32	33	34				17-18		M	E		
640		27	28	29	30	31	32	33	34				18-19		M	E		
641	26	27	28	29	30	31	32	33	34				16-18		M	E		
642	27		28	29	30	31	32	33	34				17-18		F	E		
643		27	28	29	30	31	32	33	34				16-19		M	E		
644	25 26	27	28	29	30	31	32	33	34				15-14		M	E		
645		27	28	29	30	31	32	33	34				15-17		F	E		
646	27		28	29	30	31	32	33	34				180		F	E		
647	26	27	28	29	30	31	32	33	34				19-17		F	E		
648	25	26	27	28	29	30 31	32	33	34				15-13		M	E		
649							32	33	34				16-19		F	E		
650						30	31	32	33 34				180		M	E		
651	27	28	29	30	31	32	33	34					160	-1	F	E	A	A
652	27	28	29	30	31	32	33	34					160	-1	F	E	C	E
653	27	28	29	30	31	32	33	34					190	-1	F	E	B	C
654						32	33	34					190	-1	F	E	A	B
655	27	28	29	30	31	32	33	34					180	-1	F	E	C	C
656					30 31	32	33	34					140	-1	F	E	B	D
657	27	28	29	30	31	32	33	34					150	-1	M	E	B	A
658	27	28	29	30	31	32	33	34					140	-1	M	E	B	D
659	27	28	29	30	31	32	33	34					160	2	M	E	B	A
660	27	28	29	30	31	32	33	34					160	-1	M	E	C	D
661	27	29	30	31	32	33	34						150	-1	F	E	C	E
662	28 27	28	29	30	31 32	33	34						150	-1	F	E	D	C
663	28	29	30	31	32	33	34						170	-1	F	E	D	E
664						33	34						160	-1	M	E	C	C
665	28	29	30	31	32	33	34						150	2	M	E	A	C
666	28	29	30	31	32	33	34						180	-1	M	E	B	C
667			30	31	32	33	34						150	-1	M	E	B	E

Pupil Number	GRADE								Atten-dance	Dist-ance	Sex	Nation-ality	Abil-ity	Home Infl.
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.						
668	28	29	30	31	32	33	34		150	-1	M	E	B	E
669						33	34		130	-1	M	E	C	E
670	28	30	31	32	33	34			160	-1	F	E	C	E
	29													
671	27	28	30	32	33	34			150	-1	F	E	C	E
	28		32											
672	29	30	31	32	33	34			180	-1	F	E	B	C
673	29	30	31	32	33	34			180	-1	M	E	B	B
674	28	30	31	32	33	34			170	-1	M	E	D	D
	29													
675	29	30	31	32	33	34			180	-1	M	E	B	A
676	29	30	31	32	33	34			170	-1	M	E	A	C
677	29	30	31	32	33	34			150	-1	M	E	A	A
678			31	32	33	34			190	-1	M	E	B	D
679	30	31	32	33	34				180	-1	F	E	B	C
680	30	31	32	33	34				170	-1	F	E	A	A
681	30	31	32	33	34				190	-1	F	E	C	D
682	30	31	32	33	34				180	-1	F	E	A	A
683	29	30	32	33	34				180	-1	F	E	C	C
		31												
684	30	31	32	33	34				180	1	M	E	A	A
685	30	31	32	33	34				160	-1	M	E	B	C
686	30	31	32	33	34				190	1	M	E	B	C
687	30	31	32	33	34				180	-1	M	E	C	C
688	29	31	32	33	34				150	-1	F	E	B	D
	30													
689	30	31	32	33	34				170	2	M	E	E	C
690	29	30	31	32	34				170	-1	M	E	D	D
				33										
691	30	31	32	33	34				180	2	F	E	A	A
692				33	34				190	-1	F	E	C	D
693		30	32	33	34				120	3	M	E	C	D
		31												
694	31	32	33	34					170	-1	F	E	B	A
695	31	32	33	34					150	-1	F	E	A	A
696	30	31	33	34					150	-1	F	E	B	B
		32												
697	31	32	33	34					170	-1	F	E	C	C
698	31	32	33	34					180	-1	M	E	B	A
699	31	32	33	34					180	-1	M	E	C	D
700	31	32	33	34					160	-1	M	E	C	E
701	31	32	33	34					150	-1	M	E	D	A
702			32	34					150	-1	F	E	E	C
			33											
703	31	32	33	34					170	-1	F	E	A	A
704	32	33	34						180	-1	F	E	B	A
705	32	33	34						190	-1	F	E	A	A
706	32	33	34						180	-1	F	E	C	A
707	32	33	34						170	-1	F	E	C	C
708	32	33	34						160	-1	M	E	C	C
709	31	32	34						150	-1	F	E	C	C
		33												
710	31	33	34						190	-1	F	E	A	A
711	32	33	34						150	1	F	E	C	D

Pupil Number	GRADE I.	II.	III.	IV.	V.	VI.	VII.	VIII.	Attendance	Distance	Sex	Nationality	Ability	Home Infl.
712	31 32	33	34						150	1	F	E	E	E
713	31 32	33	34						160	1	M	E	C	D
714	31 32	33	34						190	1	M	E	D	C
715	32	33	34						160	1	M	E	E	E
716	31 32	33	34						150	1	F	E	C	E
717	32	33	34						180	1	F	E	B	C
718	32	33	34						170	1	F	E	C	B
719	30 31 32	33	34						100	1	F	E	C	D
720	32	33	34						170	1	F	E	D	E
721	31 32	33	34						170	1	F	E	C	C
722	33	34							180	1	F	E	C	C
723	33	34							170	1	F	E	C	D
724	33	34							170	1	F	E	C	A
725	33	34							170	1	M	E	C	C
726	33	34							190	1	M	E	B	A
727	33	34							160	1	M	E	A	C
728	31 32	33	34						150	1	M	E	C	D
729	33	34							140	1	M	E	C	E
730	33	34							180	1	M	E	C	C
731	32 33	34							150	1	M	E	C	E
732	33	34							160	1	M	E	C	E
733	34								190	1	F	E	C	B
734	34								160	1	F	E	C	B
735	34								100	1	F	E	C	E
736	34								190	1	F	E	B	A
737	34								100	1	F	E	B	B
738	34								170	2	F	E	A	A
739	34								160	1	F	E	C	E
740	34								180	1	F	E	A	B
741	34								160	1	M	E	E	C
742	34								170	1	M	E	C	A
743	34								100	1	M	E	D	E
744	34								190	1	M	E	A	B
745	34								170	1	M	E	A	A
746	34								170	1	M	E	B	B
747	34								100	1	M	E	B	B
748	34								160	1	M	E	C	C
749	34								190	2	M	E	B	B
750	34								150	1	M	E	D	D
751	34								180	1	M	E	C	C
752	34								130	2	M	E	D	D
753	34								100	1	M	E	C	C

Pupil Number	GRADE I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	XI.	XII.	Attendance	Distance	Sex	Nationality	Ability	Home Infl.
754	23	24		25	26 27	28	29	3	30	31	32	33 34	16-18	-1	M	E	A	A
755	21	22		23	24	25	26	27	28	29	30 31	33	180	-1	M	E	B	B
756												33	160	-1	M	E	D	E
757										29	30 31	32	170	4 n	F	E	B	A
758		19	20	21	22	23	24	25	26	27 28	29 30 31	32 33	19-17	-1	F	E	D	B
759									28	29	30 31	32	170	n 6	M	E	B	B
760	19	20	21	22	23		24	25	26	27 30	31 32		130	n 5	F	E	C	C
761	19	20	21 22	23	24	25		26	27	28 29	30 31 32		170	2	F	E	D	C
762									29 30	31	32 33		160	n 6	M	E	D	C
763	22	23		24	25	26		27	28	29	30	31	170	3	M	E	A	A
764	22	23	24	25	26 27	28	29		30 31				160	-1	F	E	C	C
765									29	30 31	32 33		150	n 6	M	E	D	C
766									29	30 31	32 33		130	n 6	M	E	B	C
767	22	23		24	25	26 27		28	29	30 31	32 33		160	-1	F	E	D	C
768									31	32	33	34	150	n 6	M	E	A	B
769									30 31	32 33			180	n 6	F	E	D	C
770									30 31	32	33	34	150	-1 n	F	E	C	B
771								30	31	32	33	34	150	-1 n	F	E	B	B
772	24		25	26	27	28		29	30 31	32	33	34	130	-1	F	E	B	A
773	21 23	24		25	26 27	28	29	30	31	32	33	34	150	-1	F	E	C	A
774									30 31	32	33		170	n 5	F	E	C	D
775	22	23		24	25	26 27		28	29 30	31 32	33 34		170	2	M	E	D	B
776									31 32	33			150	n6	M	E	D	B
777									30 31	32 33	34		180	n6	M	E	D	C
778									31 32	33			170	n6	M	E	D	C
779	24	25	26	27	28	29	30	31	32	33	34		170	1	M	E	B	B
780	24	25	26	27	28	29	30	31	32	33	34		17-18	4	F	E	C	B
781	24	25	26	27	28	29	30	31	32	33	34		14-17	3	F	E	A	B
782									32	33	34		150	n6	M	E	C	C
783	24 25	26	27	28	29	30	31	32	33 34				150	3	M	E	C	D

Pupil Number	GRADE												Atten-dance	Dist-ance	Sex	Nation-ality	Abil-ity	Home Infl.
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	XI.	XII.						
784	22 23	24	25	26 27	28	29	30	31 32	33				140	3	M	E	D	D
785									33	34			160	5m	F	E	C	C
786	24	25	26	27	28	29	30	31 32	33 34				180	-1	F	E	D	D
787	26		27	28	29	30	31	32	33	34			15-16	3	F	E	A	A
788	25	26	27	28	29	30	31	32	33	34			180	3	F	E	A	A
789									33	34			170	-1m	M	E	B	B
790									33	34			170	6m	M	E	C	C
791	24	25	26	27	28	29	30	31 32	33 34				15-17	2	F	E	D	B
792	25	26	27	28	29	30	31	32	33	34			180	2	F	E	C	B
793									33	34			170	-1m	F	E	C	B
794									33	34			180	6m	M	E	A	B
795									33				180	2m	F	E	D	B
796									33				180	7m	M	E	A	B
797	24 25	26	27	28	29	30	31	32	33 34				17-18	-1	F	E	D	A
798									33	34			180	6m	M	E	A	C
799	26	27	28	29	30	31	32	33	34				17-18	2	F	E	A	C
800	24	25	26	27	28	29 30	31	32 33	34				180	-1	F	E	D	C
801	26	27	28	29	30	31	32	33 34					180	4	M	E	C	B
802	26	27	28	29	30	31	32	33	34				17-18	1	F	E	C	C
803	22 23 24 25		26	27 28	29 30	31	32	33 34					180	2	M	E	E	C
804	26	27	28	29	30	31	32	33					160	1	M	E	C	C
805					30	31	32	33	34				180	-1	F	E	B	B
806				29	30	31	32	33	34				180	1	F	E	C	C
807	26	27	28	29	30	31	32	33	34				17-18	4	F	E	C	C
808	26	27	28	29	30	31	32	33					180	3	M	E	C	C
809	26	27	28	29	30	31	32	33					180	3	M	E	C	C
810	26	27	28	29	30	31	32	33	34				180	-1	F	E	B	B
811	25	26	27	28	29	30	31	32 33	34				180	-1	F	E	C	B
812					31	32	33	34					180	-1	M	E	C	B
813	26 27	28	29	30	31	32	33	34					140	3	M	E	C	C
814	27	28	29	30	31	32	33	34					180	-1	F	E	B	A
815	26 27	28	29	30	31	32	33						170	-1	F	E	D	C
816	26 27	28	29	30	31	32	33						160	7	M	E	C	C
817	26 27	28	29	30	31	32	33						150	2	F	E	C	D
818	27		28 29	30	31	32	33						160	-1	M	E	C	B
819			28	29 30	31	32	33						150	2	M	E	C	C
820		28	29	30	31	32	33						170	2	M	E	C	C

