



2023 – 2024 Annual Education Results Report (AERR)



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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 2023 – 2026 (Year 2)*, 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 and New Curriculum. MIS provides all students with classes in iRISE Character Education, 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 fifth year of iRISE Tarbiyyah Character Education in the 2023 – 2024 school year in Kindergarten to Grade 12. 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.

The results displayed in the Alberta Education Assurance Measure Results (Fall 2023) reveal an overall improvement in all Measure Categories: Safe and Caring Schools, Student Learning Achievement, Preparation for Life Long Work and Parental Involvement. However, it is important to note that learning disruptions due to COVID are still having an impact on student learning. Concerted efforts are being made to provide students with extra support with academics and social emotional learning. The overall impact of COVID and teacher shortages in the province warrants attention. As result, there is an emphasis on mental health professional learning and review of staff compensation to retain and attract well qualified and experienced educators.

Provincial Achievement Tests were written by our grades 6 and 9 students in the spring of 2024, and we are pleased that they continue to demonstrate improvement in their academic progress. It is commendable to note that the overall percentage of our students exceed the provincial average.

We continue to look forward to a wonderful new chapter in our educational adventure as we will have our very first Grade 12 High School graduating class in the 2024 – 2025 school year. We are optimistic that our students will be well prepared for post-secondary education and qualify for Rutherford Scholarships as they progress through the high school grade levels.

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 despite any challenges we may face.

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 Muslim Association of Canada 2023/2024 school year was prepared under the direction of the Board of Directors in accordance with its responsibilities under the *Private Schools Regulation* and the *Ministerial Grants Regulation*. 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 Annual Education Results Report (AERR) for 2023/2024 was approved by the Board on _____, 2024.

MAC Board Chair

Foundation Statements

The Muslim Association of Canada (MAC) established the MAC Islamic School (MIS) in 2012. MIS is a registered full-time accredited Elementary, Junior High and Senior High School currently serving children from pre-school to grade 12. This is our tenth year in operation. We have about 600 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 iRISE Character Education, 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 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 	<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

- Build relationships
- Challenge and support each student
- Recognize perseverance, growth, and achievement
- Foster social growth and an Islamic environment
- Embrace differences in who we are and how we learn

- Get involved in our community
- Take risks to learn
- Work hard; Be curious
- Respect yourself and others
- Appreciate how we are similar and different

Trends and Issues

1. iRISE (Tarbiyyah) Character Education is an important school-wide initiative implemented in the 2023-24 school year for students in kindergarten to Grade 12. 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. Provincial Achievement Tests (PATs) were administered in the spring of 2023 to our students in grades 6 and 9. In the spring of 2022, the percentage of students achieving a standard of excellence was 18%. The percentage of students who achieved the acceptable standard was 81.1% and has exceeded the provincial average of 67.3%. We will continue to implement strategies to support student learning and challenge students at all levels.
4. 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, Solaro, RAZ Kids, IXL, Edwin, EdPuzzle, online Arabic resources (LanguageNut, Nahla wa Nahil) are used to support student learning. Enhanced technology integration with Smartboards in every classroom and Chromebooks for students. Teachers in Elementary, Jr. High and High School use Google Classroom and all teachers integrate technology in their lesson plans.
5. It is noteworthy that our enrolment has increased in the 2022- 2023 school year. The number of parents that choose to send their children to our school continues to increase year after year. Furthermore, the Waiting List of students wishing to attend MAC Islamic School continues to grow as well.
6. 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.
7. Response rates from parents, students, and staff on the Accountability Pillar have increased significantly 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 (guest speakers from Bent Arrow), learning about Residential Schools and the survivors, 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. The students and staff have benefited immensely from these strategies. Learning about the impact of residential schools has deepened our collective understanding of FNMI history, culture and traditions thereby enhancing our understanding and support of Truth and Reconciliation.
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) 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. Enrollment continues to increase, and Waitlists continue to grow. As a result, portables are being purchased to accommodate increased enrollment in the Junior and Senior High School. Furthermore, land has been purchased in Evansdale to build another school to serve the community.
2. 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.
3. Extra efforts have been made to promote an overall school climate that is welcoming and a school culture that promotes active citizenship. This area was highlighted in the recent Alberta Education Monitoring visit in the Spring of 2024.
4. Extensive renovations in the school building (bathrooms, flooring, carpeting, paint) to create an environment that promotes school pride and creates a welcoming environment.
5. Stakeholder feedback is valued and data gathered impacts decision-making. As a result, response rates have increased in the Accountability Pillar Survey and MAC National Surveys. Other opportunities are provided to stakeholders to share feedback: surveys, informal feedback slips in the main office and online surveys
6. 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.
7. 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.
8. Staff Professional Growth Plans are developed, monitored and supported.
9. 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.
10. Student "Differentiation Folders" track progress of students and guide differentiated instruction.
11. Professional Learning Communities promote staff collaboration to discuss the progress of the students and collaborate to share strategies to support student success.
12. 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).

