

MAC

MAC Islamic School

Edmonton

2020 – 2021 Annual Education Results Report (AERR)



Table of Contents

MUSLIM ASSOCIATION OF CANADA (MAC)	4
MESSAGE FROM THE PRINCIPAL	5
ALBERTA EDUCATION ASSURANCE MEASURES ACCOUNTABILITY STATEMENT	7
FOUNDATION STATEMENTS	8
MISSION	8
VISION	8
CORE VALUES	8
TRENDS AND ISSUES	10
SUMMARY OF ACCOMPLISHMENTS	12
ALBERTA EDUCATION ASSURANCE MEASURES - OVERALL SUMMARY	21
SUPPLEMENTAL ALBERTA EDUCATION ASSURANCE MEASURES – OVERALL SUMMARY	22
ASSURANCE MEASURE EVALUATION REFERENCE	23
CHARTER GOAL: (FOR CHARTER SCHOOLS ONLY)	25
ASSURANCE MEASURE: STUDENT GROWTH AND ACHIEVEMENT – PAT RESULTS 2019	26
OUTCOME ONE: ALBERTA’S STUDENTS ARE SUCCESSFUL – DIPLOMA EXAM RESULTS (CONTINUED)	28
OUTCOME ONE: ALBERTA’S STUDENTS ARE SUCCESSFUL – HIGH SCHOOL (CONTINUED)	29
OUTCOME ONE: ALBERTA’S STUDENTS ARE SUCCESSFUL – ACTIVE CITIZENSHIP (CONTINUED)	30
OUTCOME TWO: FIRST NATIONS, MÉTIS, AND INUIT STUDENTS IN ALBERTA ARE SUCCESSFUL	32
OUTCOME THREE: ALBERTA HAS EXCELLENT TEACHERS, SCHOOL LEADERS, AND SCHOOL AUTHORITY LEADERS	34
OUTCOME FOUR: ALBERTA’S K-12 EDUCATION SYSTEM IS WELL GOVERNED AND MANAGED	36

BUDGET SUMMARY	43
FUTURE CHALLENGES	48
SUMMARY OF FINANCIAL RESULTS	48
PARENTAL INVOLVEMENT	48
TIMELINES AND COMMUNICATION	49
WHISTLEBLOWER PROTECTION	49

For more information regarding *2020 - 2021 Annual Education Results Report* (AERR), please contact:

Mariam Hashmi – Principal
Phone: 780-453-2220 / Fax: 780-452-2233
MAC Islamic School
11342-127 Street
Edmonton, AB T5M 0T8
Email: principal@macislamicschool.com

You can view this document on our website at: <https://macislamicschool.com>

Muslim Association of Canada (MAC)

The Muslim Association of Canada (MAC) is a Canadian, independent, national, faith-based, charitable organization, that provides spaces, services and programs for holistic education and personal development for Canadian Muslims. In addition, MAC focuses on building communities and strengthening neighbourhoods nation-wide, through services and collaborations with groups from different religious, ethnic, and racial backgrounds.

Over the past two decades MAC has grown to be the largest grassroots Muslim organization with a national reach rooted in strong local chapters in 14 cities across Canada. MAC has 50 institutions ranging from full-time school, community centers, weekend school, and child-care centers. In all, MAC serves approximately 49,000 community members weekly.

Our mission is to establish an Islamic presence in Canada that is balanced, constructive, and integrated, though distinct, in the social fabric and culture of Canada. The purpose of our mission stems from our bearing witness to the Oneness of Allah (God), the Creator of all things and the teachings of Prophet Muhammad (PBUH).

Our curriculum is informed by these Islamic moral and ethical imperatives. Those moral values are the foundation of the character-building mandate entrusted to us and expected by our parent community. Through it, our students will develop a strong Muslim-Canadian identity, embody universal values and acquire relevant life skills to meet 21st century challenges.

Message from the Principal

Assalaamu Alaikum – May Peace and Blessings be Upon You,

MAC Islamic School (MIS) is an accredited nonprofit school of choice offering excellence in education since 2012. As a community, we are committed to preparing our students with the skills and knowledge they need to succeed as productive Canadian Muslims. Our aim is to facilitate excellence in all aspects of development: academic, spiritual, physical and social-emotional. To ensure a healthy and safe school environment, extensive efforts are made to support the well-being of all students, families and staff members.

As outlined in MAC Islamic School's *Education Plan 2021 – 2024*, Alberta Education Assurance Measures (AEAMs) and accountability are linked with the following 5 areas: student growth and achievement, teaching and leading, learning supports, governance, and local and societal context. Evidence-based decisions and reflections on various sources of data informs our Education Plan and Annual Education Results Report (AERR).

MIS delivers curriculum in accordance with the guidelines and outcomes described in Alberta Education's Program of Studies. MIS provides all students with classes in Quran, Arabic, and Islamic Studies in adherence with the guidelines provided by MAC National. We ensure implementation of the Alberta Education Program of Studies and the mission of MIS in the teachers' Instructional Calendars and weekly plans. Technology integration is supported by Smartboards, chromebooks and Google Classroom.

We are implementing our second phase of iRISE in the 2020-21 school year in grades 1 to 9. iRISE is an evidence-based, community-driven character education and leadership initiative. Students and staff embody Islamic values and acquire relevant life skills to meet the 21st century challenges. iRISE is rooted in developing a strong relationship with God and God's creations. Our vision for iRISE is to encourage students to embody Islamic character, reach their full potential, have a strong sense of responsibility and care, and to be prepared to rise above any challenges they may face.

Health and safety have become one of our major priorities due to the COVID-19 global pandemic. COVID-19 guidelines provided by Alberta Health Services, Alberta Education, AISCA and MAC National have become our new norm. As a result, we have made rigorous adjustments to our daily routines and procedures to keep our students, families and staff members safe. A Health & Safety Team was formed of staff and parent volunteers. Despite COVID-19, it is important to note that our student enrolment continues to increase. The ongoing support of our dedicated stakeholders (students, families, staff and community members) is very much appreciated.

The results displayed on the Combined 2020 Accountability Pillar and Overall Summary reveal an overall improvement in all Measure Categories: Safe and Caring Schools, Student Learning Outcomes, Student Learning Achievement, Preparation for Life Long Work/Citizenship, Parental Involvement and Continuous Improvement.

Due to COVID-19 restrictions, the Provincial Achievement Test were not written in the spring of 2020, however we are optimistic that our dedicated students will continue to demonstrate improvement in their academic progress. Teachers continue to plan lessons that are aligned

with the Program of Studies and differentiate instruction to keep our students engaged in their learning in person and when learning from home.

The response rate from parents, students, and staff on the Accountability Pillar increased as efforts were made to connect with stakeholders to respond to the surveys distributed by Alberta Education. Overall, the support of the Parent Council and increased communication with parents have improved survey participation rate.

Overall, the collaboration of students, families, staff and community members promote a school climate that embodies the mission of our school. MAC Islamic School is truly blessed to have the support of these dedicated stakeholders thereby supporting optimal learning experiences for our students.

Kind regards,

Mariam Hashmi, Ed.S., M.Ed.
Principal
MAC Islamic School

Alberta Education Assurance Measures Accountability Statement

The *Annual Education Results Report* for the 2019/2020 school year was prepared under the direction of the Board in accordance with its responsibilities under the *Education Act* and the *Fiscal Planning and Transparency Act*. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society.

This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the education plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

This Annual Education Results Report (AERR) for 2020/2021 was approved by the Board on November 26, 2021.

Foundation Statements

The Muslim Association of Canada (MAC) established the MAC Islamic School (MIS) in 2013. MIS is a registered full-time accredited Elementary and Jr. High school serving children from pre-school to grade 9. This is our seventh year in operation. We have about 400 students from varying cultural backgrounds. At MIS we are committed to mainstreaming Islamic values and teachings in all subject areas. We implement the Alberta Education Program of Studies along with Quran, Arabic, and Islamic Studies.

Mission

MAC Islamic School is a school of choice focusing on academic excellence that produces positively influential individuals with exceptional Islamic character, while having fun.

Vision

The purpose of our mission stems from our bearing witness to the Oneness of Allah (God), the Creator of all things and the teachings of Prophet Muhammad (PBUH). Our curriculum is informed by these Islamic moral and ethical imperatives. Those moral values are the foundation of the character building mandate entrusted to us and expected by our parent community. Through it, our students will develop a strong Muslim-Canadian identity, embody universal values and acquire relevant life skills to meet 21st century challenges.

At the MAC Islamic School we are determined to teach our young Muslim students to be lifelong learners, strong members of the community and to accept all of Allah's (SWT) creations with an open heart. We strive to develop a strong relationship with Allah SWT and embody the *iRISE* values of *Rabbaniya*, *Integrity*, *Service*, and *Excellence*. Furthermore, we want to develop the love of learning in our students and enable them to become confident and productive leaders in society.