Pupil Number	GRADE								Attendance	Distance	Sex	Nationality	Ability	Home Infl.
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.						
621						31 32	33		130	2	M	E	D	C
622	26 27	28	29	30	31	32	33		170	1	M	E	C	C
623							33		180	5	F	E	C	C
624	26 27	28	29	30	31	32	33		140	4	F	F	D	C
625	26 27	28	29	30	31	32	33		160	3	M	E	B	C
626	27 28	29	30	31	32	33			160	2	F	F	C	D
627	26 27	28	29	30	31 32	33			180	-1	M	E	E	E
628		29	30	31	32	33			140	5	F	E	B	B
629	28	29	30	31	32	33			170	4	M	E	C	C
630	28	29	30	31	32	33			180	3	M	E	B	A
631	28	29	30	31	32	33			160	3	M	E	C	C
632		29	30	31	32	33			140	5	M	E	C	B
633	28	29	30	31	32	33			180	2	F	E	B	C
634						33			180	5	F	E	C	C
635	28	29	30	31	32	33			180	3	F	E	B	C
636	27 28	29	30	31	32	33			170	-1	F	F	B	B
637	26 27	28 29	30 31	32	33				160	-1	F	E	C	E
638	27 28	29	30 31	32	33				160	2	F	F	C	D
639	28 29	30	31	32	33				140	4	F	E	B	C
640	27 28	30	31	32	33				180	1	M	E	C	C
641	26 27	28 29	30	31 32	33				180	2	M	E	D	C
642	29	30	31	32	33				150	4	M	E	C	C
643	29	30	31	32	33				180	1	F	E	B	C
644			31	32	33				150	3	F	E	D	D
645				32	33				180	3	M	E	C	C
646			31	32	33				160	4	M	E	C	C
647	29	30	31	32	33				160	3	M	E	B	B
648		30	31	32	33				180	-1	M	E	B	B
649	27 28	30	31	32	33				150	4	M	E	D	D
650	29	30	31	32	33				180	-1	F	E	C	D
651	29	30	31	32	33				160	-1	M	E	D	C
652	28 29	30	31	32	33				140	3	F	E	D	C
653	27 28	29	30	31	32 33				140	2	M	E	D	D
654			30 31	32	33				130	5	M	E	D	C
655	27 28 29	30	31	32	33				150	5	F	E	C	C

Pupil Number	GRADE I.	II.	III.	IV.	V.	VI.	VII.	VIII.	Attendance	Distance	Sex	Nationality	Ability	Home Infl.
857			32	33					180	3	F	E	C	B
858		31	32	33					160	1	F	E	B	A
859	30	31	32	33					170	3	F	E	C	C
860	29	30	32	33					180	2	F	E	C	C
		31												
861	29	30	32	33					170	-1	M	F	C	C
		31												
862	29	31	32	33					160	4	F	F	D	D
	30													
863	30	31	32	33					180	-1	F	E	B	A
864			32	33					180	-1	F	E	B	A
865		31	32	33					180	2	M	E	D	C
866		31	32	33					180	2	F	E	B	C
867	30	31	32	33					150	6	F	E	D	C
868	30	31	32	33					160	3	F	E	C	C
869	29	31	32	33					170	-1	M	E	D	B
	30													
870	29	31	32	33					170	3	F	F	C	D
	30													
871	29	31	32	33					150	2	F	F	C	C
	30													
872		31	32	33					180	1	F	F	B	C
873	30	31	32	33					160	7	M	F	C	D
874			32	33					170	3	M	E	B	C
875	29	30	32	33					140	4	M	F	E	D
		31												
876	27	30	31	32					140	2	M	F	E	D
	28			33										
	29													
877	29	31	32	33					160	4	F	F	C	C
	30													
878			31	32					100	4	M	F	D	C
				33										
879	29	31	32	33					180	-1	F	F	B	D
	30													
880	31	32	33						160	2	M	E	B	D
881	30	31	33						130	2	M	F	C	C
		32												
882	31	32	33						180	-1	M	F	B	C
883	29	31	33						160	3	M	E	D	D
	30	32												
884	31	32	33						170	-1	M	F	B	C
885	31	32	33						170	4	F	F	C	C
886	31	32	33						160	3	F	F	B	D
887	31	32	33						180	2	F	E	C	C
888			33						180	5	F	E	B	C
889	31	32	33						150	3	F	E	C	C
890			32						100	5	M	F	D	D
			33											
891	30	32	33						150	6	M	F	D	C
	31													
892	30	31	32						150	2	F	F	C	C
			33											

Pupil Number	GRADE								Attendance	Distance	Sex	Nationality	Ability	Home Infl.
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.						
893	29 30	31 32	33						180	-1	M	E	E	B
894	30	31 32	33						160	3	M	E	D	C
895	30 31	32	33						160	4	F	F	D	D
896	30	31 32	33						150	3	F	E	B	C
897	31	32	33						160	-1	M	E	D	D
898	30	31 32	33						160	5	F	F	D	C
899	30 31	32	33						150	5	F	F	E	D
900	30 31	32	33						150	5	M	F	E	D
901		32 33	33						110	5	M	F	C	D
902	31 32	33							170	-1	M	F	C	C
903	30 31 32	33							160	4	F	F	D	C
904	30 32 32	33							140	6	F	F	D	C
905	30 31 32	33							120	4	M	F	E	C
906	31 32	33							140	4	M	F	B	C
907	30 31	32 33							150	5	M	F	C	C
908	29 30 31	32 33							160	4	M	F	D	C
909	31 32	33							170	2	M	E	C	C
910	30 31 32	33							150	5	M	F	E	C
911	28 29	30 31 32 33							150	5	M	F	E	C
912	32	33							160	1	F	F	B	C
913	32	33							150	5	M	F	C	D
914	32	33							160	5	F	F	B	D
915	31 32	33							170	-1	M	E	C	D
916	32	33							170	-1	F	E	B	D
917	31 32	33							120	2	M	E	D	D
918	32	33							180	3	F	F	C	D
919	32	33							170	-1	F	E	B	B

Pupil Number	GRADE								Attendance	Distance	Sex	Nationality	Ability	Home Infl.
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.						
920		33							140	4	F	F	C	C
921	32								170	+1	M	E	D	D
	33													
922	32								160	6	F	F	B	C
	33													
923	33								160	4	F	F	D	C
924	32								120	6	F	F	C	C
	33													
925	33								110	6	F	F	C	C
926	33								130	4	M	F	D	C
927	33								160	3	F	F	B	C
928	33								160	+1	F	E	D	C
929	33								160	5	M	F	B	C
930	33								110	4	M	F	C	C
931	33								160	4	M	F	C	C
932	33								160	+1	F	E	D	C
933	33								160	3	F	E	C	C
934	33								160	2	F	E	C	C
935	33								160	1	F	F	B	B
936	33								130	7	M	F	C	D
937	33								110	3	F	F	B	C
938	33								100	2	F	E	C	C
939	33								160	5	F	F	C	D
940	32								120	5	M	F	D	D
	33													
941	32								170	5	F	F	B	C
	33													
942	33								170	2	F	E	C	E
943	32								150	2	F	E	D	C
	33													
944	32								130	3	M	E	C	D
	33													
945	32								150	5	F	F	B	D
	33													
946	32								120	3	F	F	B	C
	33													
947	31								140	3	M	F	D	C
	32													
	33													
948	32								150	5	M	F	D	B
	33													
949	32								150	4	F	E	C	C
	33													

School IC. (Elem.) IC. (Sec.)

Pupil Number	GRADE I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	XI.	XII.	Attendance	Distance	Sex	Nationality	Ability	Home Infl.
950					29	30	31	32	33				180	5	F	E	B	B
951					29	30	31	32	33				180	5	M	E	B	B
952					29	30	31	32	33				180	4	M	E	A	B
953									33				160	3n	M	E	A	B
954									33				160	3n	F	E	C	B
955									33				160	3	M	E	D	B
956					29	30	31	32	33				150	-1	M	E	B	B
957						29	30	31	32	33			180	-1	F	E	C	C
958						29	30	31	32	33			180	-1	F	E	C	C
959						29	30	31	32	33			170	-1	F	E	C	B
960						29	30	31	32	33			160	-1	M	E	B	B
961							29	30	31	32			15-17	-1	M	E	C	C
962									33									
963						29	30	31	32	33			180	-1	F	E	B	B
964									32	33			150	4n	F	E	B	B
965									33				140	4n	F	E	A	B
966						29	30	31	32	33			180	2	F	E	B	A
967						29	30	31	32	33			180	2	M	E	C	B
968						29	30	31	32	33			17-18	2	M	E	B	B
969						E	29	30	31	32			150	3	F	E	C	C
970									29	30	32		180	-1	F	E	C	C
971										31	33		150	-1	F	E	C	B
972									29	30	32		110	2	M	E	B	B
973									29	30	32		150	2	F	E	B	B
974										31	33							
975										32	33		170	1n	F	E	C	B
976									30	32	33		180	3n	F	E	B	B
977									31									
978									29	32	33		170	-1	M	E	C	C
979									30									
980									31									
981						29		30	31	32	33		180	4	F	E	B	B
982						29		30	31	32	33		160	2	F	E	B	B
983						29		30	31	32	33		180	2	M	E	C	B
984									30									
985									31									
986									32									
987									33									
				29	30	31	32	33					150	3	M	E	C	C
					29	30	31	32					180	1	M	E	B	C
								33										
							32	33					160	3	F	E	B	C

Pupil Number	GRADE I.	II.	III.	IV.	V.	VI.	VII.	VIII.	Attendance	Distance	Sex	Nationality	Ability	Home Infl.
988					30	31	32	33	170	-1	F	E	D	C
989				29	30	31	32	33	160	-1	F	E	B	A
990				29	30	31	32	33	170	-1	F	E	B	B
991				29	30	31	32	33	170	-1	M	E	C	B
992					29	30	32	33	150	-3	M	E	D	C
						31								
992a				29	30	31	32	33	170	-5	F	E	B	A
993				29	30	31	32	33	160	-1	F	E	B	C
994					29	31	32	33	150	-1	F	E	C	C
					30									
995				29	30	31	32	33	160	2	F	E	B	B
996				29	30	31	32	33	160	2	F	E	B	B
997			29		30	31	32	33	150	4	F	E	B	C
998				29	30	31	32	33	170	3	F	E	C	C
999				29	30	31	32	33	170	4	F	E	B	B
1000					29	30	31	33	170	-1	M	E	D	C
							32							
1001				29	30	31	32	33	160	2	M	E	C	C
1002				29	30	31	32	33	160	-1	M	E	B	B
1003								33	170	4	M	E	C	C
1004					29	31	32	33	160	4	F	E	D	E
					30									
1005							32	33	150	3	M	E	C	D
1006			29	30	31	32	33		150	3	M	E	C	C
1007			29	30	31	32	33		160	1	M	E	C	C
1008			29	30	31	32	33		160	-1	M	E	B	B
1009			29	30	31	32	33		150	-1	M	E	C	C
1010			29	30	31	32	33		150	-1	F	E	C	C
1011					31	32	33		170	2	F	E	C	C
1012			29	30	31	32	33		170	3	M	E	C	D
1013			29	30	31	32	33		140	3	M	E	C	C
1014				29	31	32	33		160	3	M	E	D	C
				30										
1015			29	30	31	32	33		160	3	F	E	C	C
1016			29	30	31	32	33		160	4	F	E	B	B
1017			29	30	31	32	33		170	-1	F	E	C	C
1018							33		170	-1	M	E	C	C
1019			29	30	31	32	33		160	-1	M	E	C	A
1020			29	30	31	32			170	-1	F	E	D	C
						33								
1021			30	31	32	33			160	2	F	E	C	C
1022			30	31	32	33			140	-1	M	E	C	C
1023			30	31	32	33			150	-1	F	E	D	D
1024			30	31	32	33			160	-1	M	E	B	C
1025			30	31	32	33			190	-1	M	E	C	C
1026			30	31	32	33			150	4	M	E	C	C
1027			30	31	32	33			160	-1	F	E	C	C
1028			30	31	32	33			150	4	F	E	C	C
1029						33			160	4	M	E	E	E
1030			30	31	32	33			160	3	F	E	C	B
1031			30	31	32	33			150	-1	F	E	C	B
1032			30	31	32	33			180	-1	M	E	C	C
1033			30	31	32	33			160	4	F	E	D	C