13. Teachers past PAT results to adjust 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
14. Arabic Clubs: Calligraphy, Drama Club, and Arabic Reading Club
15. A grade six student is a winner in a prestigious International Arabic Competition
16. Enrichment Clubs: Art, Nasheed (singing), Green Team, STEM, Math, Sewing, Board Games, Cooking. Enrichment opportunities are offered during the school day to provide access to all students.
17. 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.
18. 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, 2024 CHOICES Conference.
19. Positive guidance disciplinary approach thereby implementing restorative practices and iRISE Tarbiyyah values
20. Counselling provided by a registered psychologist from Kadri Psychology is provided to students as needed and contracted psychologist from Levant Psychology Group and a therapist from Behaviour Catalyst Services
21. PD for staff in iRISE Character Education, Empowering Writers, G-Suite for Education, zones of regulation, mindfulness, positive guidance strategies, mental health. Kadri Psychology, Levant Psychology, Behaviour Catalyst Services, Alberta Regional Health Services and MAC National.
22. Cyber Safety and Anti-Bullying student sessions provided by Edmonton Police Service and Kadri Psychology
23. Parent Council is actively engaged and participates actively in providing feedback, supporting school events and fundraising.
24. We hold several events over the year that not only bring the school community together but also strengthen it: iRISE Tarbiyyah Character Education Fair, 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!; Author Visits

Edmonton Police Service: Black History Month



FNMI Guest Speakers from Bent Arrow



Tatreez: Palestinian Embroidery



Root for Trees



Edmonton Food Bank





MAC Athletics





Arabic Language Festival





International Arabic Reading Competition



APEGA Science Olympics





Alberta Education Assurance Measures - Overall Summary



Required Alberta Education Assurance Measures - Overall Summary Fall 2024

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	86.4	84.1	84.5	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	84.7	78.5	81.7	79.4	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	80.4	61.0	61.0	68.5	66.2	66.2	High	Improved Significantly	Good
	PAT6: Excellence	19.6	9.8	9.8	19.8	18.0	18.0	High	Improved	Good
	PAT9: Acceptable	83.0	83.3	83.3	62.5	62.6	62.6	Very High	Maintained	Excellent
	PAT9: Excellence	19.0	24.3	24.3	15.4	15.5	15.5	High	Maintained	Good
	Diploma: Acceptable	75.0	n/a	n/a	81.5	80.3	80.3	Low	n/a	n/a
Teaching & Leading	Diploma: Excellence	12.5	n/a	n/a	22.6	21.2	21.2	Low	n/a	n/a
	Education Quality	89.3	83.3	85.3	87.6	88.1	88.6	High	Improved	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.6	84.0	85.8	84.0	84.7	85.4	n/a	Improved	n/a
	Access to Supports and Services	86.7	78.1	81.1	79.9	80.6	81.1	n/a	Improved	n/a
Governance	Parental Involvement	91.9	89.8	89.6	79.5	79.1	78.9	Very High	Maintained	Excellent

- Notes:
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 - Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 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.
 - Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
 - Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
 - Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
 - Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
 - Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
 - Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
 - 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 Exam 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.