Core Values

Passion

Integrity

Quality

To Create a Community of Learners	
Teachers/Staff	Students
<ul style="list-style-type: none"> Create a safe environment Promote love for Allah swt and embody the values of Rabbaniya, integrity, service, excellence Build relationships 	<ul style="list-style-type: none"> Act kindly, responsibly, and justly Develop a strong relationship with Allah swt and embody the values of Rabbaniya, integrity, service, excellence Get involved in our community

Trends and Issues

1. iRISE is an important school-wide initiative implemented in the 2020-21 school year. iRISE is an evidence-based, community-driven character education initiative. Students and staff embody Islamic values and acquire relevant life skills to meet the 21st century challenges. iRISE is rooted in developing a strong relationship with God, cultivating integrity, promoting service and emphasizing excellence. Our vision for iRISE is to encourage students to embody Islamic character, reach their full potential, have a strong sense of responsibility and care, and to be prepared to rise above any challenges they may face.
2. Health and Safety is a priority at MAC Islamic School. Since February 2020, adjustments have been made to cleaning, sanitization and disinfection procedures. Rigorous entry procedures such as sanitization, temperature screening and AHS checklists have strengthened our efforts to maintain a healthy and safe learning/teaching environment. All students and staff have been provided with desk shields. As mandated by Alberta Health Services, masks are mandatory for all adults and students in grades 4 and higher. Signage is placed at entrances to remind everyone of AHS guidelines and signs are used to show capacity limits in bathrooms. Directional arrows guide movements in the hallways. Recesses, lunch/nutrition breaks and prayer times have been staggered to support physical distancing.
3. Adjustments have been made to with respect to resources, digital learning and cyber safety to accommodate student needs in an online and/or in person learning environment. Google Classroom, RAZ Kids, IXL, Edwin, EdPuzzle, online Arabic resource (Nahla wa Nahil) are used to support student learning. Enhanced technology integration with Smartboards in every classroom and Chromebooks for students. Teachers in Kindergarten to Grade 9 use Google Classroom (G Suite for Education) and all teachers integrate technology in their lesson plans.
4. It is noteworthy that our enrolment has increased in the 2020-2021 school year and again in the 2021 - 2022 school year. The number of parents that choose to send their children to our school continues to increase year after year. While other school may have seen a decline in their enrolment, MAC Islamic School's enrolment numbers have increased.
5. Previously, MAC Islamic School had a successful Alberta Education Monitoring visit. In all aspects MAC Islamic School successfully met and exceeded expectations. MAC Islamic School staff, students, families, Management Committee, MAC National and community members are congratulated for their collaborative efforts.
6. This past spring the PATs were not administered to students in Alberta. However, it is important to note that our grade 6 and 9 students demonstrated an improvement in their performance on the Provincial Achievement Tests written in the spring of 2019. The percentage of students achieving a standard of excellence increased from 9.5% to 28.3% and has exceeded the provincial average of 20.6%.
7. Response rates from parents, students, and staff on the Accountability Pillar have increased since the 2017/18 school year. Greater efforts were made to connect with

stakeholders to respond to the surveys distributed by Alberta Education. Survey links were sent out to families, staff, and students several times. The Parent Council was approached to support efforts to increase response rates as well.

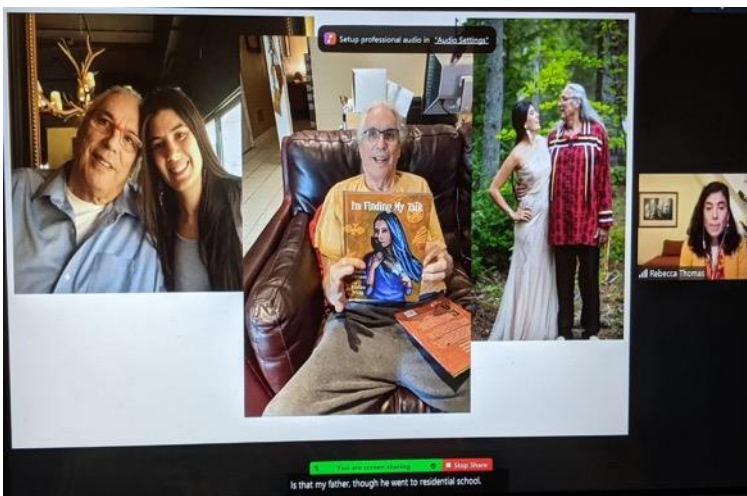
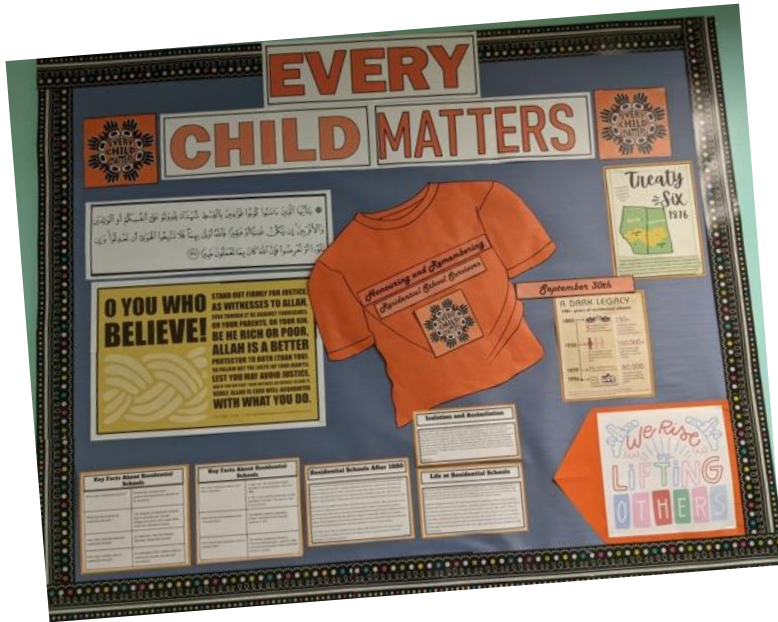
8. At MAC Islamic School we strive to ensure that all students, teachers and leadership learn about First Nations, Metis and Inuit perspectives and experiences, treaties, agreements and the history and legacy of residential schools using the following strategies: celebration of FNMI Cultural Awareness Week, adhering to the Alberta Education Program of Studies integrated lessons, enhancing the FNMI library section, Orange Shirt Day – Sept. 30th, guest speakers (virtual guest speaker, Kelly Hawreliak, from Bent Arrow), field trips to museums and parks honouring our rich history and current events, dedicating a special location in the library for FNMI resources, FNMI STEAM lessons, special morning announcements and literature
9. Overall, parent satisfaction ratings regarding school improvement, student learning opportunities, and citizenship have increased significantly.
10. Academic rigor and implementation of the Program of Studies is monitored by the teachers' Instructional Calendars and weekly curriculum outlines.
11. Teaching Quality Standards (TQS) and Leadership Quality Standards (LQS) (2019) are implemented and monitored. They are referenced in the Professional Growth Plans and discussed in follow-up meetings. Ongoing supervision and evaluation procedures connect student learning success, with professional learning, reflection and adjustments made to professional practices.

Summary of Accomplishments

1. ***School-wide implementation of MAC's iRISE Character Education. The iRISE initiative is supported with staff PD, iRISE Lead position to support teachers, iRISE virtual & in person workshops for students/staff, iRISE virtual assemblies, and iRISE lesson plans/resources for support.***
2. ***A Health & Safety Team was formed with the Parent Council, school staff and principal to inform decisions related to COVID health and safety.***
3. We have gone to great lengths to cohort students and staff and ensure that all members of our school community are following the appropriate screening procedures, student cohorts, wearing personal protective equipment and are practicing physical distancing, hand hygiene and respiratory etiquette. In addition, we have taken extensive cleaning and sanitization measures to protect against the spread of the virus within our school. Students and staff members were provided with desk shields and face masks. Specifically, staff members were given medical face masks and rotary staff wear a face shield in addition to a medical face mask.
4. ***Extra efforts have been made to promote an overall school climate that is welcoming and a school culture that promotes active citizenship.***
5. ***Extensive renovations in the school building (bathrooms, flooring, carpeting, paint) to create an environment that promotes school pride and creates a welcoming environment.***
6. ***Stakeholder feedback is valued and data gathered impacts decision-making. As a result, response rates have increased in the Accountability Pillar Survey. Other opportunities are provided to stakeholders to share feedback: surveys, informal feedback slips in the main office, informal feedback bottle cap station in the main office***
7. ***A HUB was created to support new staff at MAC Islamic School and to streamline efforts in administration and governance. The HUB has information related to curriculum, assessment, instructional practices, administrative documents, virtual field trips, enrichment, Distributive Leadership, safety procedures & drills, supervision & evaluation, timetables, discipline***
8. ***Professional Development goals and calendar is created to plan and implement professional learning based on the needs of the students and staff. Professional learning is based on school-wide goals and personal goals.***
9. ***Staff Professional Growth Plans are developed, monitored and supported.***
10. ***Students are supported and encouraged to do their best by the implementation of Student Support Plans for students scoring below 70%. Specific strategies are communicated to parents and students to support improvement. Teachers provide extra help tutorial sessions, guided reading and guided math lessons to students needing extra support.***
11. Student "Differentiation Folders" track progress of students and guide differentiated instruction.

12. Professional Learning Communities promote staff collaboration to discuss the progress of the students and collaborate to share strategies to support student success.
13. Distributive Leadership is implemented to empower teachers to take on leadership roles. Distributive Leadership teams guide goal setting, professional development, school culture, enrichment/extracurricular, and instructional leadership (curriculum, instruction, assessment).
14. SLA's were administered to students in Grade 3 in October 2020 to gauge progress, guide goal setting and inform instructional practices.
15. Teachers analyze SLA and past PAT results to make adjustments to instructional practices and resources: Teachers in Grades 1-3 review the SLA results; Teachers in Gr. 4-6 analyze the grade 6 PAT results and blueprints; Teachers in Gr. 7-9 analyze the Gr.9 PAT results and blueprints
16. Prior to COVID, field trips, guest speakers and in-school visits from experts enhance student experiences. Since February 2020, we have connected with experts virtually and engaged in online field trips.
17. Arabic Drama Club and Arabic Reading Club
18. A grade four student is a winner in a prestigious International Arabic Competition
19. Before COVID - Various Enrichment Clubs: Nasheed (singing), Green Team, STEM, Math, Sewing, Art, Crafts. Since February 2020 we have adjusted our Enrichment so that student cohorts are maintained. Enrichment opportunities are offered during the school day to provide access to all students.
20. Collaboration with the Edmonton Public Library to support our efforts to promote a love for literature. Librarians visit students in our school to promote reading programs and our students make regular visits to the Public Library. Due to COVID regulations, we collaborate the EPS library virtually.
21. Collaboration with APEGA (Association of Physicists, Engineers and Geoscientists of Alberta) and the University of Alberta to support STEM implementation: APEGA STEM Night at school, participation APEGA Science Olympics Competition (students won many awards), field trips, Let's Talk Science, WISEST, 2019 CHOICES Conference. Adjustments are being made to participate in these opportunities virtually.
22. Collaboration with Edmonton Public Schools in the HLAT testing. MIS selected to offer exemplars of student writing to EPS for their future programming.
23. Positive guidance disciplinary approach
24. Counselling provided by a registered psychologist from IFSSA (Islamic Family Social Services) is provided to students as needed.
25. PD for staff in iRISE Character Education, Empowering Writers, G-Suite for Education, zones of regulation, mindfulness, positive guidance strategies, mental health. Provided by J&S Wellness, IFSSA, RCSD, Alberta Regional Health Services and MAC National.
26. Cyber Safety and Anti-Bullying student sessions provided by Edmonton Police Services, YMCA, IFSSA and NISA Homes