Pupil Number	GRADE I.	II.	III.	IV.	V.	VI.	VII.	VIII.	Attendance	Distance	Sex	Nationality	Ability	Home Infl.
1034			30	31	32	33			180	2	F	E	C	B
1035			30	31	32	33			190	-1	F	E	B	B
1036			30	31	32	33			160	5	F	E	D	D
1037			30	31	32	33			170	1	H	E	C	C
1038		30	31	32	33				180	1	H	F	C	B
1039		30	31	32	33				160	1	F	E	B	B
1040		30	31	32	33				180	1	F	E	C	A
1041		30	31	32	33				180	2	M	E	C	B
1042		30	31	32	33				180	2	M	E	C	B
1043		30	31	32	33				180	1	M	E	C	C
1044				32	33				180	-1	M	E	BE	B
1045		30	31	32	33				150	5	F	E	B	B
1046		30	31	32	33				170	1	M	E	C	A
1047		30	31	32	33				180	4	F	E	A	B
1048		30	31	32	33				180	-1	F	E	C	C
1049	30	31	32	33					140	4	M	E	B	C
1050	30	31	32	33					180	-1	F	E	D	C
1051	30	31	32	33					160	-1	F	E	D	C
1052	30	31	32	33					180	-1	F	E	C	B
1053	30	31	32	33					180	2	M	E	D	C
1054	30	31	32	33					180	2	M	E	B	C
1055		30	31	32					160	1	M	E	C	B
1056		30	31	32					160	3	M	E	B	D
1057	30	31	32	33					180	-1	M	E	B	E
1058	30	31	32	33					170	3	M	E	B	C
1059		30	31	32					180	-1	F	E	E	E
1060	30	31	32	33					150	4	F	E	C	C
1061		30	31	32					150	5	F	E	C	C
1062	30	31	32	33					170	3	F	E	C	C
1063	30	31	32	33					150	5	F	E	C	C
1064	30	31	32	33					150	1	F	E	C	C
1065	30	31	32	33					180	1	F	E	C	C
1066		30	31	32					180	1	F	E	C	C
1067			32	33					180	3	M	E	E	E
1068			32	33					180	3	M	E	C	E
1069	30	31	32	33					170	4	F	E	A	E
1070		30	31	32					180	-1	F	E	C	B
1071				33					120	4	M	E	C	C
1072			33						150	2	F	E	B	C
1073	31	32	33						180	3	F	E	C	C
1074	31	32	33						180	3	F	E	C	C
1075	31	32	33						170	2	M	E	C	C
1076		32	33						160	4	F	E	C	C
1077		32	33						160	4	F	E	C	C
1078	31	32	33						180	3	M	E	C	C
1079	30	31	33						140	5	F	E	E	C
1080		32	33						180	3	M	E	C	E

Pupil Number	GRADE I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	XI.	XII.	Attendance	Distance	Sex	Nationality	Ability	Home Infl.
1081			33										120	4	M	E	C	C
1082	31	32	33										160	2	F	E	A	A
1083		33											160	2	M	E	C	C
1084		33											160	2	M	E	C	C
1085	31	33											180	-1	M	E	C	E
	32																	
1086	32	33											150	5	F	E	A	A
1087	32	33											180	-1	M	E	C	C
1088	31	33											170	1	F	E	C	C
	32																	
1089	32	33											180	2	M	E	C	D
1090	32	33											180	-1	F	E	A	B
1091	32	33											150	-1	M	E	B	C
1092	31	33											180	5	F	E	B	C
	32																	
1093	32	33											160	5	F	E	B	C
1094	32	33											180	-1	M	E	B	A
1095	32	33											180	4	M	E	C	C
	School 26. (Elem.) 28.(Sec.)																	
1096	24	25	26	27	28	29	30		31	32	33		180	-1	F	F	B	A
1097										32	33		170	n-1	F	F	C	C
1098	23	24	25	26	27	28	8	29	30	32	33		16-17	-1	F	F	C	D
									31		34							
1099									32	32	33		160	-1n	F	F	B	C
1100										32	33		170	5n	M	F	C	E
											34							
1101										32	33		170	5n	M	F	D	E
											34							
1102	22	25	26	27	28	29	30	31	32	33			170	-1	M	F	D	E
	23																	
	24																	
1103		25	26	27	28	29		30	31	33			16-17	-1	M	F	C	D
1104										33	34		180	n-1	F	F	B	B
1105	22	24	25	27	28	29	30	31	32				17-15	-1	M	F	E	E
	23		26						33									
1106									33	34			160	-1n	F	F	C	C
1107	24	26	27	28	29	30	31	32	33	34			17-15	1	M	F	C	C
	25																	
1108		26	27	28	29	30	31	32	33				16-16	-1	M	F	D	C
1109	23	26	27	28	29	30	31	32	33	34			15-14	-1	M	F	B	E
	24																	
	25																	
1110						31	32	33					180	-1	F	F		
1111	25	27	28	29	30	31	32	33					170	2	M	F		
	26							34										
1112	26	27	28	29	30	31	32	33					150	1	F	F		
1113	25	27	28	29	30	31	32	33					180	-1	F	F		
	26																	
1114					30	31	32	33					170	-1	F	F		
1115	26	27	28	29	30	31	32	33					180	-1	F	F	C	C

Pupil Number	GRADE								Attendance	Distance	Sex	Nationality	Ability	Home Infl.
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.						
1116	24 25 26	27	28	29	30	31	32	33	180	-1	F	F	B	C
1117	25 26	27	28	29	30	31	32	33 34	180	-1	F	F	C	E
1118	27	28	29	30	31	32	33	34	160	-1	F	F	C	C
1119	27 28		29	30	31	32	33	34	160	2	F	F	B	A
1120	27 28		29	30	31	32	33	34	170	2	M	F	B	B
1121	27	28	29	30	31	32	33	34	180	-1	F	E	C	C
1122	26 27	28	29	30	31	32	33	34	180	-1	F	F	C	C
1123	27	28	29	30	31	32	33	34	170	-1	F	F	C	C
1124	26 27	28	29	30	31	32	33	34	170	1	M	F	C	C
1125	26 27	28	29	30	31	32	33	34	180	-1	M	F	B	B
1126	25	29	30		31	32	33	34	170	-1	F	F	B	C
1127	25	29	30		31	32	33	34	190	-1	F	F	B	B
1128	27 28		29	30	31	32	33	34	130	-1	F	F	C	E
1129	26	29	30		31	32	33		180	-1	F	F		
1130	27 28	29	30		31	32	33	34	180	-1	M	F	C	C
1131	24 25 26	27	28	29	30	31 32	33		170	-1	M	F		
1132	27 28	29	30		31	32	33	34	170	-1	M	E	C	A
1133	26 27	28	29	30	31	32	33	34	180	-1	F	F	C	C
1134	27 28	29	30		31	32	33	34	180	-1	M	F	C	C
1135	28	29	30	31	32	33	34		140	-1	F	F	C	C
1136	28	29	30	31	32	33	34		190	-1	M	F	C	C
1137						33	34		170	-1	F	F		
1138	27 28	29	30	31	32	33	34		160	-1	F	F	C	E
1139	26 27 28	29	30	31	32	33	34		180	-1	F	F	E	C
1140	27 28	29	30	31	32	33	34		190	-1	F	F	C	C
1141	27 28	29	30	31	32	33	34		170	-1	F	F	C	C
1142		29	30	31	32	33	34		180	-1	F	F	B	B
1143	26	27	28 29	30 31	32	33	34		150	-1	F	F	C	C
1144	27 28	29	30	31	32	33	34		170	-1	F	F	C	C
1145	27 28	29	30	31	32	33	34		180	-1	M	F	C	B

Pupil Number	GRADE I.	II.	III.	IV.	V.	VI.	VII.	VIII.	Attendance	Distance	Sex	Nationality	Ability	Home Infl.
1146	28	29	30	31	32	33	34		180	-1	M	F	C	C
1147			30	31	32	33	34		180	-1	M	F	C	C
1148	27	29	30		31	33	34		170	-1	M	F	C	C
	28				32									
1149						33	34		170	-1	F	F	C	C
1150	27	29	31	32	33	34			180	-1	F	F	C	D
	28	30												
1151	29	30	31	32	33	34			180	-1	F	F	C	B
1152	29	30	31	32	33	34			150	-1	F	F	B	B
1153	28	29	31	32	33	34			190	-1	F	F	B	C
		30												
1154			30	32	33	34			170	-1	F	F	C	C
			31											
1155	28	29	31	32	33	34			180	-1	F	F	C	C
		30												
1156	30		31	32	33	34			190	-1	F	F	C	C
1157	29	30	31	32	33	34			180	-1	M	F	C	C
1158	29	30	31	32	33	34			190	-1	M	F	C	C
1159	29	30	31	32	33	34			190	-1	M	F	C	C
1160	29	30	31	32	33	34			190	-1	M	F	C	C
1161				33	34				170	-1	F	F	C	C
1162	30	31	32	33					180	-1	M	F		
1163	29	30	32	33	34				190	-1	F	F	C	D
		31												
1164	30		32	33	34				190	-1	F	F	C	C
	31													
1165	29	31	32	33	34				180	-1	M	F	B	C
	30													
1166	30	31	32	33	34				180	-1	F	F	A	B
1167	30	31	32	33	34				180	-1	F	F	B	A
1168	30	31	32	33	34				180	-1	F	F	B	B
1169	30		32	33	34				140	-1	M	F	D	C
	31													
1170	30		32	33	34				170	-1	F	F	B	B
	31													
1171	29	30	32	33	34				170	-1	F	F	C	
		31												
1172		31	32	33					180	-1	F	F		
1173	30	31	32	33	34				190	-1	F	F	B	B
1174	30	31	32	33	34				100	-1	F	F	B	C
1175	30	31	32	33	34				120	-1	M	F	B	C
1176	29		32	33	34				170	-1	F	F	C	E
	30													
	31													
1177				33	34				150	-1	M	F	E	D
1178	31	32	33	34					180	1	M	F	D	C
1179	31	32	33	34					160	-1	F	F	C	B
1180	30	32	33	34					170	-1	M	F	D	E
	31													
1181	31	32	33	34					150	-1	F	F	C	C
1182	31	32	33	34					190	-1	F	F	B	C
1183	31	32	33	34					190	-1	M	F	B	C
1184	31	32	33	34					190	-1	F	F	B	A

Pupil Number	GRADE I.	II.	III.	IV.	V.	VI.	VII.	VIII.	Attendance	Distance	Sex	Nationality	Ability	Home Infl.
1185	31	32	33	34					190	1	F	F	C	A
1186	31	32	33	34					170	1	M	F	B	A
1187	31	32	33	34					190	1	F	F	B	C
1188			33						180	1	F	F	B	D
1189	30		32	34					160	1	M	F	C	E
	31		33											
1190	29		32	34					130	1	M	F	E	E
	30		33											
	31													
1191	32	33	34						180	1	F	F	C	D
1192	32	33							140	1	M	F	E	D
		34												
1193	31	32	34						180	1	M	F	B	A
		33												
1194	32	33	34						170	1	M	E	C	B
1195	32	33	34						190	1	F	F	B	C
1196		32	34						150	1	M	E	C	C
		33												
1197	32	33	34						160	1	F	F	B	C
1198	32	33	34						180	1	F	F	A	B
1199	32	33	34						170	1	M	F	B	
1200	32	33	34						160	1	F	E	B	B
1201	32	33	34						190	1	F	F	B	C
1202	32	33	34						180	1	F	F	D	C
1203	31	32	34						180	1	M	F	C	E
		33												
1204	32	34							160	1	M	F	B	B
1205	33	34							170	1	M	E	D	C
1206	33	34							190	1	M	F	D	C
1207	33	34							160	1	F	F	D	D
1208	33	34							180	1	F	F	B	B
1209	33	34							170	1	F	F	C	D
1210	333								180	1	M	F	B	E
1211	32	34							130	1	M	E	B	C
	33													
1212	33	34							160	1	F	F	C	C
1213	33	34							140	1	F	F	B	C
1214	33	34							160	1	F	F	C	C
1215	32	34							110	1	M	F	D	E
	33													

School 1B. (Sec.)