Alberta Education Assurance Measures Overall Summary

Upon reflecting on the Alberta Education Assurance Measures Overall Summary (AEAMS), MAC Islamic School Edmonton has demonstrated improvement in all areas compared to the previous year. Parents, teachers and students demonstrate very high levels of satisfaction with students modeling the characteristics of active citizenship. The school wide implementation of iRISE (Tarbiyyah) Character Education have a strong impact on the culture of respect, excellence and community service throughout the grade levels. The Grade 6 and 9 Provincial Achievement Test scores exceeded the previous year's results and continue to indicate high achievement overall. However, it is important to note that the very first Biology diploma exams were administered to a class of 8 students in grade 11 in the spring of 2024. Due to the small class size and the results are not as favourable as they would be in a larger sample of students. With the addition of grade 12 in the 2024 – 2025 school year, focus will be on preparing students for the Diploma exams, however the graduating class will be a small sample of students. The overall data on Education Quality presented the Alberta Education Assurance Measures data gathered depicts a significant increase as well. MAC Islamic School Edmonton is pleased with the level Parent involvement in the strategic planning, fundraising, and school events.

Supplemental Alberta Education Assurance Measures – Overall Summary



Supplemental Alberta Education Assurance Measures - Overall Summary Fall 2024

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	52.7	3.5	n/a	n/a	n/a	n/a
Drop Out Rate	9.3	0.0	0.0	2.5	2.5	2.4	Low	Maintained	Issue
In-Service Jurisdiction Needs	83.3	90.9	93.3	81.1	82.2	83.0	Intermediate	Maintained	Acceptable
Lifelong Learning	84.4	84.9	86.6	79.9	80.4	80.7	Very High	Maintained	Excellent
Program of Studies	81.2	71.2	72.7	82.8	82.9	82.9	High	Improved	Good
Program of Studies - At Risk Students	88.5	77.1	79.6	80.6	81.2	81.5	High	Improved Significantly	Good
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	70.7	71.9	70.0	n/a	n/a	n/a
Safe and Caring	92.7	88.0	88.8	87.1	87.5	88.1	Very High	Improved	Excellent
Satisfaction with Program Access	77.6	63.6	68.3	71.9	72.9	72.7	High	Improved Significantly	Good
School Improvement	83.1	73.2	74.4	75.8	75.2	74.7	Very High	Improved Significantly	Excellent
Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.7	60.0	n/a	n/a	n/a
Work Preparation	91.8	92.3	93.0	82.8	83.1	84.0	Very High	Maintained	Excellent

Supplemental Alberta Education Assurance Measures Overall Summary

MAC Islamic School Edmonton overall demonstrates good to excellent progress in Supplemental Alberta Education Assurance Measures. The current results either exceed the previous year’s results and/or Alberta’s current results. Specifically, the data gathered reveals that the areas of Lifelong Learning, Program of Studies, Safe and Caring, Program Access, School Improvement, and Work Preparation are our areas of strength. We will continue to emphasize the importance of implementing the New Curriculum and Program of Studies. However, it is important to note that the Drop Out Rate data does not accurately depict school level data. After investigation, it was uncovered that the student who was depicted as the 1 student in the Drop Out Count, had moved to another province and is enrolled in another accredited school. This student did not drop out. AEAM Results are unavailable for Diploma exams since they have not been administered during the 2023 – 2024 school year. Although the data gathered for In-Service Needs has declined, it still exceeds the current provincial result. As the number of staff members continue to grow, the school will need to address the growing demands of varied professional development needs. Currently, teachers have access to attending regular professional learning for iRISE (Tarbiyyah) Character Education, AISCA Teachers’ Convention, GETCA, Mental Health and Wellness offered by Psychologists (Levant Psychology, Kadri Psychology) and AISCA. Teachers are also encouraged to pursue their personalized professional development through Edmonton Regional Learning Consortium. It is important to note that no students at MAC Islamic School Edmonton have Self-Identified as First Nations, Metis, and Inuit, and therefore AEAM results are not available for Self-Identified First Nations, Metis, and Inuit.

English as an Additional Language (EAL): Alberta Education Assurance Measures – Overall Summary



Required Alberta Education Assurance Measures - Overall Summary Fall 2024

School: 1557 MAC Islamic School (EAL)

Assurance Domain	Measure	MAC Islamic School (EAL)			Alberta (EAL)			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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	72.0	72.8	76.7	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.7	87.2	n/a	n/a	n/a
	PAT6: Acceptable	n/a	50.0	50.0	64.6	65.4	65.4	n/a	n/a	n/a
	PAT6: Excellence	n/a	0.0	0.0	16.5	15.7	15.7	n/a	n/a	n/a
	PAT9: Acceptable	*	*	n/a	52.7	55.3	55.3	*	n/a	n/a
	PAT9: Excellence	*	*	n/a	10.1	11.0	11.0	*	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	66.3	67.1	67.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	14.0	13.8	13.8	n/a	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRESLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Note:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 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.
- Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
- Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
- Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
- Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
- 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 Exam 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.