27. Parent Council is revived and new parents are partnered with returning parents to support growth and sharing of responsibilities.
28. We hold several events over the year that not only bring the school community together but also strengthen it: Mother and Daughter Day, Quran competition; Arabic Festival (celebrating language and culture); Arabic Spelling Bee, English Spelling Bee, Science Olympics, FNMI Cultural Learning Week, Taste of MAC, Business Expo, Canadian Flag Day, Multicultural Day, First Nations Children's Action Research and Education Service at the U of A: Spirit Bear Virtual Screening, Islamic Heritage Month: Honouring the Resilience and Achievements of Black Muslims, International Dot Day: Make Your Mark!; Virtual Author Visit: Peter Reynolds



Truth & Reconciliation Events

MAC Islamic School
Edmonton

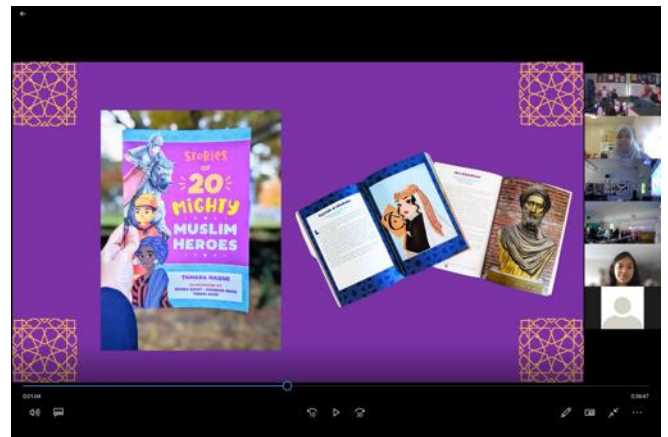
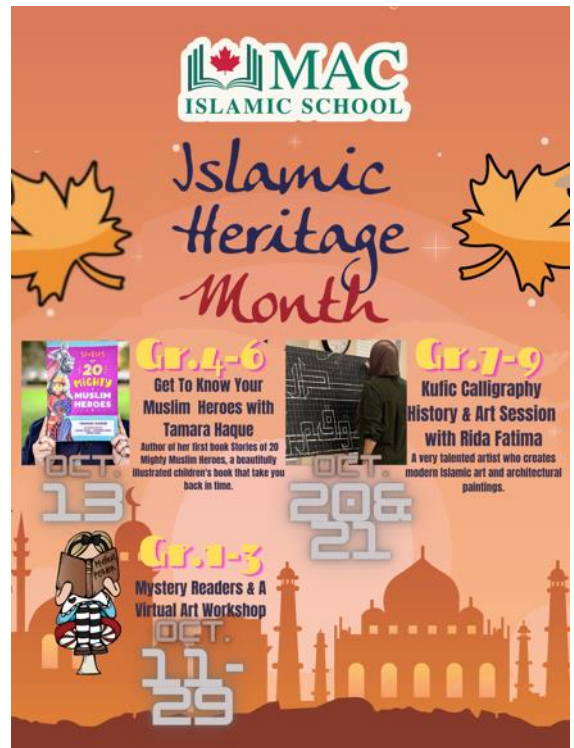
SEPT. 28TH
Grade 4-6
Jasmine Blake from Bent Arrow Traditional Healing Society's Indigenous family programming will do a read aloud of the book "When I was Eight" during the session @ 9:10 am

SEPT. 29TH
Grade 7-9
Rebecca Thomas is an award-winning Mi'kmaq poet and has been published in multiple journals and magazines. The topic of her session is "Old enough to go, old enough to know". She will be talking about residential school history with the students @ 9:30am

SEPT. 29TH
Grades 2-3
David A. Robertson Robertson is a Swampy Cree award winning author based in Winnipeg. He has published more than 25 books across a variety of genres. David reminds us to listen and learn from our elders. He shares his story of how a trip with his dad inspired his latest book, On The Trapline @ 11:20am

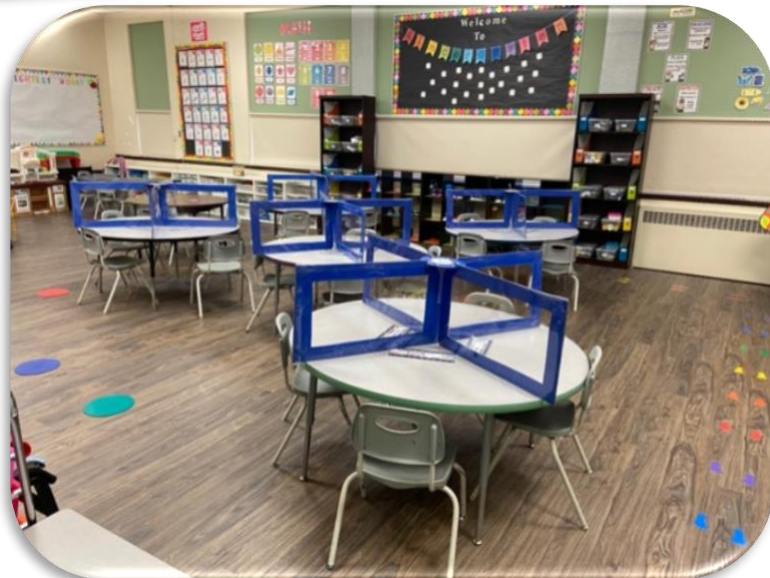
SEPTEMBER 28-29







Health & Safety Is
our Priority!





MAC ISLAMIC SCHOOL
SAFETY PROTOCOLS

Health & Safety is our priority.

Face coverings will be mandatory for all staff and students grade 4+



FACE MASKS

ADDITIONAL CLEANING



Additional cleaning protocols will be added to our vigorous cleaning regimen.



Sanitization stations in all classrooms and common areas. All high traffic surface areas will be sanitized regularly.

SANITIZATION

Hand sanitized upon entry to school, offices, and classrooms.



HYGIENE

PHYSICAL BARRIERS



Desk shields ordered for all students.

Families will be screened via AHS Questionnaires.



FAMILY SCREENING

RECESS, LUNCH, & SALAH

Lunch will be eaten in respective classrooms.



Recess will be outside in cohorts.

Salah procedures will be revised.

RESPIRATORY ETIQUETTE



Cover your mouth and nose with a tissue when coughing or sneezing.

Use the nearest waste receptacle to dispose of the tissue after use.

STUDENT COHORTS



Students will study and move about in class cohorts.

RIGOROUS SCHOOL ENTRY PROCEDURES



AHS questionnaire, temperature checks, and face coverings.

EMERGENCY PROTOCOL



Protocol will be to distance anyone showing symptoms.

Contact Principal Mariam for more information at Principal@MacIslamicSchool.com
Or visit us at www.MacIslamicSchool.com | [Facebook.com/MacIslamicSchool](https://www.facebook.com/MacIslamicSchool)



Alberta Education Assurance Measures - Overall Summary

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

School: 1557 MAC Islamic School



Assurance Domain	Measure	MAC Islamic 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
Student Growth and Achievement	Student Learning Engagement	83.7	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	83.4	87.7	70.9	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	83.4	80.3	79.6	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	86.2	85.3	84.8	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	79.8	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	18.9	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	24.1	n/a	n/a	n/a
Teaching & Leading	Education Quality	86.9	90.3	81.2	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	86.4	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	78.1	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	80.3	81.2	75.7	79.5	81.8	81.4	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
3. Participation in the 2019/20 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
4. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
5. Aggregated PAT results are based upon a weighted average of 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).
6. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
7. 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, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Report Generated: Aug 12, 2021
 Locked with Suppression for May 2021

Report Version 1.0
 Data Current as of Mar 01, 2021

Supplemental Alberta Education Assurance Measures – Overall Summary

Supplemental Alberta Education Assurance Measures - Overall Summary

Spring 2021

School: 1557 MAC Islamic School



Measure	MAC Islamic 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
Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	n/a	56.6	56.4	n/a	n/a	n/a
Drop Out Rate	n/a	0.0	0.0	2.6	2.7	2.6	n/a	n/a	n/a
Program of Studies	75.6	68.5	51.6	81.9	82.4	82.1	n/a	n/a	n/a
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	68.0	66.6	64.9	n/a	n/a	n/a
Safe and Caring	88.7	89.6	77.2	90.0	89.4	89.1	n/a	n/a	n/a
School Improvement	81.8	74.0	65.6	81.4	81.5	81.0	n/a	n/a	n/a
Transition Rate (6 yr)	n/a	n/a	n/a	60.0	60.3	59.5	n/a	n/a	n/a
Work Preparation	91.5	93.8	89.6	85.7	84.1	83.2	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Only supplemental measures with Achievement standards are included in the Supplemental AEAMs – Overall Summary.
3. Participation in the 2020/21 AEA survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
4. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.

Assurance Measure Evaluation Reference

Required Alberta Education Assurance Measures - Overall Summary

Measure Evaluation Reference

Spring 2021

School: 1557 MAC Islamic School

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the three-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the five achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
3-year High School Completion	0.00 - 65.95	65.95 - 74.10	74.10 - 84.79	84.79 - 89.00	89.00 - 100.00
5-year High School Completion	0.00 - 72.59	72.59 - 80.82	80.82 - 89.18	89.18 - 91.96	91.96 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00

Notes:

- For all measures: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.