Pupil Number	GRADE I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	XI.	XII.	Attendance	Distance	Sex	Nationality	Ability	Home Infl.
1216									30	31	32	33	110	-1	M	F	C	E
1217									30	31	32	33 34	160	-1	M	E	C	C
1218									31	32	33		160	2	F	F	B	C
1219									29	30	31	32	170	2	M	F	D	C
1220										32	33		150	-1	M	E	B	C
1221									30	31	32	33	160	-1	M	E	C	C
1222									31	32	33	34	160	2	M	F	D	C
1223									31	32	33	34	160	-1	F	E	B	A
1224									31	32	33		160	-1	M	E	B	A
1225									31	32	33		160	2	F	F	C	C
1226									30	32	34		150	1	F	F	C	C
1227									31	33	35		160	1n	M	F	B	C
1228									32	33	34		170	1	M	E	D	D
1229									32	33	34		160	-1n	F	E	B	B
1230									32	33	34		160	1	F	E	B	C
1231										33	34		160	2n	F	F	B	C
1232									32	33			160	-1n	F	F	B	D
1233									32	33	34	35	160	3	M	E	E	A
1234									32	33	34		160	-1n	M	F	C	C
1235									32	33	34		170	2	M	E	E	C
1236									33				110	1	M	F	E	C
1237									32				160	2	F	F	C	C
1238									33				160	2	F	E	C	C
1239									33	34			160	4n	M	E	A	A
1240									33	34			160	4n	M	E	A	A
1241									33	34			160	2n	M	F	C	C
1242									33	34			160	-1	M	F	C	C
1243									33	34			160	-1n	F	E	D	C
1244									33	34			160	-1	M	F	C	D
1245									33	34			160	-1	F	E	C	C
1246									33	34			160	2	F	F	C	C
1247									33	34			160	-1	F	E	B	B
1248									33	34			160	1	M	E	B	D
1249									33	34			160	-1	F	F	D	D

Pupil Number	GRADE												Atten-dance	Dist-ance	Sex	Nation-ality	Abil-ity	Home Infl.
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	XI.	XII.						
1250	21	22	23	24 25	26	27		28	29 30	31	32		190	-1	F	E	C	B
1251						26	27	28	29 30	31	32		160	5	F	E	C	C
1252									30	31	32		160	3n	F	E	C	B
1253									30	31	32		160	3n	F	E	C	C
1254	20	21 22	23	24	25			26 27	30	31	32		160	-1	F	E	B	C
1255	21 22	23	24	25	26	27	28	29	30	31	32		12-17	-1	M	E	C	B
1256									28 29	30	31 32		160	4n	F	E	C	B
1257											31 32		110	-1n	F	E	C	C
1258									28	29	30 31 32		120	6n	M	E	C	B
1259	21	22	23	24 25	26	27	8	28	29	30	31 32		140	2	M	E	B	B
1260										29	30 31 32		140	-1	M	E	C	C
1261	19	20	21 22	23	24	25		26	27	28 29	30 31 32		160	2	M	E	C	C
1262			21 22	23	24	25		26	27	28 29	30 31 32		160	2	M	E	C	B
1263				26	27	28		29	30 31	32			130	3	F	E	D	C
1264									31	32			170	4n	M	E	C	B
1265	22	23	24 25	26	27	28	29	30	31	32			160	-1	M	E	C	B
1266	23	24	25	26	27	28	29	30	31	32			170	1	M	E	C	C
1267									32				160	4n	F	E	C	B
1268									32				160	3n	F	E	C	C
1269		26	27	28		29	30	31	32				160	1	F	E	B	B
1270	24	25	26	27	28	29	30	31	32				160	1	M	E	C	C
1271	24	25	26	27	28	29	30	31	32				170	2	M	E	B	B
1272									32				160	6n	M	E	C	B
1273			26	27	28	29	30	31	32				170	3	M	E	C	C
1274	26	27	28	29	30	31	32	33					160	-1	M	E	B	B
1275			28	29	30	31	32	33					160	4	F	E	B	C
1276	26	27	28	29	30	31	32	33					160	-1	F	E	B	C
1277						31	32	33					160	1	M	E	E	C
1278					31	32	33	34					160	1	M	E	E	C
1279				29	30	31	32	33					160	2	M	E	E	C
1280								33					160	2	M	E	B	B
1281	26 27	28	29 30	31	32	33							160	-1	F	E	B	C
1282	27	28	29	30 31	32	33							170	1	M	E	B	B
1283	27	28	29 30	31	32	33							160	2	M	E	C	C

Pupil Number	GRADE I.	II.	III.	IV.	V.	VI.	VII.	VIII.	Attendance	Distance	Sex	Nationality	Ability	Home Infl.
1284		28	29	30 31	32	33			160	4	M	E	C	C
1285	27	28	29 30	31	32	33			160	1	M	E	D	C
1286	28	29	30 31	32	33				180	2	F	E	B	C
1287	28	29 30	31	32	33				190	-1	M	E	D	C
1288					33				160	2	M	E	B	B
1289	30	31	32	33					180	4	F	E	C	C
1290	30	31	32	33					180	-1	F	E	C	C
1291	30	31	32	33					180	1	M	E	D	C
1292	30	31	32	33					180	1	M	E	C	C
1293	29 30	31	32	33					170	1	M	E	C	C
1294			32	33					170	-1	M	E	E	C
1295				33					180	-1	F	E	C	C
1296	31	32	33						170	1	M	E	C	C
1297	31	32	33						180	-1	M	E	C	C
1298	31	32	33						170	2	M	E	C	C
1299	31	32	33						180	-1	M	E	C	C
1300	31	32	33						180	2	F	E	C	C
1301	29 30 31	32	33						150	1	M	E	C	C
1302		32	33						160	-1	F	E	C	D
1303	32 33								180	-1	M	E	D	C
1304	32	33							170	1	F	E	B	B
1305	32	33							180	-1	F	E	B	C
1306	33								180	-1	M	E	B	B
1307	33								180	2	M	E	C	C
	School 2A. (Elem.)													
1308	27	28	29	30	31	32	33	34	190	1	F	E	B	B
1309	28		29	30	31	32	33	34	180	1	M	E	B	B
1310	27	28	29	30	31	32	33 34		170	1	M	E	C	C
1311				31	32	33	34		150	1	M	E	C	A
1312	28 29	30		31	32	33	34		120	1	F	E	B	B
1313		30 31	32	33	34				180	-1	M	E	B	C
1314				33	34				160	1	F	E	B	C
1315	31 32		33	34					190	1	F	E	B	B
1316	33		34						160	1	F	E	B	A
1317	34								160	1	M	E	C	B
1318	26		27	28	29	30	31	32 33	190	1	F	E	B	C
1319	26		27	28	29	30	31	32 33	190	-1	F	E	B	A

Pupil Number	GRADE I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	XI.	XII.	Attendance	Distance	Sex	Nationality	Ability	Home Infl.
1320	24 25		26	28 27	29	30	31	32	33	34			180		F	F		
1321	24 25		26	27 28	29	30	31	32	33	34			180		M	F		
1322	24 25		26	27 28	29	30	31	32	33	34			170		F	F		
1323	25		26 27	28	29	30	31	32	33	34			180		F	F		
1324	23	24	25	26	27	28 29	30	31 32	33	34			180		F	F		
1325	25	26 27	28	29 30		31	32	33	34				180		F	F		
1326	25		26 27	28 29	30	31	32	33	34				180		F	F		
1327						31	32	33	34				180		M	F		
1328	24	25	26	27 28 29	30	31 32		33	34				170		M	F		
1329		26 27	28	29	30	31 32		33	34				180		M	F		
1330	25	26 27	28	29	30	31	32	33	34				130		F	E		
1331		26 27	28 29	30 31	32	33	34						190		F	F		
1332	26	27	28	29 30	31	32	33	34					150		F	F		
1333	24 25		26 27	28 29	30	31 32	33	34					170		F	F		
1334	27 28	29	30	31	32	33	34						160		M	F		
1335	27 28	29	30	31	32	33	34						180		M	F		
1336	27 28	29	30		31 32	33	34						170		F	F		
1337	27	28	29 30	31	32	33	34						180		M	F		
1338				31	32	33	34						180		F	F		
1339	28 29	30	31	32	33	34							180		F	F		
1340				32	33	34							170		F	F		
1341	25	26 27	28 29 30	31 32	33	34							170		M	F		
1342	28	30	31	32	33	34							170		F	F		
1343	28 29	30	31	32	33	34							180		M	F		
1344	27 28	29	30	31 32	33	34							190		F	F		
1345	27 28	29 30	31	32	33	34							180		F	F		
1346	28 29	30	31	32	33	34							160		M	E		
1347	27 28	29 30	31	32		33	34						160		F	F		

Pupil Number	GRADE												Atten-dance	Dist-ance	Sex	Nation-ality	Abil-ity	Home Infl.
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	XI.	XII.						
1348	29 30	31		32	33	34							170		F	F		
1349	32	33	34										170		M	F		
1350	31		32	33	34								180		F	F		
1351		29 30	31	32 33	34								180		M	F		
1352	29 30	31	32 33		34								180		F	F		
1353	28 29 30	31	32	33	34								160		F	F		
1354	29 30	31	32	33	34								150		F	F		
1355		31	32	33	34								150		F	F		
1356	31		32	33	34								150		F	F		
1357	29 30	31	32	33	34								170		F	F		
1358	31 32	33	34										170		M	F		
1359	29 30 31	32	34										100		F	F		
1360	30 31	32	33 34										110		F	F		
1361	30 31	32	33 34										100		M	F		
1362	31 32	33	34										160		F	F		
1363	32	33	34										170		F	F		
1364	31 32	33	34										170		M	F		
1365	32	33	34										170		F	F		
1366	32	33	34										150		F	F		
1367	29 30	31	32 33	34									150		F	F		
1368	28 29 30	31 32	33	34									160		M	F		
1369	30 31	32	33	34									150		M	F		
1370	31	32	33	34									170		F	F		
1371	29 30 31	32	33	34									170		M	F		
1372	31	32	33	34									180		F	F		
1373	31	32	33	34									180		F	F		
1375	31	32	33	34									180		M	F		
1376		31	32	33 34									140		M	F		
1377			33	34									140		M	F		
1378	30 31		32 33	34									180		M	F		
1379	30 31	32	33	34									180		M	F		