AEAMS data is not available for English as an Additional Language (EAL) due to very few numbers for students who require and receive English as an Additional Language.

Assurance Measure Evaluation Reference

Required Alberta Education Assurance Measures - Overall Summary

Measure Evaluation Reference

Fall 2024

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
PAT6: Acceptable	0.00 - 58.97	58.97 - 68.15	68.15 - 76.62	76.62 - 83.55	83.55 - 100.00
PAT6: Excellence	0.00 - 7.30	7.30 - 12.45	12.45 - 19.08	19.08 - 30.09	30.09 - 100.00
PAT9: Acceptable	0.00 - 62.37	62.37 - 67.35	67.35 - 76.70	76.70 - 81.94	81.94 - 100.00
PAT9: Excellence	0.00 - 9.69	9.69 - 13.44	13.44 - 18.38	18.38 - 23.38	23.38 - 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

Fall 2024

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





Supplemental Alberta Education Assurance Measures

Measure Evaluation Reference

Fall 2024

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

Assurance Measure #1.1: Student Growth and Achievement Provincial Achievement Test (PAT) Results 2024

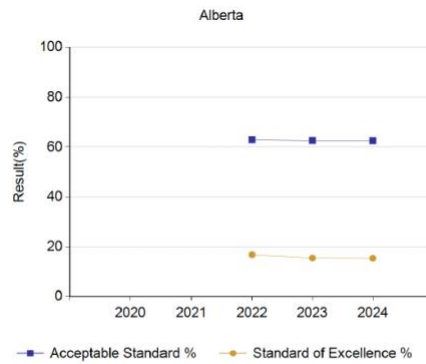
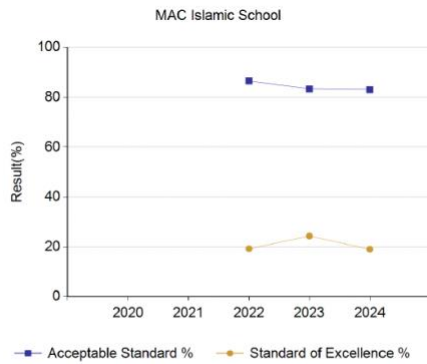
Student Growth and Achievement (Grades K-9)



Grade 9 PAT Results By Number Enrolled Measure History

School: 1557 MAC Islamic School
Province: Alberta

	MAC Islamic School					Measure Evaluation			Alberta				
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall	2020	2021	2022	2023	2024
N	n/a	n/a	13	36	25	n/a	n/a	n/a	n/a	n/a	53,039	57,925	60,682
Acceptable Standard %	n/a	n/a	86.5	83.3	83.0	Very High	Maintained	Excellent	n/a	n/a	62.9	62.6	62.5
Standard of Excellence %	n/a	n/a	19.2	24.3	19.0	High	Maintained	Good	n/a	n/a	16.8	15.5	15.4



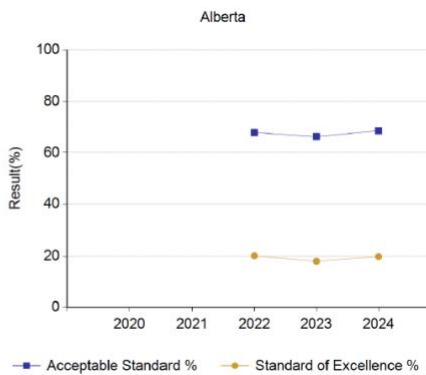
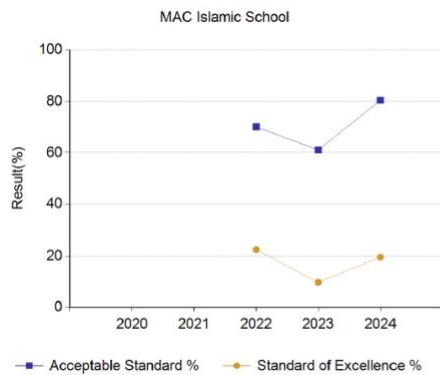
Student Growth and Achievement (Grades K-9)