Required Alberta Education Assurance Measures - Overall Summary

Measure Evaluation Reference

Spring 2021

School: 1557 MAC Islamic School

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the five improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Charter Goal: (For Charter Schools Only)

Outcome: (Charter Outcome)

- Charter Goals, Outcomes and Performance Measures (locally determined, consistent with Section 4 (a) and (b) of the Charter Schools Regulation, per the charter school's ministerial approved charter agreement.)

No Data for Charter Outcome

Comment on Results (OPTIONAL)

Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.

Not Applicable to MAC Islamic School. This section is for Charter Schools only.

Strategies

For each outcome, charter schools must develop and include strategies (at least one strategy for each outcome) in the plan.

Not Applicable to MAC Islamic School.

Assurance Measure: Student Growth and Achievement – PAT Results 2019

Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	79.2	84.4	80.4	75.9	83.7	85	High	Maintained	Good	85	85	85
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	13.2	9.4	3.6	9.5	28.3	10	Very High	Improved	Excellent	25	25	25

Comment on Results (OPTIONAL)

Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.

Although the PATs were not administered in the spring of 2020, we still work towards implementing effective strategies to prepare the students for PATs and overall academic success. We also use the PAT data gathered from the spring of 2019 to guide decision-making.

Overall, grade 6 and 9 students have demonstrated an improvement in their performance Provincial Achievement Tests written in the spring of 2019. The percentage of students achieving a standard of excellence has increased from 9.5% to 28.3% and has exceeded the provincial average of 20.6%. We are also pleased to report that the percentage of students who achieved the acceptable standard also increased from 75.9% to 83.7% and has exceeded the provincial average of 73.8%. We will continue to implement strategies to support student learning and challenge students at all levels.

Strategies

For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.

A greater emphasis has been placed to support student success, professional learning, and overall school climate at MAC Islamic School. The following strategies have been implemented to support student learning:

1. Technology (Google Classroom, IXL, Edwin, RAZ Kids) is used for communication and educational support whether teaching and learning at school and/or from home
2. We will continue to put concerted efforts to increase survey participation rates among students, staff, and parents.
3. Professional Growth Plans for all staff (teachers, educational assistants, principal) and follow-up meetings
4. Regular classroom visits (supervision) and scheduled staff evaluations with follow-up meetings & visits
5. Follow-up with implementation of the Program of Studies using Instructional Calendars (yearly pacing guide), weekly plans, and term curriculum check-in to review the coverage of the Program of Studies

6. Deliberate and planned preparation for Provincial Achievement Tests: review previous exams, test taking strategies, support with stress related to testing, use of graphic organizers and review notes
7. Professional Development improved: school-wide goals to include mental health (executive functioning, self-regulation), mindfulness, iRISE Character Education, New Teacher Support, ELL strategies (vocabulary, reading comprehension)
8. Professional development in G-Suite for Education and technology support for staff
9. ELL support from an educational assistant and use of ELL Benchmarks to guide progress
10. Student "Differentiation Folders" track progress of students and guide differentiated instruction
11. Professional Learning Communities: staff collaborate regularly to discuss the progress of the students and collaborate to share strategies to support student success
12. Distributive Leadership implemented thereby empowering teachers to guide goal setting, professional development, school culture, enrichment/extracurricular, and instructional leadership (curriculum, instruction, assessment)
13. SLA's were administered to students in Grade 3 in October 2021 to gauge progress, guide goal setting and inform instructional practices
14. Teachers analyze SLA and PAT results in PLCs to make adjustments to instructional practices and resources: Teachers in Grades 1-3 review the SLA results; Teachers in Gr. 4-6 analyze the grade 6 PAT results and blueprints; Teachers in Gr. 7-9 analyze the Gr.9 PAT results and blueprints

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of 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); and Social Studies (Grades 6, 9, 9 KAE).
4. 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.

Outcome One: Alberta's students are successful – Diploma Exam Results (continued)

No Data for Diploma Exam Results

Comment on Results (OPTIONAL)

Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.

Not Applicable to MAC Islamic School. Diploma Exams are not administered at MIS.

Strategies

For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.

Not Applicable to MAC Islamic School. Diploma Exams not administered at MIS.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. 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; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
4. 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.

Outcome One: Alberta's students are successful – High School (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2019	Achievement	Improvement	Overall	2020	2021	2022
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Drop Out Rate - annual dropout rate of students aged 14 to 18	n/a	n/a	n/a	n/a	*	*	*	*	*	*	*	*
High school to post-secondary transition rate of students within six years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Comment on Results (OPTIONAL)

Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.

Not Applicable to MAC Islamic School. High School is not implemented at MAC Islamic School.

Strategies

For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.

Not Applicable to MAC Islamic School. High School is not implemented at MAC Islamic School.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. 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; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
5. 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.
6. 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.
7. 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.
8. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
9. 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.

Outcome One: Alberta's students are successful – Active Citizenship (continued)

Performance Measure	Results (in percentages)					Evaluation			Targets	
	2017	2018	2019	2020	2021	Achievement	Improvement	Overall	2022	2023
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship .	81.8	48.9	76.0	87.7	83.4	Very High	Declined	Good	85	90

Student Growth and Achievement

A.6 Citizenship - Measure History

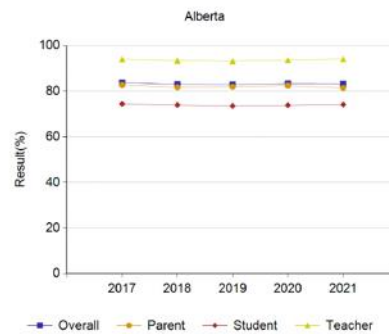
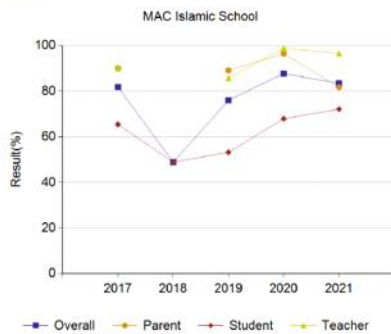
School: 1557 MAC Islamic School

Province: Alberta

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.



	MAC Islamic School										Measure Evaluation			Alberta									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	93	81.8	77	48.9	138	76.0	152	87.7	145	83.4	n/a	n/a	n/a	299,972	83.7	253,727	83.0	265,614	82.9	264,413	83.3	230,843	83.2
Parent	8	90.0	3	*	11	89.1	17	96.4	12	81.7	n/a	n/a	n/a	32,863	82.7	35,482	81.7	35,247	81.9	36,891	82.4	30,905	81.4
Student	75	65.4	77	48.9	106	53.2	119	67.9	115	72.1	n/a	n/a	n/a	235,647	74.4	185,623	73.9	197,090	73.5	193,577	73.8	169,741	74.1
Teacher	10	90.0	2	*	21	85.7	16	98.8	18	96.6	n/a	n/a	n/a	31,462	94.0	32,622	93.4	33,277	93.2	33,945	93.6	30,197	94.1



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic.
3. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures in 2019/20. Caution should be used when interpreting trends over time.
4. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFPM (Tell Them From Me) survey tool.

Comment on Results (OPTIONAL)

Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.

Overall, the performance measure for Active Citizenship is still considered Very High despite the decline of 4.3%. It may be fair to assume that due to COVID related health and safety restrictions and disruptions with in person learning, that some parents reported lower scores in the Spring 2021 survey results. Compared to the previous year, it is interesting to note that students scored higher in areas of encouragement to try their best, following school rules, helping one another and respecting each other. So, from the students' perspective, they continued to report improvements in citizenship. We are pleased with this steady improvement over the past few years. It is evident that parents, students and staff members collaboratively promote a positively structured environment based on respect and trust. Increased participation in the surveys is a factor that has also increased the percentage points. Informal feedback sessions with the students, staff and parents provide valuable insight thereby guiding improvement efforts.

Strategies

For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.

Several strategies are implemented to address how we exceeded our target of 80% for 2021:

1. **Promote an overall school climate that is welcoming and a school culture that promotes active citizenship.**
2. **Actively engage stakeholders in Accountability Pillar Survey, school level surveys, teacher administered surveys, principal administered surveys, informal feedback slips in the main office, informal feedback bottle cap station in the main office (prior to COVID), Google Surveys**
3. **Implementation of MAC's iRISE Character Education: school-wide iRISE implementation for the 2020 - 2021 school year. iRISE implementation is supported with staff iRISE PD, iRISE Lead position to support teachers, iRISE workshops for students/staff, iRISE assemblies, and iRISE lesson plans/resources for support. "Service" is an important component of iRISE and therefore students will deeper sense of purpose with regards to serving others and engage in community service projects. At MAC Islamic School we rise to care for others!**
4. **Students are supported and encouraged to do their best by the implementation of Student Learning Support Plans for students scoring below 70%. Specific strategies are communicated to parents and students to support improvement. Teachers provide extra help tutorial sessions to students needing extra support. Educational Assistants provide support to students in guided reading/math groups and individual tutoring sessions. Parents are informed of student progress and learning strategies.**
5. **School-wide discipline approach is based on a progressive discipline model and restorative practices.**
6. **School spirit days: monthly themes for dress-up and enhancement of school spirit are brainstormed by the student body**

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful

(Results and evaluations for First Nations, Métis and Inuit measures are required for Public/Separate/Francophone School Authorities only)

No Data for Overall FNMI Results

Comment on Results (OPTIONAL)

Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.

Not Applicable to MAC Islamic School.

Strategies

For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.

Authorities must develop at least one strategy to improve First Nations, Métis and Inuit student success and ensure all students, teachers and school leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools.

At MAC Islamic School we strive to ensure that all students, teachers and leadership learn about First Nations, Metis and Inuit perspectives and experiences, treaties, agreements and the history and legacy of residential schools using the following strategies:

- adhering to the Alberta Education Program of Studies and integrating lessons
- enhancing the FNMI library section
- participating in Orange Shirt Day – Sept. 30th
- inviting guest speakers to share presentations via Zoom
- virtual field trips to museums and parks honouring our rich history and current events
- dedicating a special location in the library for FNMI resources
- FNMI Week with special lessons, virtual guest speakers, morning announcements and literature

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of 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); and Social Studies (Grades 6, 9, 9 KAE).
4. 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.
5. 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; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
6. 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.
7. 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.
8. 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.

Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful (continued)

No Data for Overall FNMI Results

Comment on Results (OPTIONAL)

Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.

Not Applicable to MAC Islamic School.

Strategies

For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.

Authorities must develop at least one strategy to improve First Nations, Métis and Inuit student success and ensure all students, teachers and school leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools.

At MAC Islamic School we strive to ensure that all students, teachers and leadership learn about First Nations, Metis and Inuit perspectives and experiences, treaties, agreements and the history and legacy of residential schools using the following strategies:

- adhering to the Alberta Education Program of Studies and integrating lessons
- enhancing the FNMI library section
- participating in Orange Shirt Day – Sept. 30th
- inviting guest speakers to the school (visit from Adrian LaChance – Plains Cree)
- field trips to museums and parks honouring our rich history and current events
- dedicating a special location in the library for FNMI resources
- FNMI Week with special lessons, guest speaker, morning announcements and literature

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. 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.
5. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
6. Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 2016. This impacted results based on enrolment (e.g., self-identified First Nations, Métis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.
7. 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.

Outcome Three: Alberta has excellent teachers, school leaders, and school authority leaders

Performance Measure	Results (in percentages)					Evaluation			Targets	
	2017	2018	2019	2020	2021	Achievement	Improvement	Overall	2021	2022
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	85.8	65.8	87.4	90.3	86.9	Intermediate	Declined	Acceptable	85	90

Comment on Results (OPTIONAL)

Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.

The satisfaction rating with regards to satisfaction with the overall quality of basic education has exceeded our goal, however a decline has been reported since 2020. It is commendable to note that prior to COVID related learning disruptions, our satisfaction rating was very high at 90.3%. Despite our efforts to support online learning through Google Classroom, Zoom sessions, and printed packages, parents reported a decline in their overall satisfaction rating. Although this is an area of concern for us, however are optimistic that we can continue to improve as learning is primarily in person and Alberta Health guidelines for class isolations have been revised.

Strategies

For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.

We plan to work towards achieving our target goal of 90% by implementing the following strategies:

1. We will continue to put concerted efforts to increase survey participation among students, staff, and parents.
2. Provide opportunities for stakeholders to share feedback using informal feedback slips, classroom surveys, and informal feedback sessions.
3. Make adjustments to decisions related to fundraising, resources, hiring and scheduling
4. The budget for resources in physical education, and options classes (art classes, foods, technology, STEM) has been increased. Feedback from students and teachers is taken into consideration when purchasing equipment.
5. Guidelines in the Program of Studies are used to guide decision-making with regards to purchasing resources and scheduling of classes.
6. Online collaboration with experts and sessions with guest speakers
7. In-person (prior to COVID) and virtual field trips to enhance student experiences
8. Various Enrichment Clubs: Nasheed (singing), Green Team, STEM, Math, Sewing, Art, Crafts; Post COVID all enrichment is done within cohort groups during the school day
9. Science Olympics
10. Collaboration with the Edmonton Public Library to support our efforts to promote a love for literature. Prior to COVID, librarians visit students in our school to promote reading programs and our students make regular visits to the Public Library.

Teaching & Leading

A.4 Education Quality - Measure History

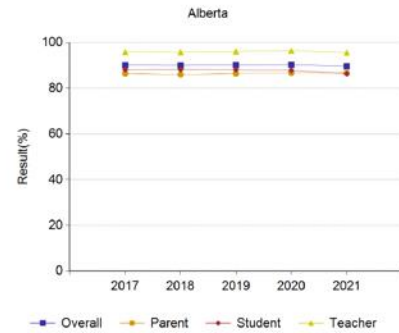
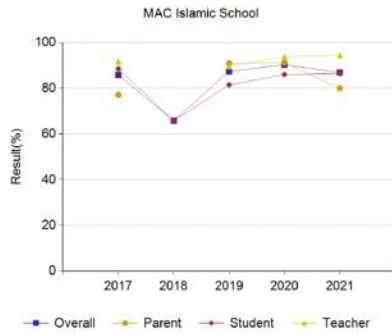
School: 1557 MAC Islamic School

Province: Alberta



Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	MAC Islamic School										Measure Evaluation			Alberta											
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%		
Overall	93	85.8	77	65.8	138	87.4	152	90.3	144	86.9	n/a	n/a	n/a	300,253	90.1	254,026	90.0	265,841	90.2	264,623	90.3	230,814	89.6		
Parent	8	77.1	3	*	11	90.9	17	91.2	12	80.0	n/a	n/a	n/a	32,880	86.4	35,499	86.0	35,262	86.4	36,907	86.7	31,024	86.7		
Student	75	88.5	77	65.8	106	81.5	119	86.0	114	86.4	n/a	n/a	n/a	235,901	88.1	185,888	88.2	197,282	88.1	193,763	87.8	169,589	86.3		
Teacher	10	91.7	2	*	21	89.7	16	93.8	18	94.4	n/a	n/a	n/a	31,472	95.9	32,639	95.8	33,297	96.1	33,953	96.4	30,201	95.7		



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. 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.

Report Generated: Aug 12, 2021
Locked with Suppression for May 2021

Report Version 1.0
Data Current as of Feb 16, 2021

Outcome Four: Alberta's K-12 education system is well governed and managed

Performance Measure	Results (in percentages)					Evaluation			Targets	
	2017	2018	2019	2020	2021	Achievement	Improvement	Overall	2022	2023
Overall: Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	58.3	n/a	70.2		83.4	Very High	Declined	Good	85	90
Parent: Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	32.5	*	60							
Teacher: Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	84.0	*	80.4							

Comment on Results (OPTIONAL)

Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.

Survey results reveal that the overall ratings for governance and management have increased. The Safety, respect and fairness are embedded in our daily interactions and experiences at MAC Islamic School. Parents, students and staff have shared that they believe the attitudes and behaviours learned at MAC Islamic School will cultivate positive citizenship and prepare them for a and a successful future. Overall, the percentage of parents satisfied with their child's education has increased tremendously.

Strategies

For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.

Overall, target goals were achieved or exceeded. Continued efforts will be made to sustain and drive increased improvements using the following strategies:

1. We will continue to put concerted efforts to increase survey participation among students, staff, and parents.
2. Provide opportunities for stakeholders to share feedback using informal feedback slips, classroom surveys, and informal feedback sessions.
3. An online HUB was created for the staff to improve management and governance systems
4. School-wide implementation of iRISE character education (Rabaniyya God-centred, integrity, service, excellence) to promote lifelong learning and citizenship
5. Positive guidance disciplinary approach
6. Counselling provided by IFSSA (Islamic Family Social Services) as needed

7. Professional Growth Plan, Professional Development, Coaching/Mentoring approach to supervision and evaluation
8. Continue to emphasize safety measures – locked doors, surveillance cameras
9. Cyber Safety student sessions provided by Edmonton Police Services and IFSSA
10. Parent Council is revived and new parents are partnered with returning parents to support growth and sharing of responsibilities
11. Guest speakers and field trips provide students exposure to many career choices
12. High school transition session provided by neighbouring high school counsellors based on need. High school transition information provided.
13. Application to contexts outside of the classroom in classroom learning experiences and lessons.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Learning Supports

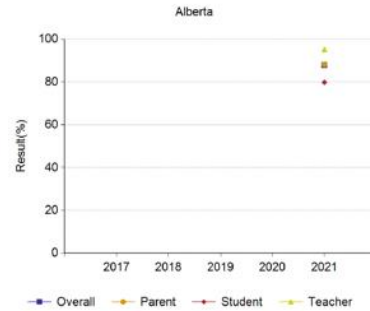
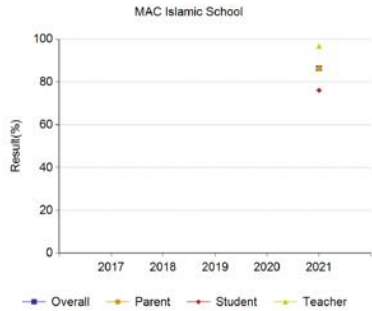
W.1 Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) - Measure History

School: 1557 MAC Islamic School

Province: Alberta

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

	MAC Islamic School										Alberta												
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	145	86.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	231,091	87.8	
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	12	86.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2	
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	115	76.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,900	79.8	
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	18	96.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3	



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Report Generated: Aug 12, 2021
Locked with Suppression for May 2021

Report Version 1.0
Data Current as of Feb 16, 2021

Governance

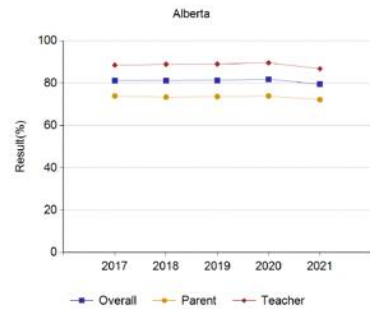
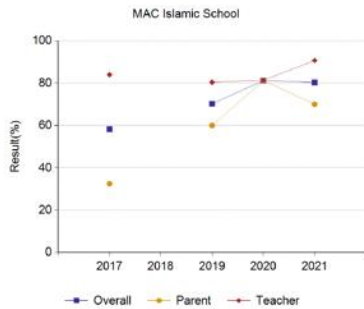
C.1 Parental Involvement - Measure History

School: 1557 MAC Islamic School

Province: Alberta

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	MAC Islamic School										Alberta												
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	18	58.3	n/a	n/a	32	70.2	33	81.2	30	80.3	n/a	n/a	n/a	63,905	81.2	67,509	81.2	68,116	81.3	70,377	81.8	60,919	79.5
Parent	8	32.5	3	*	11	60.0	17	81.2	12	70.0	n/a	n/a	n/a	32,505	73.9	34,998	73.4	34,944	73.6	36,556	73.9	30,886	72.2
Teacher	10	84.0	2	*	21	80.4	16	81.3	18	90.7	n/a	n/a	n/a	31,400	88.5	32,511	88.9	33,172	89.0	33,821	89.6	30,033	86.8



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Report Generated: Aug 12, 2021
Locked with Suppression for May 2021

Report Version 1.0
Data Current as of Feb 16, 2021

Student Learning Opportunities



B.3 Program of Studies - At Risk Students Detail

School: 1557 MAC Islamic School

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.