Pupil Number	GRADE								Attendance	Distance	Sex	Nationality	Ability	Home Infl.
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.						
1380	32		33	34					160		F	F		
1381	31	32	33	34					160		F	F		
1382		32	33	34					160		M	F		
1383	31	32	33	34					170		F	F		
1384		31	32	33					150		F	F		
				34										
1385	32	34							150		M	F		
	33													
1386	32	34							170		M	F		
	33													
1387	33	34							170		M	F		
1388	33	34							160		M	F		
1389	33	34							160		F	F		
1390	32	34							160		M	F		
	33													
1391	33	34							150		F	F		
1392	33	34							150		F	F		
1393	31	33							170		M	F		
	32	34												
1394	33	34							160		F	F		
1395	34								150		F	F		
1396	34								170		M	F		
1397	34								150		M	F		
1398	34								140		F	F		
1399	34								170		M	F		
1400	34								160		M	F		
1401	33								160		M	F		
	34													
1402	34								170		F	F		
1403	34								160		M	F		
1404	34								160		M	F		
1405	34								100		M	F		
1406	33								100		M	F		
	34													
1407	34								140		F	F		
1408	34								140		M	F		
1409	34								150		M	F		
1410	34								120		M	F		
1411	33								100		F	F		
	34													
1412	33								150		F	F		
	34													
1413	32								160		M	F		
	33													
	34													
1414	34								140		F	F		
1415	33								150		F	F		
	34													
1416	33								100		F	F		
	34													
1417	33								100		F	F		
	34													
1418	33								150		F	F		
	34													
1419	33								140		F	F		
	34													

Pupil Number	GRADE I.	II.	III.	IV.	V.	VI.	VII.	VIII.	Attendance	Distance	Sex	Nationality	Ability	Home Infl.
1420	27	28	29	30		31	32	33	190		F	E		
1421	28	29	30		31	32	33	34	180		M	F		
1422	27	28	29	30	32	31	32	33 34	180		M	E		
1423	26	27 28	29	30	31	32	33	34 35	170		M	F		
1424	27	28	29	30	31	32	33	34	170		F	F		
1425	27	28	29	30	31	32	33	34	150		M	E		
1426	28	29	30		31	32	33	34	170		M	F		
1427	28	29 30		31	32	33	34		160		M	E		
1428				31	32	33	34		190		F	E		
1429	28	29 30		31	32	33	34		180		F	F		
1430	26 27	28	29	30	31	32 33	34 35		180		F	F		
1431	29 28	30		31	32	33 34			180		F	E		
1432					33	34 35			150		M	E		
1433	30	31	32	33	34				180		M	F		
1434	29 30	31	32	33	34				190		F	F		
1435	30	31	32	33	34				180		M	F		
1436	30	31	32	33	34 35				180		F	E		
1437	31	32	33	34					170		M	E		
1438	31	32	33	34					180		F	E		
1439	30	31 32	33	34					170		M	E		
1440	28	29 30		31 32					160		F	F		
1441				33 34					170		M	E		
1442				34 35					180		F	E		
1443									180		F	F		
1444	33	34							180		M	E		
1445	33	34							160		F	E		
1446	33	34							180		M	E		
1447	33	34							180		M	E		
1448	30 31 32	33 34							140		M	F		
1449	33	34							120		M	F		
1450		33 34							160		M	F		
1451	33	34							130		M	E		
1452	34								110		M	F		
1453	33 34								130		M	E		
1454	34								190		M	E		
1455	34 35								190		M	E		

Pupil Number	GRADE I.	II.	III.	IV.	V.	VI.	VII.	VIII.	Attendance	Distance	Sex	Nationality	Ability	Home Infl.
1456	34 35								180		M	F		
1457	34								180		M	E		
1458	34								170		F	E		
1459	34								190		F	F		
	School 21. (Elem.)													
1460	26 27	28	28 29	30	31	32	33		150	2	F	E	C	C
1461					31	32	33		170	2	F	E	C	D
1462	27	28	29	30	31	32	33		160	2	M	E	C	D
1463	27	28	29	30	31	32	33		160	2	M	E	C	C
1464	29		30	31	32	33			160	1	M	E	B	B
1465					32	33			180	-1	F	E	D	C
1466	30	31	32	33					170	2	F	E	B	C
1467			32	33					100	2	M	F	-	D
1468		32	33	34					160	-1	M	E	C	D
1469			33						150	-1	M	E	D	D
1470	31	32	33						160	2	M	E	D	C
1471		31 32	33						130	2	M	E	C	D
1472	31 32	33							130	1	F	F	B	D
1473	31 32	33							130	2	M	F	C	D
1474	31 32	33							150	2	F	E	B	C
1475	32 33								100	2	F	F		
1476	33								100	2	F	E	E	D
1477	33								100	2	M	E	C	D
1478	33								170	-1	F	E	C	D
	School 22. (Elem.)													
1479	26 27	28	29	30	31	32	33	34	160	1	M	F	A	B
1480	26	27 28	29	30	31	32	33	34	160	1	M	F	B	B
1481	26 27	28	29	30	31	32	33	34	120	1	F	F	B	C
1482	32				32	33	34		190	-1	F	E	C	B
1483						33	34		170	2	M	E	C	B
1484	26 27	28	29	30	31	32	33 34		140	1	M	F	D	E
1485	29	30	31	32	33	34			150	2	M	E	C	E
1486			31	32	33	34			170	-1	M	E	B	B
1487					33	34			170	2	F	E	C	B
1488				32	33	34			150	2	M	E	B	C
1489			31	32	33	34			160	-1	M	F	A	A
1490				32	33	34			160	2	M	E	B	B
1491				33	34				170	2	F	E	A	B

Pupil Number	GRADE I.	II.	III.	IV.	V.	VI.	VII.	VIII.	Attendance	Distance	Sex	Nationality	Ability	Home Infl.
1492		31	32	33	34				170	1	F	E	A	A
1493	28	31	32	33	34				170	1	F	F	B	C
	29													
	30													
1494	30	31	32	33	34				180	1	M	F	C	B
1495			32	33	34				180	1	M	E	D	C
1496	28	31	32	33	34				160	1	M	F	D	D
	29													
	30													
1497	30	31	32	33	34				180	1	F	E	B	B
1498	30	31	32	33	34				150	1	M	F	A	A
1499	31	32	33	34					170	1	M	E	B	C
1500	31	32	33	34					160	2	M	E	C	C
1501	29	31	32	33					150	1	M	F	D	D
	30			34										
1502	30	32	33	34					120	1	M	F	C	C
	31													
1503	32	33	34						190	1	M	E	B	C
1504	32	33	34						180	1	M	E	B	B
1505	32	33	34						170	1	F	E	C	B
1506	31	33	34						130	1	F	F	C	C
	32													
1507	32	33	34						150	1	M	F	A	A
1508	32	33	34						160	2	F	E	C	C
1509	33	34							170	1	F	F	A	C
1510	32	33							140	1	F	F	C	C
		34												
1511	32	34							180	1	F	F	C	D
	33													
1512	33	34							170	1	F	E	C	B
1513	33	34							180	1	M	E	A	A
1514	34								190	1	M	E	B	B
1515	33	34							160	1	F	F	A	A
1516	34								160	2	M	E	D	C
1517	34								150	1	F	F	B	C
1518	34								100	2	F	E	D	E
	School 2H. (Elem.)													
1519	27	28	29		30	31	32	33	190	1	F	E	B	B
1520	27	28	29	30	31	32	33	34	170	1	M	E	C	C
1521		27	29	30	32	33	34		160	1	M	E	E	D
		28		31			35							
1522	27	29	30	31	32	33	34		170	1	F	E	C	D
	28													
1523	28	29	30	31	32	33	34		180	1	M	E	C	D
1524	29	30	31	32	33	34			170	1	M	E	C	C
1525			32	33		34			190	1	F	E	C	C
1526	29	30	31	32	33	34			170	2	M	E	C	C
1527	29	30	31	32	33	34			190	1	F	E	B	B
1528	29	30	31	32	33	34			180	1	M	E	B	B
1529	27	29	30	31	32	34			150	2	F	E	C	B
	28				33									

Pupil Number	GRADE I.	II.	III.	IV.	V.	VI.	VII.	VIII.	Attendance	Distance	Sex	Nationality	Ability	Home Infl.
1530	31	32	33	34					150	2	F	E	C	C
1531	31	32	33						180	1	M	E	D	D
			34											
1532	32	33	34						190	1	M	E	C	C
1533	31	33	34						130	2	F	E	C	B
	32													
1534	32	34							150	1	F	E	C	D
	33													
1535	34								170	1	M	E	C	C
1536	34								170	1	M	E	C	C
	School 2D. (Elem.)													
1537	26	27	28		29	30	31	32	170	1	M	E	B	B
1538	28		29	30	31	32	33	34	180	1	F	E	C	B
1539	27	29	30	31	32	33	34		170	1	M	E	D	B
	28													
1540	28	29	30	31	32	33	34		170	1	M	E	C	C
1541		29	30	31	32	33	34		190	1	F	E	C	C
1542		29	30	31	32	33	34		170	2	F	E	B	B
1543	29	31	32		33	34			180	2	M	E	C	C
	30													
1544	30	31	32		33	34			190	1	F	E	C	B
1545	29	31	32	33	34				180	1	M	F	D	C
	30													
1546	29	31	32	33	34				180	1	M	E	C	C
	30													
1547	31	32	33	34					180	1	M	E	B	C
1548	30	32	33	34					170	1	M	E	C	B
	31													
1549	30	32	33	34					170	2	M	E	C	B
	31													
1550	32	33	34						180	1	F	E	C	C
1551	33	34							190	1	M	E	B	C
1552	33	34							190	2	M	E	B	B
1553	34								160	1	M	E	C	B
1554	34								170	1	F	E	B	C
	School 2F. (Elem.)													
1555	27	29		30	32		33	34	160	1	M	E	C	C
	28			31										
1556	28	29	30	31	32		33	34	150	3	M	F	B	B
1557	28	29	30	31	32	33	34		150	3	M	E	B	B
1558	27	29		30	32	33	34		180	1	M	E	C	B
	28			31										
1559	28	29	30	31	32	33	34		190	1	F	E	A	B
1560			30	32	33	34			140	2	M	E	D	B
			31											
1561	28	30	31	32	33	34			100	1	M	E	C	B
	29													
1562	29	30	31	32	33	34			170	1	F	E	A	B
1563	29	30	32	33	34				150	1	M	E	C	C
		31												

Pupil Number	GRADE I.	II.	III.	IV.	V.	VI.	VII.	VIII.	Attendance	Distance	Sex	Nationality	Ability	Home Infl.
1564	30	31	32	33	34				190	-1	F	E	B	B
1565	30	31	32	34					120		M	E		
			33											
1566	31	32	33	34					190	-1	F	E	B	B
1567	32	33	34						170	1	F	E	B	B
1568	33	34							170	1	F	E	D	B
1569	33	34							150	1	M	E	C	C
1570	33	34							190	-1	M	E	B	B
1571	33								160	1	F	E	C	B
	34													
	School 2C. (Elem.)													
1572	26	27	28	29	30	31	32	33	150	2	M	E	C	C
1573	28	29		30	31	32	33	34	150	-1	M	E	B	B
1574	28		30	31	32	33	34		140	1	F	E	E	C
	29						35							
1574a						33	34		170	1	F	E	B	B
1575	28		30	31	32	33	34		160	3	M	E	C	C
	29													
1576				31	32	33	34		160	3	M	E	C	C
1577		30	31	32	33	34			150	2	F	E	C	B
1578	29	31	32	33	34				130	1	M	E	C	C
	30													
1579	31	32	33	34					140	1	M	E	C	C
1580			33	34					170	1	M	E	B	B
1581	32	33	34						170	3	M	E	B	C
1582	33	34							130	2	F	E	C	B
	School 2K. (Elem.)													
1583	25	27	28		29	30	31	32	140	2	F	E	B	C
	26													
1584					29	30	31	32	150	2	M	F	C	C
								33						
1585					28	29		30	160	2	F	E	B	C
								31						
1586				29	30		31	32	180	-1	M	E	A	C
1587			29		31	32	33	34	180	-1	F	E	C	C
			30											
1588				29	30	32	33	34	180	-1	M	E	D	C
					31			35						
1589				29	30	32	33	34	180	-1	M	E	C	C
					31									
1590								34	140	3	M	E	C	C
								35						
1591	28	29	30	31	32	33	34		170	2	F	E	B	C
1592	28	29	30	31	32	33	34		160	2	M	E	C	C
1593		28	30	31	32	33	34		160	-1	M	E	C	C
		29												
1594	29		31	32	33	34			170	1	M	E	C	C
	30													
1595	29		31	32	33	34			150	1	F	E	C	E
	30					35								