Grade 6 PAT Results By Number Enrolled Measure History

School: 1557 MAC Islamic School
Province: Alberta

	MAC Islamic School					Measure Evaluation			Alberta				
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall	2020	2021	2022	2023	2024
N	n/a	n/a	40	41	46	n/a	n/a	n/a	n/a	n/a	56,482	57,655	60,804
Acceptable Standard %	n/a	n/a	70.0	61.0	80.4	High	Improved Significantly	Good	n/a	n/a	67.8	66.2	68.5
Standard of Excellence %	n/a	n/a	22.5	9.8	19.6	High	Improved	Good	n/a	n/a	20.1	18.0	19.8





Student Growth and Achievement (Grades K-9)
PAT Results Course By Course Summary By Enrolled With Measure Evaluation
School: 1557 MAC Islamic School

Course		Measure		MAC Islamic School						Alberta				
				Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average	
							N	%	N	%	N	%	N	%
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,870	69.9	3,131	77.6		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,870	9.3	3,131	12.5		
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	504	80.4	578	78.9		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	504	18.5	578	19.4		
Science 6	Acceptable Standard	Low	Improved Significantly	Good	46	71.7	41	46.3	53,806	68.8	54,859	66.7		
	Standard of Excellence	Very Low	Maintained	Concern	46	8.7	41	4.9	53,806	24.8	54,859	21.8		
Social Studies 6	Acceptable Standard	High	Improved Significantly	Good	46	80.4	41	61.0	60,804	68.5	57,655	66.2		
	Standard of Excellence	High	Improved	Good	46	19.6	41	9.8	60,804	19.8	57,655	18.0		
English Language Arts 9	Acceptable Standard	Very High	Maintained	Excellent	25	92.0	36	91.7	59,096	69.5	56,255	71.4		
	Standard of Excellence	Very Low	Declined	Concern	25	4.0	36	19.4	59,096	11.8	56,255	13.4		
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,465	49.6	1,254	50.2		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,465	5.6	1,254	5.7		
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,308	76.6	3,215	76.1		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,308	10.6	3,215	10.9		
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	615	83.1	575	81.6		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	615	19.7	575	22.3		
Mathematics 9	Acceptable Standard	Intermediate	Maintained	Acceptable	25	68.0	36	66.7	58,577	52.7	55,447	54.4		
	Standard of Excellence	High	Maintained	Good	25	20.0	36	16.7	58,577	14.0	55,447	13.5		
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,967	52.2	1,815	52.7		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,967	9.9	1,815	11.3		
Science 9	Acceptable Standard	Very High	Maintained	Excellent	25	84.0	36	91.7	59,072	67.6	56,311	66.3		
	Standard of Excellence	Very High	Maintained	Excellent	25	32.0	36	30.6	59,072	20.8	56,311	20.1		
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,411	52.3	1,197	52.9		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,411	8.9	1,197	10.9		
Social Studies 9	Acceptable Standard	Very High	Maintained	Excellent	25	88.0	36	83.3	59,125	60.5	56,309	58.4		
	Standard of Excellence	High	Maintained	Good	25	20.0	36	30.6	59,125	15.8	56,309	15.9		
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,351	50.4	1,140	49.6		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,351	11.3	1,140	10.6		

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by the fires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
6. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Comment on Results

Provincial Achievement Tests (PATs) were administered in the spring of 2024 to our students in grades 6 and 9. The results of the PATs are used to guide the implementation effective strategies to prepare the students for PATs and overall academic success. The PAT data gathered from the spring of 2024 is used to guide decision-making regarding curriculum, instruction and assessment. Students in grades 6 and 9 over all demonstrated high achievement. The Spring 2024 grade 6 PAT

results improved significantly since the Spring of 2023. The acceptable standard of grade 6 PAT results increased by 19.4% to a score of 80.4% in the Spring of 2024. This exceeds the grade 6 PAT provincial average acceptable standard of 68.5%. The grade 6 standard of excellence shows high achievement as well and an improvement of 9.8%. An area that will require additional attention will be grade 6 science due to changes in the curriculum and preparation of future assessments and Science PATs. The overall high scores of acceptable standard and standard of excellence have been maintained in the spring 2024 grade 9 PATs in all subject areas.