Parent - All

		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
When your child needs it, teachers at your child's school are available to help him or her	2016	7	43	29	14	0	14	71
	2017	8	25	63	0	0	13	88
	2018	3	*	*	*	*	*	*
	2019	11	36	55	9	0	0	91
	2020	17	41	59	0	0	0	100
Your child can easily access programs and services at school to get help with school work	2016	7	43	29	0	14	14	71
	2017	8	25	0	63	0	13	25
	2018	3	*	*	*	*	*	*
	2019	11	18	55	18	9	0	73
	2020	17	24	65	0	0	12	88
Your child can get help at school with problems that are not related to school work	2016	7	0	71	0	14	14	71
	2017	8	13	0	38	0	50	13
	2018	3	*	*	*	*	*	*
	2019	11	9	55	0	9	27	64
	2020	17	24	65	6	0	6	88

Student Learning Opportunities



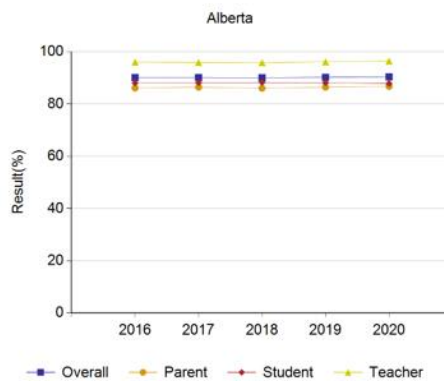
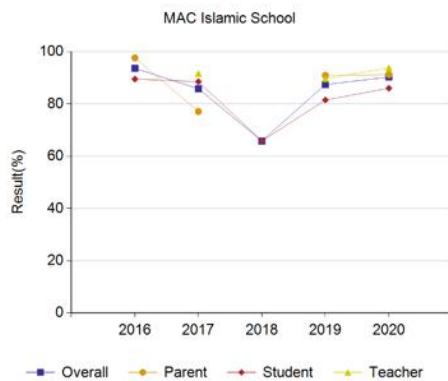
A.4 Education Quality History with Groups

School: 1557 MAC Islamic School

Province: Alberta

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	MAC Islamic School										Alberta									
	2016		2017		2018		2019		2020		2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	49	93.6	93	85.8	77	65.8	138	87.4	152	90.3	285,217	90.1	300,253	90.1	254,026	90.0	265,841	90.2	264,623	90.3
Parent	7	97.6	8	77.1	3	*	11	90.9	17	91.2	33,675	86.1	32,880	86.4	35,499	86.0	35,262	86.4	36,907	86.7
Student	42	89.5	75	88.5	77	65.8	106	81.5	119	86.0	221,094	88.0	235,901	88.1	185,888	88.2	197,282	88.1	193,763	87.8
Teacher	5	*	10	91.7	2	*	21	89.7	16	93.8	30,448	96.0	31,472	95.9	32,639	95.8	33,297	96.1	33,953	96.4



Preparation for Lifelong Learning, World of Work, Citizenship



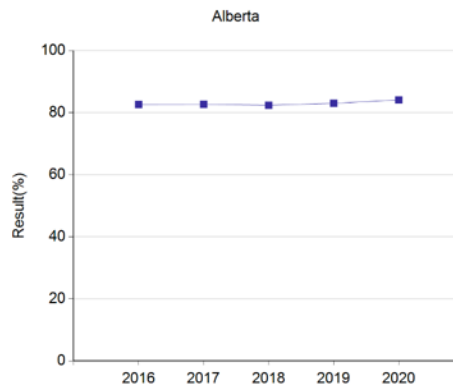
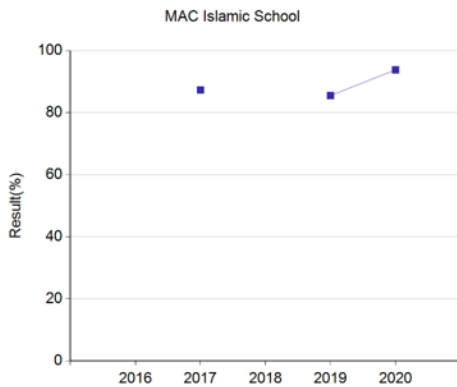
A.8 Work Preparation Measure History

School: 1557 MAC Islamic School

Province: Alberta

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

MAC Islamic School										Alberta									
2016		2017		2018		2019		2020		2016		2017		2018		2019		2020	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
n/a	n/a	16	87.3	n/a	n/a	31	85.5	32	93.8	61,412	82.6	61,674	82.7	65,186	82.4	66,088	83.0	68,221	84.1



Preparation for Lifelong Learning, World of Work, Citizenship



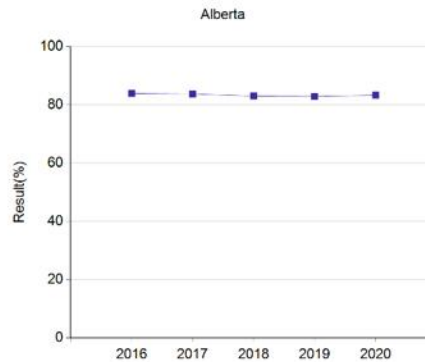
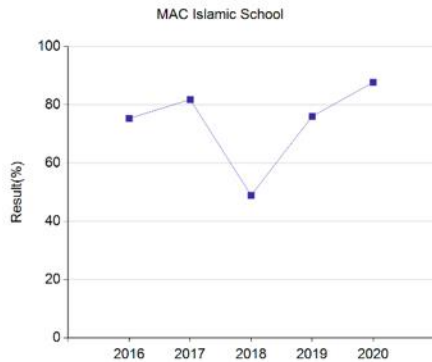
A.6 Citizenship Measure History

School: 1557 MAC Islamic School

Province: Alberta

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

MAC Islamic School										Alberta									
2016		2017		2018		2019		2020		2016		2017		2018		2019		2020	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
49	75.3	93	81.8	77	48.9	138	76.0	152	87.7	284,921	83.9	299,972	83.7	253,727	83.0	265,614	82.9	264,413	83.3



Preparation for Lifelong Learning, World of Work, Citizenship



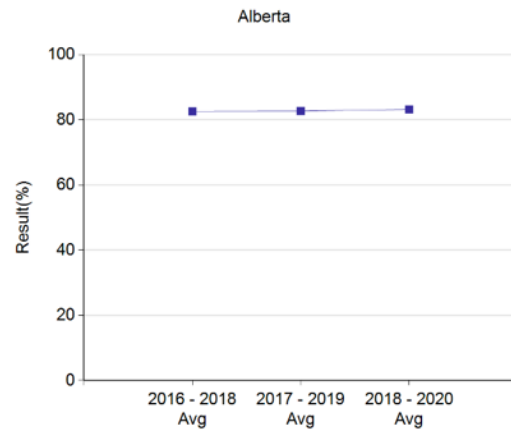
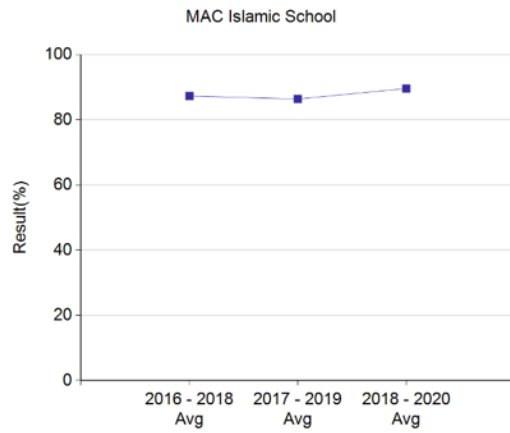
A.8 Work Preparation - 3 Year Rolling Average

School: 1557 MAC Islamic School

Province: Alberta

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

MAC Islamic School						Alberta					
2016 - 2018 Avg		2017 - 2019 Avg		2018 - 2020 Avg		2016 - 2018 Avg		2017 - 2019 Avg		2018 - 2020 Avg	
N	%	N	%	N	%	N	%	N	%	N	%
16	87.3	24	86.4	32	89.6	62,757	82.6	64,316	82.7	66,498	83.2



Parental Involvement



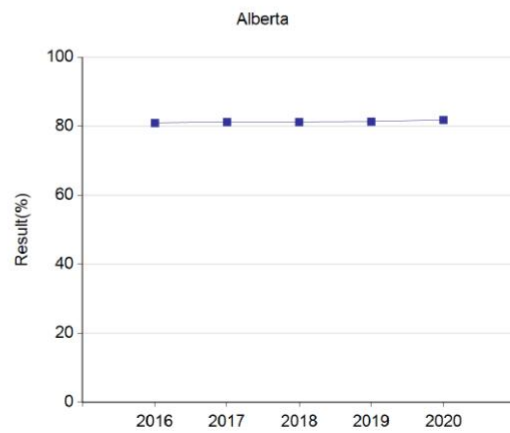
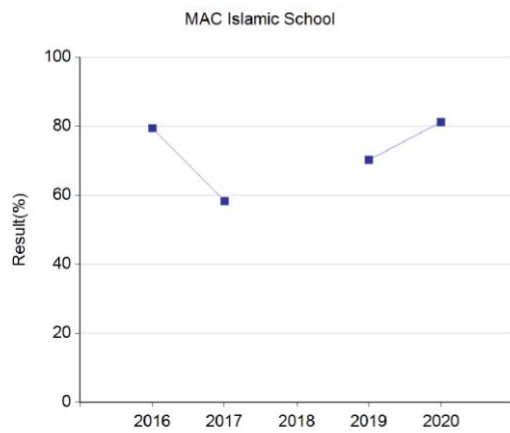
C.1 Parental Involvement Measure History

School: 1557 MAC Islamic School

Province: Alberta

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

MAC Islamic School										Alberta									
2016		2017		2018		2019		2020		2016		2017		2018		2019		2020	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
7	79.4	18	58.3	n/a	n/a	32	70.2	33	81.2	63,739	80.9	63,905	81.2	67,509	81.2	68,116	81.3	70,377	81.8