Pupil Number	GRADE I.	II.	III.	IV.	V.	VI.	VII.	VIII.	Attendance	Distance	Sex	Nationality	Ability	Home Infl.
1596	29 30		31	32	33	34 35			150	2	F	E	D	C
1597	29 30		31	32	33	34			170	-1	F	E	C	C
1598	31			32	33	34			190	-1	F	E	A	C
1599					33	34			180	3	M	E	C	D
1600	31	32	33	34					180	-1	F	E	B	C
1601	31	32	33	34					180	-1	F	F	B	C
1602	30 31	32	33	34					180	1	F	E	C	C
1603	31	32	33	34 35					180	-1	F	E	C	C
1604	28		33	34					170	3	M	E	C	D
1605	26 27 28 29 30	31 32	33 34 35						100	1	M	E	E	E
1606	32	33	34						160	2	M	E	C	C
1607	32	33 34							170	1	M	E	D	C
1608	33	34							190	-1	F	E	B	C
1609	33	34							190	-1	M	E	C	C
1610	31 32 33	34							100	1	F	E	E	E
1611	33 34								100	1	M	E	E	E
1612	34								170	2	M	E	C	C
1613	34								150	1	M	E	D	C
	School 2M. (Elem.)													
1614	24	25		26		27 28	29	30 31	180	1	M	E	C	B
1615						29	30	31 32	170	-1	F	E	B	B
1616							29	30 32	170	-1	F	E	D	B
1617	25	26	27 28	29	30	31	32	33	160	2	M	E	D	B
1618				29	30	31	32	33	150	-1	M	E	B	B
1619	26		27 28	29	30	31	32	33	140	2	F	E	A	C
1620	26		27 28	29	30	31	32	33 34	130	2	F	E	C	C
1621			29	30	31	32	33	34	170	-1	F	E	C	B
1622	27	28	29	30	31	32	33	34	140	1	F	E	B	B
1623		27 28	29	30	31	32	33	34	130	1	F	E	C	B
1624	28	29	30	31	32	33	34		150	2	M	E	C	C
1625	29	30	31		32	33	34		170	2	F	E	C	C
1626	28	29	30	31	32	33	34		140	1	M	E	A	B

Pupil Number	GRADE								Attendance	Distance	Sex	Nationality	Ability	Home Infl.
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.						
1627	28	29	30	31	32	33	34		180	1	F	E	C	B
1628	28	29	31	32	33	34			150	1	M	E	C	C
		30												
1629	29	30	31	32	33	34			180	1	M	E	B	B
1630	29	30	32	33	34				140	2	F	E	B	C
		31												
1631	29	32	34						110	1	M	E	D	B
	30	33												
	31													
1632	30	32	34						140	2	F	E	D	C
	31	33												
1633	32	34							140	1	M	E	B	C
	33													
1634	32	34							130	1	M	E	C	B
	33													
1635	32	34							140	2	M	E	B	C
	33													
1636	32	34							130	2	M	E	C	C
	33													
1637	34								180	-1	M	E	C	D
	35													
	School 2N. (Elem.)													
1638				31	32	33	34		180	-1	F	E	C	A
1639				31	32	33	34		170	-1	M	E	C	A
1640			31	32	33		34		160	-1	F	E	B	A
1641		31	32	33	34				160	1	F	E	B	C
1642			32	33	34				170	1	M	E	B	B
1643	30	32	33	34					150	2	M	E	C	A
	31													
1644	30	31	32	33					140	2	M	E	C	A
				34										
1645	31	32	33	34					140	2	F	E	B	C
1646	30	31	32	34					170	1	M	E	D	B
			33											
1647	31	32	33	34					150	2	M	E	C	C
1648	31	32	34						180	-1	M	E	C	A
		33												
1649	30	32	34						150	2	M	E	E	C
	31	33												
1650	32	33							160	2	M	E	C	A
		34												
1651	32	33							160	1	M	E	C	B
		34												
1652	33	34							160	1	M	F	A	C
1653	33	34							140	-1	M	E	C	A
1654	33	34							170	-1	F	E	C	A
1655	33	34							140	2	M	E	C	C
1656	33								140	2	M	E	D	D
	34													
1657	33								100	2	F	F	C	E
	34													
1658	33								100	2	M	F	C	E
	34													

Pupil Number	GRADE								Attendance	Distance	Sex	Nationality	Ability	Home Infl.
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.						
1659	34								100	1	M	E	C	C
1660	34								100	2	F	E	C	C
1661	33								100	2	F	F	C	E
	34													
1662	34								100	2	F	E	C	C
1663	34								190	1	F	E	B	C
	School 2B. (Elem.)													
1664	27		29	30	31	32	33	34	130	1	F	E	C	B
	28													
1665							33	34	170	1	F	F	C	C
1666	28		29	30	31	32	33	34	160	2	M	E	B	B
1667	27	28	29	30	31	32	33	34	150	1	M	E	C	C
1668	29	30	31	32	32	33	34		160	2	F	E	C	B
1669	29	30	31		32	33	34		150	3	F	E	C	B
1670	29	30	31		32	33	34		160	3	F	E	C	B
1671	29	30	31		32	33	34		170	1	M	E	C	B
1672	29	30			32	33	34		160	1	M	E	D	C
		31												
1673	30	31	32	33	34				150	1	F	E	D	B
1674		31	32	33	34				160	1	F	E	C	C
1675	30	31	32	33	34				150	3	F	E	C	B
1676	30	31	32	33	34				150	2	M	E	C	B
1677				33	34				120	1	M	E	C	C
1678	32	33	34						150	1	F	E	C	C
1679	31	33	34						230	1	M	E	D	C
	32													
1680	32	33	34						140	1	F	E	C	C
1681	32	33	34						130	1	F	E	C	B
1682	32	33	34						120	1	F	E	C	C
1683	33	34							140	1	F	E	C	C
1684	33	34							150	1	M	E	C	B
1685	33								100	1	M	E	C	C
	34													
	School 1B. (Elem.)													
1686	26	27	28	29	30	31	32	33	160		M	E	C	A
1687							33		170		M	E		
1688					33				170		F	E		
1689	26	27	28	29	30	31	32	33	170		F	E		
1690	26	27	28	29	30	31	32	33	170		M	E		
1691	31	33							160		F	F	C	C
	32													
1692	33								160		F	F	C	C
1693	32	33							160		F	E	B	B
1694	28	29	30	31	32	33			170		M	E	C	C
1695	33								150		M	E	C	C
1696	32								110		M	E	B	B
	33													
1697		32	33						140		F	E	D	B
1698	33								160	3	F	E	A	C
1699	28	29	30	31	32	33			130	3	M	E	B	C

Pupil Number	GRADE I.	II.	III.	IV.	V.	VI.	VII.	VIII.	Attendance	Distance	Sex	Nationality	Ability	Home Infl.
1700	29 30	31	32	33					150	3	F	E	B	C
1701	25	26	27	28 29	30	31	32	33	170		M	E		
1702	28	29	30	31	32	33			160		F	E	B	A
1703	33								170		F	F	B	C
1704	30	31	32	33					120		M	F		
1705	30	31	32	33					130		M	F	B	C
1706	30 31	32	33						150		F	F	C	C
1707	30 31		32 33						150		F	F	B	C
1708	30 31	32	33						150		M	F	B	C
1709	32	33							150		F	F	A	C
1710	33								160		M	E	A	A
1711	27 28	29	30	31	32 33				170	3	M	F	C	C
1712	28 29 30	31	32	33					170	3	M	F	B	C
1713	29 30	31	32	33					140	3	F	F	B	C
1714	32 33								110	3	F	F	B	C
1715	33								160		F	E	D	C
1716	29 30	31	32	33					130		F	F		
1717	29 30	31	32	33					140		F	F	B	C
1718	29 30	31	32	33					150		M	F	B	C
1719	30 31	32	33						160		M	F	B	C
1720	32	33							160		F	F	C	C
1721	30	31	32						120		M			
1722	24	25	26	27	28	29	30	31 32	170		F	E		
1723	25	26	27	28	29	30	31	32	35 150		F	E		
1724						30	31	32	160		F	F		
	School ID. (Elem.)													
1725	28	29	30		31	32	33		140	-1	M	E	C	E
1726	28	29	30			31 32	33		160	1	F	F	B	B
1727				31	32	33			110	2	M	F	C	C
1728	29	30		31	32	33			140	2	M	F	C	C
1729	29	30		31	32	33			160	1	M	F	C	B
1730	30		31	32	33				160	1	F	E	C	A
1731	30	~~31~~	31 32	33					150	2	M	F	D	C
1732	31	32	33						140	1	M	F	B	C

Pupil Number	GRADE I.	II.	III.	IV.	V.	VI.	VII.	VIII.	Attendance	Distance	Sex	Nationality	Ability	Home Infl.
1733	31	32	33						160	1	M	E	B	B
1734	31	32	33						150	2	F	F	A	C
1735	32	33							170	2	M	F	B	C
1736	32	33							180	1	M	E	B	A
1737	32	33							160	1	F	F	B	B
1738	32								130	2	M	F	E	E
	33													
1739	32								120	2	F	F	C	E
	33													
1740	31								130	2	M	F	C	C
	32													
	33													
1741	32								180	2	M	F	C	B
	33													
1742	32								120	2	M	F	D	D
	33													
1743	33								100	2	F	F	C	D
1744	32								100	2	F	F	D	C
	33													
1745	33								160	2	F	F	B	C
1746	33								100	2	M	F	C	E
1747	33								110	½	F	F	B	B
	School 10. (Elem.)													
1748	28	29		30	32		33		190	2	F	E	B	B
				31										
1749						33			180	1	M	F	B	C
1750						33			180	1	M	F	C	C
1751	27	29		30	31	33			120	2	M	F	B	C
	28				32									
1752	28	29	30	31	32	33			150	2	F	F	C	C
1753	28	29	30	31	32	33			130	2	F	F	B	C
1754	28	30	31	33					110	2	M	F	B	C
	29		32											
1755	31		32	33					150	2	F	F	A	C
1756	29	31	32	33					130	2	F	F	D	C
	30													
1757	28	30	31						130	2	F	F	E	C
	29		32											
			33											
1758	30	31	33						120	2	M	F	B	C
		32												
1759	29	31	33						100	3	F	F	B	C
	30	32												
1760		32	33						100	2	F	F	B	C
1761		32	33						100	1	M	F	C	C
1762	29	31	32						100	3	M	F	C	C
	30		33											
1763	30	31	33						130	2	M	F	C	C
		32												
1764			33						110	1	F	E	A	C
1765		33							130	1	F	E	A	C

