

**Accountability Pillar Overall Summary  
Annual Education Results Reports - Oct 2019  
School: 2512 Landing Trail School**

Measure Category	Measure	Landing Trail School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	<a href="#">Safe and Caring</a>	83.7	87.4	89.9	89.0	89.0	89.3	Intermediate	Declined	Issue
	<a href="#">Program of Studies</a>	85.6	88.5	87.7	82.2	81.8	81.9	Very High	Maintained	Excellent
Student Learning Opportunities	<a href="#">Education Quality</a>	90.1	91.8	93.1	90.2	90.0	90.1	Very High	Maintained	Excellent
	<a href="#">Drop-Out Rate</a>	n/a	n/a	n/a	2.6	2.3	2.9	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	<a href="#">High School Completion Rate (3 yr)</a>	n/a	n/a	n/a	79.1	78.0	77.5	n/a	n/a	n/a
	<a href="#">PAT - Acceptable</a>	n/a	n/a	n/a	73.8	73.6	73.6	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	<a href="#">PAT - Excellence</a>	n/a	n/a	n/a	20.6	19.9	19.6	n/a	n/a	n/a
	<a href="#">Diploma - Acceptable</a>	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	<a href="#">Diploma - Excellence</a>	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	<a href="#">Diploma Exam Participation Rate (4+ Exams)</a>	n/a	n/a	n/a	56.3	55.7	55.1	n/a	n/a	n/a
Parental Involvement	<a href="#">Rutherford Scholarship Eligibility Rate</a>	n/a	n/a	n/a	64.8	63.4	62.2	n/a	n/a	n/a
	<a href="#">Transition Rate (6 yr)</a>	n/a	n/a	n/a	59.0	58.7	58.7	n/a	n/a	n/a
Continuous Improvement	<a href="#">Work Preparation</a>	65.2	76.8	76.8	83.0	82.4	82.6	Very Low	Declined	Concern
	<a href="#">Citizenship</a>	74.6	82.0	84.0	82.9	83.0	83.5	Intermediate	Declined	Issue
Continuous Improvement	<a href="#">Parental Involvement</a>	80.3	80.6	80.9	81.3	81.2	81.1	High	Maintained	Good
	<a href="#">School Improvement</a>	80.9	85.0	91.7	81.0	80.3	81.0	Very High	Declined Significantly	Acceptable

**Notes:**

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Results for the ACOL measures are available in the detailed report; see "ACOL Measures" in the Table of Contents.
- Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.
- Aggregated PAT results are based upon a weighted average or percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathématiques 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Social Studies 30-1, Social Studies 30-2. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
- Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
- 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.