Budget Summary

Private School Authority Code: 0249
School Code: 1557 and 2178

BUDGET REPORT for Funded Private Schools FOR THE YEAR ENDING AUGUST 31, 2022

[Education Act, Section 29; Private Schools Regulation 93/2019]

sociation of Canada Islamic School Edmonton and Muslim Association of Canada Islamic School - Calga
Muslim Association of Canada

Name of Private School and Legal Name of Organization Operating the Private School

Tel: 1-905-822-2626 Fax: 1-905-822-2727

Telephone and Fax Numbers

BOARD CHAIRPERSON / PRESIDENT

Nabil Sultan

Name

Original Signed

Signature

SUPERINTENDENT / PRINCIPAL

Mariam Hashmi and Ibrahim Arid

Name

Original Signed

Signature

SECRETARY-TREASURER OR TREASURER

Jalal Daher

Name

Original Signed

Signature

Certified an accurate summary of the year's budget approved by the Board of Directors at its meeting held

ALBERTA EDUCATION, Financial Reporting and Accountability
8th Floor Commerce Place, 10155-102 Street, Edmonton AB T5J 4L5
E-MAIL: Maria.Clawson@gov.ab.ca
PHONE: (780) 427-7404

Alberta Government

BUDGETED SCHEDULE A to the BR ALLOCATION OF REVENUES AND EXPENSES TO PROGRAMS										
Private School Authority Code: 028 School Code: 1557 and 2178										
REVENUES	TOTAL	Home Education	Pre-Kindergarten (Pre - K)	ECS PUF Moderate Language Grant Code 49 only	Kindergarten (K)	Instruction (Grades 1 to 12)	Operations and Maintenance of Schools	Transportation (Grades 1 to 12)	System Administration	External Services
Alberta Education allocations										
(1) ECS Base Instruction	\$368,691		\$146,323		\$222,368					
(2) Grades 1 to 9 Base Instruction	\$1,719,993					\$1,719,993				
(3) Grades 10 to 12 (Year 1 - 3)	\$0					\$0				
(4) Grades 10 to 12 (Year 4)	\$0					\$0				
(5) Grades 10 to 12 (Year 5 and above)	\$0					\$0				
(6) Summer School	\$0					\$0				
(7) Home Education	\$0	\$0								
Distance Education:										
(8) Grades 1 to 9 (Full Program)	\$0					\$0				
(9) Grades 10 to 12 Full-Time (Primary and Non-Primary regist	\$0					\$0				
(10) Grades 10 to 12 Part-Time (Primary and Non-Primary regist	\$0					\$0				
(11) Mid/Moderate Disabilities/Delays, Gifted and Talented	\$117,482		\$44,638		\$72,844					
(12) Severe Disabilities	\$0					\$0				
(13) Designated Special Education (DSEPS) Base Instruction	\$0					\$0				
(14) ECS (PUF) Program Unit (Code 41 to 46, Code 47 and 48)	\$300,910		\$181,650		\$119,260					
(15) Education Program in an Institution	\$0					\$0				
(16) English as a Second Language	\$116,466		\$27,720		\$32,760	\$55,986				
(17) First Nations, Metis, and Inuit Education	\$0					\$0				
(18) Operations and Maintenance Grant	\$260,960				\$0	\$0	\$260,960			
(19) System Administration	\$157,284		\$0			\$26,738			\$130,546	
(20) Transportation Grant	\$48,312				\$48,312					
(21) SuperNet Services	\$0		\$0		\$0					
(22) Community Supports Grant	\$43,700					\$43,700				
(23) Other - Alberta Education	\$43,649	\$0	\$0		\$43,649	\$0				
(24) TOTAL Alberta Education Allocations	\$3,177,447	\$0	\$400,331	\$0	\$539,193	\$1,646,417	\$260,960		\$130,546	
(25) Other Government of Alberta	\$0	\$0	\$0		\$0	\$0	\$0	\$0	\$0	\$0
(26) Federal Government and/or First Nations	\$0	\$0	\$0		\$0	\$0	\$0	\$0	\$0	\$0
(27) Other Alberta school authorities	\$0	\$0	\$0		\$0	\$0	\$0	\$0	\$0	\$0
(28) Instruction fees / tuition fees	\$1,428,750	\$0	\$120,000		\$217,500	\$1,091,250				\$0
(29) Non - instructional fees (O&M,Transport,Admin)	\$262,500	\$0	\$0		\$65,000	\$135,000	\$0	\$62,500	\$0	\$0
(30) Other sales and services	\$0	\$0	\$0		\$0	\$0	\$0	\$0	\$0	\$0
(31) Interest investments	\$0	\$0	\$0		\$0	\$0	\$0	\$0	\$0	\$0
(32) Gifts and donations	\$100,000	\$0	\$0		\$0	\$0	\$100,000	\$0	\$0	\$0
(33) Gross school generated funds	\$0	\$0	\$0		\$0	\$0	\$0	\$0	\$0	\$0
(34) Amortization of capital allocations (when applicable)	\$0	\$0	\$0		\$0	\$0	\$0	\$0	\$0	\$0
(35) Other (specify):	\$0	\$0	\$0		\$0	\$0	\$0	\$0	\$0	\$0
TOTAL REVENUES	\$4,969,007	\$4,868,697	\$0	\$520,331	\$0	\$821,693	\$3,072,667	\$360,960	\$62,500	\$130,546
EXPENSES	TOTAL									
(36) Certificated salaries	\$1,658,625	\$0	\$0	\$0	\$191,058	\$1,316,512			\$149,055	
(37) Certificated benefits	\$246,748	\$0	\$0	\$0	\$30,671	\$189,391			\$17,887	\$0
(38) Non-certificated salaries and wages	\$860,298	\$0	\$300,550	\$0	\$98,919	\$303,109	\$136,841	\$0	\$0	\$20,880
(39) Non-certificated benefits	\$121,095	\$0	\$36,066	\$0	\$15,050	\$61,052	\$16,421	\$0	\$0	\$2,006
(40) SUB - TOTAL	\$2,886,767	\$0	\$336,616	\$0	\$335,698	\$1,871,063	\$153,261	\$0	\$166,942	\$23,386
(41) Services, Contracts & Supplies - other than Consulting /										
Management Fees and Leases	\$992,767	\$0	\$0	\$0	\$31,141	\$712,500	\$249,127	\$0	\$0	\$0
(42) Consulting/Management Fees	\$130,000	\$0	\$0	\$0	\$11,111	\$118,889	\$0	\$0	\$0	\$0
(43) Leases - Building	\$317,021	\$0	\$0	\$0	\$11,881	\$135,468	\$0	\$94,612	\$0	\$75,360
(44) Leases - Other	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(45) Severe Disabilities (DSEPS)	\$0									
(46) ECS (PUF) Program Unit (Code 41 to 46, Code 47 and 48)	\$309,982		\$181,650	\$9,072	\$119,260					
(47) Gross school generated funds	\$0	\$0	\$0		\$0	\$0	\$0	\$0	\$0	\$0
Capital and debt services:										
(48) Amortization of capital assets from restricted funds	\$0	\$0	\$0		\$0	\$0	\$0	\$0	\$0	\$0
(49) Amortization of capital assets from unrestricted funds	\$110,000	\$0	\$0	\$0	\$25,000	\$65,000	\$0	\$0	\$0	\$0
(50) Interest capital debt	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(51) Other interest charges	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(52) Losses (gains) on disposal of capital assets	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(53) Other (specify):	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL EXPENSES	\$4,786,530	\$4,746,537	\$0	\$518,266	\$9,072	\$533,691	\$2,922,920	\$402,388	\$94,612	\$166,942
Surplus(deficit) of revenues over expenses	\$222,160	\$222,160	\$0	\$2,065	(\$9,072)	\$288,002	\$149,747	(\$41,428)	(\$32,012)	(\$36,396)
	\$222,160									

Private School Authority Code:	0249
School Code:	1557 and 2178

SCHEDULE B to the BR
STUDENT STATISTICS

	Budgeted Enrolment for 2021/2022	Projected Enrolment 2020 / 2021	Actual Enrolment 2019 / 2020 (Note 1)
Eligible Funded Grades 1 to 12 Students			
Grades 1 to 9 (Head count)	450.00	403.00	331.00
Grades 10 to 12 (Year 1 - 3) (Head count)	-	-	-
Grades 10 to 12 (Year 4) (Head count)	-	-	-
Grades 10 to 12 (Year 4 FTE, 0.5 times head count)	-	-	-
Grades 10 to 12 (Year 5 and above) (Head count)	-	-	-
Grades 10 to 12 (Year 5 and above FTE, 0.25 times head count)	-	-	-
Total funded Grades 1 to 12 Students	450.00	403.00	331.00
Eligible Funded Home Education Students			
Home Education Students	-	-	-
Total funded Home Education Students	-	-	-
Ineligible (non-funded) Students			
First Nations	-	-	-
Other	-	-	-
Total (non-funded) Students	-	-	-
OF THE TOTAL ELIGIBLE FUNDED GRADES 1 TO 12 STUDENTS			
Distance Education (Primary Registration):			
Grades 1 to 9 (Full Program)	450.00	403.00	331.00
Grades 10 to 12 Full-Time (Year 1-3, >= 35 Credits Completed)	-	-	-
Grades 10 to 12 Full-Time (Year 4, >= 18 Credits Completed)	-	-	-
Grades 10 to 12 Full-Time (Year 5, >= 9 Credits Completed)	-	-	-
Grades 10 to 12 Part-Time (Y1-3, < 35; Y4 < 18 Credits; Y5 & above < 9 Credits Completed)	-	-	-
Distance Education Non-Primary Registration	-	-	-
Summer School	-	-	-
Severe Disabilities	-	-	-
DSEPS	-	-	-
First Nations, Metis and Inuit	-	-	-
English as a Second Language	90.00	165.00	240.00
ECS			
Eligible Funded Kindergarten (K) Children	75.00	71.00	60.00
Kindergarten Program Hours	950.00	950.00	950.00
Eligible Funded Pre - Kindergarten (Pre - K) Children	60.00	60.00	54.00
Pre - Kindergarten Program Hours	475.00	475.00	475.00
Total Eligible Funded ECS Children (K and Pre-K)	135.00	131.00	114.00
Total Ineligible (non-funded) ECS Children (K and Pre-K)	-	-	-
OF THE TOTAL ELIGIBLE FUNDED ECS Children (K and Pre-K)			
Program Unit (PU):			
Code (41 to 46)			
Half Day (Minimum of 300 hours, 400 hours, 475 hours)	-	-	-
Full Day (Minimum of 800 Hours)	-	-	-
Code 47			
Half Day (Minimum of 300 hours, 400 hours, 475 hours)	28.00	35.00	18.00
Full Day (Minimum of 800 Hours)	9.00	-	11.00
PU Moderate Language Delay:			
Code 48 (Minimum of 300 hours, 400 hours, 475 hours)	-	-	-
Mild/Moderate Disabilities/Delays, Gifted and Talented	48.00	45.00	27.00
English as a Second Language (ESL)	50.00	40.00	166.00
Transportation	75.00	78.00	93.00

Notes:

1. Projected (2020 / 2021) and actual (2019 / 2020) enrollment driving the comparative figures in the Statement of Operations.