Pupil Number	GRADE I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	XI.	XII.	Attendance	Distance	Sex	Nationality	Ability	Home Infl.
1766	32	33											160	1	M	F	C	C
1767	32	33											130	1	M	E	B	C
1768	32	33											150	2	F	F	B	C
1769	32	33											160	2	M	F	B	C
1770	32												100	2	F	F	C	C
	33																	
1771	33												160	2	M	F	C	C
1772	33												130	2	F	F	C	C
1773	33												100	2	F	F	A	C
1774	33												100	2	M	F	C	C
1775	33												100	3	M	F	D	C
1776		27		28	29		30	32					190	1	F	E		C
							31											
	School 1A. (ElemO.)																	
1777			28	29	30	31	32	33					140	-1	F	F	C	C
1779			28	29	30	31	32	33					140	2	F	F	C	B
1780				30	31	32	33						140	-1	F	F	B	B
1781				30	31	32	33						170	-1	F	F	B	B
1782				30	31	32	33						180	2	F	F	B	B
1783			30	31	32		33						160	2	F	F	B	B
1784				30	32		33						130	2	F	F	C	C
				31														
1785		30		31		33							130	1	F	F	C	B
				32														
1786		30		31		33							160	1	F	F	C	C
				32														
1787		30		31		33							160	1	M	F	C	C
				32														
1788			30	31		33							170	1	M	F	B	B
				32														
1789			30	31		33							170	1	M	F	C	C
				32														
1790			30	31	32	33							160	-1	F	F	D	C
1791	30		31	32	33								130	1	F	F	C	C
1792		30	31	32	33								160	1	M	F	C	C
1793	30	31	32	33									160	-1	F	F	B	B
1794	30	30		32	33								150	1	M	F	C	B
		31																
1795	30	31		32	33								170	1	M	F	C	C
1796		30	31	32	33								160	-1	F	F	C	C
1797		30	31	32	33								170	-1	F	F	B	C
1798					33								160	1	M	F	D	C
1799				33									130	2	M	F	B	C
1800	30	31	32	33									150	-1	M	F	D	C
1801	30	32		33									140	1	M	F	C	C
	31																	
1802	30	31	32	33									150	-1	M	F	C	C
1803	30	31	32	33									120	1	M	F	B	B
1804	30	32		33									170	-1	F	F	C	B
	31																	
1805	31	32		33									130	1	M	F	C	C
1806	30	32	32	33									150	-1	M	F	D	C

Pupil Number	GRADE												Atten-dance	Dist-ance	Sex	Nation-ality	Abil-ity	Home Infl.
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	XI.	XII.						
1807	30	31	32	33									130	2	F	F	D	C
1808	31	32		33									140	2	F	F	B	C
1809	30	32		33									160	1	F	C	C	D
	31																	
1810	30	31	32	33									170	-1	M	F	C	C
1811	30	31	32	33									140	1	M	F	B	B
1812	31		33										120	1	F	F	C	B
	32																	
1813	30	31	33										110	2	F	F	C	C
		32																
1814	31		33										120	1	F	F	C	C
	32																	
1815	30	32	33										150	1	F	F	B	B
	31																	
1816	32		33										120	3	F	F	C	B
1817	32		33										130	3	F	F	C	C
1818	30		33										120	1	M	F	C	C
	31																	
	32																	
1819	31		33										160	-1	F	F	B	B
	32																	
1820	31		33										160	2	F	F	B	C
	32																	
1821	32	33											130	-1	F	F	B	B
1822	32	33											160	1	M	F	C	B
1823	31	33											180	-1	M	F	D	D
	32																	
1824	32	33											150	1	M	F	C	C
1825	31	33											150	-1	M	F	C	B
	32																	
1826	31	33											150	1	M	F	C	C
	32																	
1827	31	33											160	-1	M	F	C	C
	32																	
1828	32	33											130	-1	F	F	C	C
1829	32	33											170	1	F	F	C	C
1830	32	33											160	-1	F	F	B	C
1831	32	33											120	1	F	F	C	C
1832	32	33											130	2	F	F	D	C
1833	33												130	1	F	F	C	C
1834	33												160	1	M	F	C	C
1835	33												160	-1	F	F	B	B
1836	33												100	2	M	F	D	C
1837	33												100	2	F	F	D	C
1838	33												160	1	M	F	D	C
1839	33												130	1	M	F	D	C
1840	33												160	-1	M	F	C	D
1841	33												100	1	M	F	B	C
1842	33												160	-1	M	F	B	C
1843	33												160	2	M	F	C	C

Pupil Number	GRADE I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	XI.	XII.	Attendance	Distance	Sex	Nationality	Ability	Home Infl.
1844	24 25	26	27	28	29		30						130	-1	M	F		
1845						30							100	-1	F	F	C	C
1846	26	27		28	29	30							120	2	F	F	C	D
1847	24 25	26	27	28	29	30							120	2	M	F	C	C
1848	24 25	26	27	28	29	30							100	1	F	F	C	C
1849	24 25	26	27 26	29	30								100	1	M	F	C	C
1850	26	27	28	29	30								160	2	F	F	B	C
1851	25 26	27	26	29	30								140	-1	F	F		
1852	25 26	27	28	29	30								150	2	F	F	C	C
1853				29 30									110	-1	M	F	C	C
1854	26		27 28	29 30									100	2	F	E	B	B
1855	26	27	28	29 30									100	2	M	E	C	B
1856	25 26	27	28	29 30									100	1	M	F	D	C
1857	25 26	27	28	29 30									100	2	M	F	D	D
1858	25 26	27	28	29 30									150	-1	F	F		
1859	23 24 25 26	27	28	29 30									100	1	F	F	D	D
1860	24 25 26	27	28	29 30									130	1	M	F	D	D
1861	26	27	28 29	30									130	1	M	F	C	D
1862	25 26	27	28 29	30									130	2	M	F	D	C
1863	26 27	28	29	30									150	1	F	F	C	C
1864	27	28	29	30									130	1	M	F	D	D
1865	26 27	28	29 30										130	1	F	F	D	C
1866	28	29	30										130	2	M	F	B	B
1867	28	29	30										140	1	M	F	C	C
1868	27 28	29 30											100	2	F	F	C	D
1869	27 28	29 30											100	2	F	F	D	D
1870	28	29 30											150	2	M	F	C	C
1871	28	29 30											150		F	F		

Pupil Number	GRADE I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	XI.	XII.	Attendance	Distance	Sex	Nationality	Ability	Home Infl.
1672	28 29	30											110	1	M	F	C	D
1673	28 29	30											100	2	M	F	D	D
1674	25 26 27 28 29	30											100	2	F	F	D	D
1675	29	30											100	2	F	E	B	B
1676	29	30											150	1	F	F	C	C
1677	29	30											130	2	M	F	C	C
1678		30											160	2	F	F	C	C
1679		30											160	1	F	F	C	D
1680	29 30												110	2	F	F	C	D
1681	29 30												100	2	F	F	C	D
1682	28 29 30												130	1	M	F	D	C
1683	29 30												120	1	M	F	C	C
1684	30												130	1	F	F	D	C
1685	30												160	-1	F	F		
1686	30												100	-1	M	F	C	C
	School 1K. (Elem.)																	
1687	25	26	27	28 29	30		31 32	33					130	-1	F	E	C	C
1688	25 26	27	28	29	30	31	32	33					130	-1	F	E	D	D
1689	25	26	27	28	29 30		31 32	33					150	2	F	E	C	C
1690	24 25	26	27	28 29	30	31	32	33					130	-1	F	E	C	C
1691	25 26	27	28	29 30	31	32	33						130	-1	M	E	C	B
1692			28	29	30	31	32	33					130	2	F	E	C	D
1693	26	27	28	29	30		31 32	33					130	-1	F	E	C	C
1694	26	27	28	29	30		31 32	33					170	-1	M	E	B	B
1695	25 26 27		28	29 30	31	32	33						160	-1	M	E	C	D
1696			29	30	31	32	33						160	-1	M	E	C	C
1697	28	29		30 31	32	33							160	-1	F	E	B	C
1698	28	29	30 31		32	33							170	2	F	E	C	C
1699	29		30 31	3	32								190	-1	M	E	C	C

Pupil Number	GRADE I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	XI.	XII.	Attendance	Distance	Sex	Nationality	Ability	Home Infl.
1900	28	29	30 31		32	33							180	-1	M	E	B	C
1901	27	28	29 30 31	32	33								170	-1	F	E	C	D
1902	28	29	30 31	32	33								170	-1	F	E	B	C
1903	29	30	31	32	33								190	-1	M	E	C	C
1904	29	30 31		32	33								100	3	F	F	C	C
1905	30	31	32	33									100	3	F	F	C	C
1906	30	31	32	33									170	-1	F	E	B	C
1907	30	31	32	33									160	-1	F	E	C	B
1908	28 29	30 31	32	33									170	-1	F	E	D	D
1909	30	31	32	33									160	2	M	E	C	C
1910	29	30 31	32	33									170	-1	M	E	C	D
1911	29	30 31	32	33									180	-1	M	E	C	C
1912	31	32	33										180	-1	M	E	B	C
1913	31	32	33										170	-1	M	E	C	C
1914	31	32	33										140	-1	M	E	B	C
1915	28 29 30 31	32	33										140	-1	F	E	D	D
1916	31	32 33											120	-1	F	E	C	C
1917	32	33											160	-1	F	E	C	C
1918	32	33											130	-1	F	E	D	D
1919	32	33											170	-1	F	E	C	C
1920	32	33											180	-1	F	E	B	C
1921		33											140	-1	M	E	B	C
1922	32	33											170	-1	M	E	C	C
1923	32	33											180	-1	M	E	B	D
1924	31 32	33											100	-1	F	E	C	D
1925	32	33											170	-1	M	E	C	C
1926	26 27		28	29 30	31	32	33						110	-1	F	E	C	C
	School IR. (Elem.)																	
1927	24 25		26 27	28	29	30	31	32	33					3	F	E	A	C
1928	2	26	27	28	29	30	31 32	33						3	F	E	C	D
1929				27	28 29	30	31	32 33						2	F	E	A	D
1930		27	28	29	30	31	32	33						2	M	E	B	D
1931	25	26 27	28	29	30	31	32	33						1	M	E	B	C
1932	25 26 27	28	28	29 30	31	32	33							2	F	E	C	D

Pupil Number	GRADE I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	XI.	XII.	Atten-dance	Dist-ance	Sex	Nation-ality	Abil-ity	Home Infl.
1933	25	26 27 28	29	30	31	32 33								2	M	E	A	D
1934	27	28	29	30	31 32	33								3	M	E	C	C
1935	25 26 27	28 29	30	31	32 33									2	M	E	C	E
1936	28 29	30	31	32	33									2	M	E	C	D
1937	28 29	30	31	32	33									3	M	E	C	D
1938	28	29 30	31	32	33									3	M	E	C	D
1939	27 28	29 30	31	32	33									2	F	E	C	B
1940	25 26 27	28 29	30	31 32 33										2	F	E	E	D
1941	28 29	30	31	32 33										2	F	E	C	D
1942	30	31	32	33										2	M	E	C	D
1943	30	31	32	33										2	M	E	C	B
1944	28 29 30	31	32	33										2	M	E	C	D
1945	30	31	32	33										2	F	F	B	C
1946	28	29 30	31	32 33										3	F	E	A	C
1947	31	32	33											2	F	E	C	D
1948	31	32	33											2	F	E	A	D
1949	31 32	33												2	M	E	C	D
1950	30 31	32 33												2	M	E	E	D
1951	31 32	33												2	M	E	C	D
1952	31 32 33													2	M	E	C	D
	School II. (Elem.)																	
1953	24	25 26	27	28	29	30	31	32 33					150	2	M	E	C	E
1954								33					150	2	M	E	C	E
1955	26 27	28			29	30	31	32 33					180	-1	M	E	C	C
1956	26 27		28		29	30	31	32 33					190	-1	F	E	C	C
1957					33								170	-1	F	E	C	E
1958			30 31	32 33									150	-1	M	E	D	D
1959	27 28	29 30	31	32 33									140	-1	F	E	D	C