Private School Authority Code: 0249
School Code: 1557 and 2178

**SCHEDULE C to the BR
STAFFING STATISTICS
FULL TIME EQUIVALENT (FTE) PERSONNEL**

	Budgeted 2021 / 2022	Projected 2020 / 2021	Actual 2019 / 2020	
CERTIFICATED STAFF				
School based	27.00	26.00	22.23	Teacher certification required for performing functions at the school level.
Non-School based	0.00	0.00	0.00	Teacher certification required for performing functions at the system/central office level.
Home education program	0.00	0.00	0.00	Teacher certification required to conduct at least 2 evaluations of the progress of the home education student.
Total Certificated Staff FTE	27.00	26.00	22.23	FTE for personnel possessing a valid Alberta teaching certificate or equivalency.
NON-CERTIFICATED STAFF				
Instructional	19.00	19.50	28.82	Personnel providing instruction support for schools under "Instruction" program areas.
Non-instructional	6.50	9.00	0.51	Personnel in Transportation, Board & System Admin., O&M areas.
Home education program	0.00	0.00	0.00	Personnel performing functions for home education program.
Total Non-Certificated Staff FTE	25.50	28.50	29.33	FTE for personnel not possessing a valid Alberta teaching certificate or equivalency.
CONTRACT STAFF				
School based (certificated teachers)	0.00	0.00	0.00	Teacher certification required for performing functions at the school level.
Non-School based (certificated teachers)	0.00	0.00	0.00	Teacher certification required for performing functions at the system/central office level.
Home education (certificated teachers)	0.00	0.00	0.00	Teacher certification required to conduct at least 2 evaluations of the progress of the home education student.
Non-certificated Staff	0.00	0.00	0.00	FTE for personnel not possessing a valid Alberta teaching certificate or equivalency.
Total Contracted Staff FTE	0.00	0.00	0.00	

Private School Authority Code: 0249					1557 and 2178			
School Code:								
SCHEDULE D to the BR								
INSTRUCTIONAL AND NON-INSTRUCTIONAL FEES / TUITION								
	Budgeted Child / Student Count	Budgeted Fees / Tuition per Child / Student	ECS Total Budgeted Fees / Tuition	Grades 1 to 12 Total Budgeted Fees / Tuition	Projected Child / Student count	Projected Fees / Tuition per Child / Student	ECS Total Projected Fees / Tuition	Grades 1 to 12 Total Projected Fees / Tuition
	2021 / 2022	2021 / 2022	2021 / 2022	2021 / 2022	2020 / 2021	2020 / 2021	2020 / 2021	2020 / 2021
Instructional								
Kindergarten Program	75	\$2,900	\$217,500		47	\$2,680	\$125,950	
Pre - Kindergarten Program	60	\$2,000	\$120,000		60	\$2,000	\$120,000	
Kindergarten Program (additional child per family)	0	\$0	\$0		24	\$2,400	\$57,600	
Pre-Kindergarten Program (additional child per family)	0	\$0	\$0		0	\$0	\$0	
Instruction grades 1 to 6	374	\$2,425		\$906,950	258	\$2,419		\$624,000
Instruction grades 1 to 6 (additional student per family)	0	\$0		\$0	83	\$2,287		\$189,850
Instruction grades 7 to 9	76	\$2,425		\$184,300	40	\$2,450		\$98,000
Instruction grades 7 to 9 (additional student per family)	0	\$0		\$0	22	\$2,275		\$50,050
Instruction grades 10 to 12	0	\$0		\$0	0	\$0		\$0
Instruction grades 10 to 12 (additional student per family)	0	\$0		\$0	0	\$0		\$0
Other Instruction Fees/Tuition (ECS and grades 1 to 12) (Describe*)							\$0	\$0
Maximum amount		\$2,900				\$2,680		
TOTALS - INSTRUCTIONAL	585		\$337,500	\$1,091,250	534		\$303,550	\$961,900
Non-Instructional								
Operations and Maintenance of Schools ECS	135	\$250	\$33,750		131	\$187	\$24,482	
Operations and Maintenance of Schools (grades 1 to 6)	374	\$300		\$112,200	341	\$214		\$72,950
Operations and Maintenance of Schools (grades 7 to 9)	76	\$300		\$22,800	62	\$212		\$13,150
Operations and Maintenance of Schools (grades 10 to 12)	0	\$0		\$0	0	\$0		\$0
Operations and Maintenance of Schools - Total			\$33,750	\$135,000			\$24,482	\$86,100
Transportation ECS	25	\$1,250	\$31,250		23	\$2,076	\$47,750	
Transportation (grades 1 to 6)	50	\$1,250		\$62,500	65	\$2,038		\$132,500
Transportation (grades 7 to 9)	0	\$0		\$0	8	\$1,844		\$14,750
Transportation (grades 10 to 12)	0	\$0		\$0	0	\$0		\$0
Transportation - Total			\$31,250	\$62,500			\$47,750	\$147,250
Board and System Administration ECS	0	\$0	\$0		71	\$118	\$8,350	
Board and System Administration (grades 1 to 6)	0	\$0		\$0	49	\$140		\$6,850
Board and System Administration (grades 7 to 9)	0	\$0		\$0	11	\$105		\$1,150
Board and System Administration (grades 10 to 12)	0	\$0		\$0	0	\$0		\$0
Board and System Administration - Total			\$0	\$0			\$8,350	\$8,000
Other Non-Instruction Fees (ECS and grades 1 to 12) (describe*)			\$0	\$0			\$0	\$0
Maximum amount		\$1,250				\$2,076		
TOTAL - NON-INSTRUCTIONAL			\$65,000	\$197,500			\$80,582	\$241,350
Instructional and Non-Instructional Fees / Tuition -								
	585		\$402,500	\$1,288,750	534		\$384,132	\$1,203,251

Future Challenges (Optional)

1. Growth: expanding our services and building expansion to increase capacity
2. Pandemic and its lasting effects on school procedures, mental health and student achievement.

Summary of Financial Results (Not Required)

1. Our goal is to ensure that the school remains affordable and accessible to the community.
2. The only additional charge to our fee structure has been the inclusion of an additional one-time technology use fee to address our growing technology expenses.
3. Tuition fees have been increased by \$200 annually.
4. The Board of Trustees formulated a sound financial plan.
5. MIS is an Elementary and Jr. High School offering classes from kindergarten to grade nine.
6. We also manage two preschool programs at different off site locations.
7. We receive level two funding from Alberta Education. We also receive the Program Unit (PUF), Mild-Moderate and ELL funding for those students who qualify.

Parental Involvement (Optional)

1. The MAC core message concentrates on constructive engagement in society, focus on personal and communal empowerment, and organizational development.
2. MAC believes that the personal development of every individual is key to productive involvement in the community.
3. The MAC Islamic School is a project derived from a need identified from the community.
4. Parents are an integral part of all MAC schools. Parents are the bridge that links the child or school to the larger community. We see parents as a vital part of the school and anticipate their participation in the academic as well as overall development of the school. MAC Islamic School's Parent Council provides the principal with regular feedback on the school's processes and procedures. Their voice is important, and MIS strives to create many opportunities for that voice to be heard and be incorporated in the operation and success of the school.

Timelines and Communication

1. The AERR is posted on the school's website by November 30, 2021. The Field Services Branch Director has been notified of the web link in an email notice on November 30, 2021.
2. The principal circulates an electronic weekly newsletter to inform parents of upcoming academic and non-academic events. In addition, teachers send regular updates to families to inform them of assessment, learning, class events, etc.
3. 2021 - 2022 School Year: Continuation with extensive cleaning, sanitization and disinfection procedures. Restructuring of routines and timetables to promote student cohorts. Informal, yet valuable feedback forms are kept in the office for students, parents, and staff to provide feedback. Emphasis placed on digital learning, video conferencing, Google Classroom and synchronous online learning as needed. Online surveys are shared by the administration and teachers to parents and students to seek feedback.
4. Teachers provide parents with weekly/biweekly/monthly updates of class events and curriculum.
5. A Report Card is sent to parents at the end of each term; December, March and June respectively. An Interim Progress Report was shared with students and families at the end of October.
6. MIS maintains a website, a Facebook page, in-school monitor with Google Slides, and an outdoor portable letter signboard.
7. The Parent Council, Rahma Mosque (MAC Center) and our preschools (Creative Minds) assist the MAC Islamic School (MIS) in the communication and dissemination of school information.

Whistleblower Protection (Required)

1. MIS has drafted a Whistleblower policy using a template offered by AISCA (Association of Independent Schools & Colleges in Alberta). This policy may be subject to modification in the future to reflect the particular needs of MIS.
2. Staff members have been apprised of this policy.
3. There are no disclosures to report.