Pupil Number	GRADE I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	XI.	XII.	Attendance	Distance	Sex	Nationality	Ability	Home Infl.
1960	27 28	29 30	31	32 33									100	2	M	E	D	E
1961				33									170	-1	M	E	D	E
1962			32	33									160	-1	F	E	A	B
1963			32	33									160	1	F	E	A	B
1964			33										150	-1	M	E	C	E
1965	29 30	31 32	33										160	-1	M	E	C	C
1966	30	31 32	33										170	1	M	E	C	C
1967	30	31 32	33										150	1	M	E	C	C
1968	30	31 32	33										190	-1	M	E	C	C
1969	30 31 32	33											100	2	F	E	E	E
1970	31 32	33											100	1	M	E	D	D
1971	31 32	33											110	1	F	E	B	C
1972	30 31 32	33											180	-1	M	E	C	C
1973	31 32	33											160	1	M	E	C	C
1974	30 31 32	33											160	-1	F	E	C	C
1975	33												180	-1	M	E	C	E
1976	32 33												130	1	F	E	B	C
1977	33												160	-1	F	E	C	C
1978	33												160	1	F	E	B	B
1979	27 28				29	30	31	32	33				190	-1	M	E	A	A
1980	27 28				29	30	31	32	33				190	1	M	E	B	B
1981	26 27		28		29	30	31	32	33				170	1	M	E	B	C
1982	26 27		28		29	30	31	32					180	-1	M	E	A	C
1983	24	25 26	27	28				29 30 31					190	-1	M	E	C	A
1984	25												120	2	F	E	B	B
1985	21		22	23	24	25	26	27					130	2	F	E	B	A
1986	20	21	22	23	24	25	26	27					180	-1	M	E	B	B
1987	19 20	21	22	23	24 25	26		27					150	-1	M	E	C	B
1988	22 23		24	25	26	27		28					130	-1	F	E	C	B
1989	26		27	28				29 30					180	-1	M	E	A	A

Pupil Number	GRADE I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	XI.	XII.	Attendance	Distance	Sex	Nationality	Ability	Home Infl.
1990	21 22		23	24 25	26	27		28 29					170	~1	F	E	D	B
1991	23	24	25	26	27		28	29 30					180	~1	M	E	D	A
1992	23	24	25	26	27		28	29 30					190	~1	M	E	D	C
	School 1L. (Elem.)																	
1993	24 25	26 27	28	29	30		31	32 33					130	2	F	E	C	D
1994								33					160	2	F	E	C	C
1995								33					160	2	M	E	C	C
1996	26 27	28	29	30	31	32	33						130	2	M	E	C	C
1997			29	30	31	32	33						170	1	F	E	C	B
1998			29	30	31	32	33						140	1	M	E	C	B
1999	26 27	28	29	30	31	32	33						130	2	M	E	B	C
2000	27 28	29	30	31	32	33							120	2	F	F	D	D
2001	27 28		29 30	31	32	33							160	1	M	E	C	C
2002			29	30	31 32	33							130	1	M	E	C	C
2003	28	29	30	31	32	33							150	1	M	E	B	C
2004		29	30	31	32	33							170	1	F	E	C	B
2005	28	29	30	31	32	33							180	1	F	E	B	B
2006	29	30	31	32	33								130	2	F	F	E	D
2007	28 29	30	31	32	33								150	2	M	E	D	D
2008	29	30	31	32	33								150	2	F	F	B	B
2009	29	30	31	32	33								150	1	M	E	B	B
2010	29	30	31	32 33									100	2	M	E	E	D
2011	30	31	32	33									130	3	M	E	D	C
2012	30	31	32	33									140	3	M	E	B	C
2013	30	31	32	33									170	1	F	E	B	B
2014			33										170	2	M	E	D	C
2015	30	31	32 33										140	2	M	F	D	D
2016	30	31	32 33										170	2	M	F	D	C
2017	31	32	33										180	2	F	E	A	B
2018	32	33											170	2	M	E	C	B
2019	31	32 33											170	2	M	F	C	C
2020	32	33											190	1	F	E	B	C
2021	32	33											100	2	F	E	E	D
2022	30 31	32 33											110	2	M	E	E	D
2023	33												170	1	F	E	A	B
2024	33												180	1	M	E	B	B
2025	33												170	3	M	E	C	C

Pupil Number	GRADE I.	II.	III.	IV.	V.	VI.	VII.	VIII.	Attendance	Distance	Sex	Nationality	Ability	Home Infl.
2026	33								170	1	M	E	B	B
2027	33								160	2	M	F	D	D
2028	33								150	2	M	E	D	D
2029	25	26 27		28	29	30	31	32	180	2	M	E	A	C
	School 1H. (Elem.)													
2030	28		29	30	31	32	33		170	2	M	E	C	C
2031							33		170		M	E	B	
2032						32	33		180	1	F	E	A	B
2033					32	33			180	1	F	E	B	B
2034	28 29	30	31	32	33				160	2	M	E	D	C
2035	28 29	30	31	32	33				130	1	M	F	C	D
2036	29	30	31	32	33				140	1	M	F	A	D
2037	29 30	31	32	33					140	1	F	E	A	C
2038	31	32	33						130	1	F	E	A	C
2039	29 30	31	32	33					170	-1	F	E	C	B
2040	29 30	31	32	33					170	2	F	F	A	D
2041	31	32	33						110	2	F	E	B	B
2042	31	32	33						130	1	F	E	B	C
2043	31	32	33						150	2	F	E	C	C
2044	29 30 31	32	33						140	1	M	E	D	C
2045	31	32	33						160	1	F	E	D	C
2046	31 32	33							150	1	F	E	A	C
2047		33							160	1	M	E	C	C
2048	32 33								100	1	F	E	A	C
2049			32 33						100		F	F		
2050			32 33						100		M	F		
2051		32	33						130		F	E		
2052	32	33							130		F	E		
2053		32 33							100		M	F		
2054	23		24		25	26	27	28	190	-1	M	E	D	C
2055	22	23	24		25	26	27	28	180	-1	M	E	D	C
2056						33			100		F	E	C	A

Pupil Number	GRADE I.	II.	III.	IV.	V.	VI.	VII.	VIII.	Attendance	Distance	Sex	Nationality	Ability	Home Infl.
2057	26	27	28	29 30	31	32	33		180		M	E		
2058			28	29 30	31	32	33		180		M	E		
2059						32	33		180		M	E		
2060						33			180		M	E		
2061						33			180		F	E		
2062	28	29	30	31	32	33			180		F	E		
2063	28	29	30	31	32	33			170		F	E		
2064	28	29	30	31	32	33			180		M	E		
2065	29	30	31	32	33				180		F	E		
2066	29	30	31	32	333				170		F	E		
2067				33					180		M	E		
2068	31	32	33						180		M	E		
2069				33					180		F	E		
2070	33								130		F	E		
2071	33								110		M	E		
	School 1B. (Elem.)													
2072		26	27	28	29	30	31	32	180	1	F	E	A	S
2073	26	27	28	29	30	31	32	33	170	1	M	E	B	B
2074	26	27	28	29	30	31	32	33	180	2	F	E	B	B
2075	26	27	28	29	30	31	32	33	180	1	F	E	C	C
2076	26	27	28	29	30	31	32	33	180	2	F	E	C	B
2077		27		30	31	32	33		180	1	F	E	A	B
2078						33			180	1	F	E	C	C
2079						33			180	1	F	E	C	D
2080						33			180	1	F	E	C	D
2081				33					180	-1	M	E	C	B
2082	30	31	32	33					180	2	F	E	A	B
2083	30	31	32	33					140	1	M	E	C	C
2084			33						180	-1	F	E	A	B
2085	31 32		33						120	2	F	E	B	B
2086		33							160	-1	M	E	C	B
2087		33							180	1	M	E	A	D
2088	31 32	33							110	1	M	E	C	C
2089	31 32	33							150	2	M	E	B	B
	School 1C. (Elem.)													
2090	23	24 25	26	27	28	29	30	31 32	180	1	F	E	C	C
2091	25	26	27	28	29	30	31	32	190	1	M	E	B	C
2092					29	30	31	32	180	1	F	E	C	C
2093	25	26	27 28	29	30	31	32	33	160	1	F	E	C	C
2094	25	26	27 28	29	30	31	32		170	1	F	E	C	C
2095					31	32			130	1	M	E	C	C

Pupil Number	GRADE I.	II.	III.	IV.	V.	VI.	VII.	VIII.	Attendance	Distance	Sex	Nationality	Ability	Home Infl.
2096	26	27 28	29	30	31	32			150	2	M	F	C	C
2097	27 28	29	30	31	32				170	1	F	E	B	C
2098	27 28	29	30	31	32				190	1	F	E	C	C
2099				32					170	3	F	E	C	C
2100			30	31 32					100	2	F	E	C	C
2101	29	30	31	32					100	2	F	E	C	C
2102	29	30	31	32					170	1	F	E	C	C
2103	29	30	31	32					170	1	M	E	C	C
2104	29	30	31	32					190	1	M	E	B	C
2105	25 26 27 28	30 31		32					100	4	F	E	B	D
2106	31	32							160	2	F	F	C	C
2107	31	32							180	1	M	E	C	C
2108	29 31 32								100	4	F	E	D	D
2109	32								160	1	M	E	C	C
	School IT. (Elem.)							1K						
2110	23	24	25 26	27	28	29 30	31	32 33	140	-1	F	F	C	C
2111	26	27	28		29	30	31	32 33	150	1	M	F	B	D
2112	22 23 24		25 26	27	28	29 30	31	32 33	120	1	M	F	D	D
2113	26 27	28	29	30 31	32	33			160	-1	M	F	C	D
2114	25 26 27	28 29	30	31	32	33			150	1	M	F	C	D
2115	27 28	29	30 31	32	33				130	1	F	F	C	D
2116	27 28	29 30	31 32	33					100	1	M	F	E	D
2117	29 30 31	32	33						120	1	F	F	C	C
2118	29 30	31 32	33						170	1	F	F	C	D
2119	32	33							170	1	F	F	B	D
2120	32 33								100	1	M	F	D	D
2121	32 33								180	-1	M	F	C	D
2122	33								180	-1	F	F	C	C

Pupil Number	GRADE I.	II.	III.	IV.	V.	VI.	VII.	VIII.	Attendance	Distance	Sex	Nationality	Ability	Home Infl.
2123	25 26	27	28	29	30	31	32	33	150	2	F	E	C	C
2124	26	27	28	29	30	31	32	33	170	1	F	E	C	A
2125	26	28	28	29	30	31	32	33	150	2	F	E	B	A
2126	26	27	28	29	30	31	32	33	160	2	M	E	B	A
2127	27 28	29	30		31 32		33		120	2	F	E	C	C
2128	28		29	30	31 32		33		170	2	F	E	B	A
2129	27 28	29	30		31 32		33		150	2	M	F	C	C
2130	28	29	30		31 32		33		170	2	M	E	B	A
2131	28	29	30		31 32		33		150	2	F	E	B	C
2132	26 27 28	29	30	31	32 33				120	-1	M	F	D	C
2133	26 27	28	29	30	31 32 33				160	1	M	E	D	C
2134	27 28	29	30	31 32	33				120	2	F	E	D	C
2135		29	30	31 32	33				150	-1	M	E	B	B
2136	29	30	31	32	33				110	2	F	E	C	C
2137	29	30	31	32	33				130	2	M	E	C	C
2138	29	30	31	32	33				170	1	M	E	C	A
2139	29	30	31 32	33					160	-1	M	F	D	C
2140	30	31	32	33					170	-1	M	E	C	B
2141	30	31	32	33					180	2	F	E	C	A
2142	30	31	32	33					130	2	F	E	C	B
2143	30	31	32	33					160	2	M	E	C	C
2144	30	31	32	33					180	2	M	E	C	A
2145	31	32	33						160	-1	F	E	C	C
2146	31	32	33						170	2	F	E	C	A
2147	31 32	33							170	-1	M	E	C	B
2148	32 33								150	2	M	F	C	C
2149	30 31 32 33								100	2	F	E	D	C
2150	33								160	2	F	E	C	C
2151	33								160	2	F	E	C	C
2152	33								170	-1	M	E	C	C
2153	33								170	2	M	E	B	B
2154	33								180	2	F	E	B	A