Strategies

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, RAZ Kids, Solaro, Exam Bank) 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: school-wide goals to include mental health (executive functioning, self-regulation), mindfulness, iRISE Character Education, New Teacher Support, ELL strategies (vocabulary, reading comprehension); Mentoring
8. ELAL support from educational assistants and use of ELAL Benchmarks to guide progress in earlier grade levels.
9. Student "Differentiation Folders" track progress of students and guide differentiated instruction
10. Professional Learning Communities: staff collaborate regularly to discuss the progress of the students and collaborate to share strategies to support student success
11. Distributive Leadership implemented thereby empowering teachers to guide goal setting, professional development, school culture, enrichment/extracurricular, and instructional leadership (curriculum, instruction, assessment)
12. Teachers analyze PAT results in PLCs to adjust instructional practices and resources: 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

Assurance Measure #1.2: Student Growth and Achievement Diploma Exam Results 2024

Student Growth and Achievement (Grades 10-12)

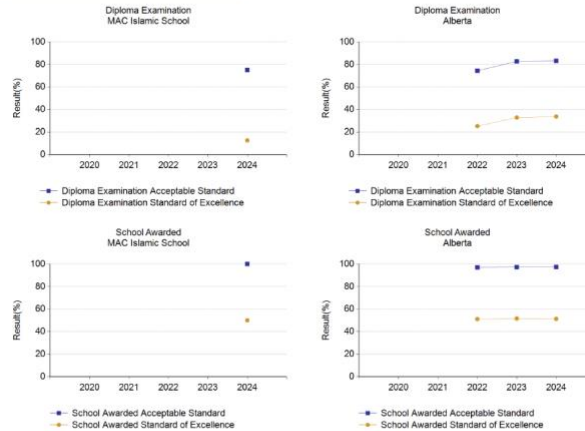


Diploma Exam Results By Course

School: 1557 MAC Islamic School
Province: Alberta

Biology 30

	MAC Islamic School					Alberta				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Students Writing	n/a	n/a	n/a	n/a	8	n/a	n/a	13,449	23,270	24,414
Diploma Examination Acceptable Standard (%)	n/a	n/a	n/a	n/a	75.0	n/a	n/a	74.3	82.7	83.1
Diploma Examination Standard of Excellence (%)	n/a	n/a	n/a	n/a	12.5	n/a	n/a	25.2	32.8	33.7
School Awarded Acceptable Standard (%)	n/a	n/a	n/a	n/a	100.0	n/a	n/a	97.0	97.2	97.3
School Awarded Standard of Excellence (%)	n/a	n/a	n/a	n/a	50.0	n/a	n/a	51.1	51.6	51.3



Notes:
 1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
 3. Participation in the Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Comment on Results

The very first diploma exams were administered in Biology to a class of 8 students in grade 11 in the spring of 2024. Due to the small class size and the results are not as favourable as they could be in a larger number of students. With the addition of grade 12 in the 2024 – 2025 school year, greater focus will be on preparing students for the Diploma exams, however the graduating class will consist of 5 students.

Strategies

The following strategies are used to support the students' preparation for Diploma exams:

1. Study skills and stress management
2. Practice questions from previously released diploma exams
3. Quest A+
4. Computerized test banks from Pearson and McGraw Hill
5. Exam Bank Alberta
6. Gizmos (virtual labs)
7. Desmos and Geogebra (online math platforms)
8. Solaro's Diploma prep Accelerator program
9. Rock the Diploma (RTD) Academy Diploma test preparation sessions
10. Extra review sessions
11. Teachers experienced with preparing students for Diploma exams
12. Curriculum and resource alignment with Program of Studies
13. Collaboration (PLCs) among teachers to prepare students for Diploma exams

Assurance Measure #1.3: Student Growth and Achievement – High School Completion

[No Data for High School Completion]

Comment on Results June 2025 will be our first graduating class of grade 12 students. Diploma exams were not written during the 2023 – 2024 school year.
Strategies Not Applicable

Assurance Measure #1.4: Student Growth and Achievement – Citizenship

Student Growth and Achievement



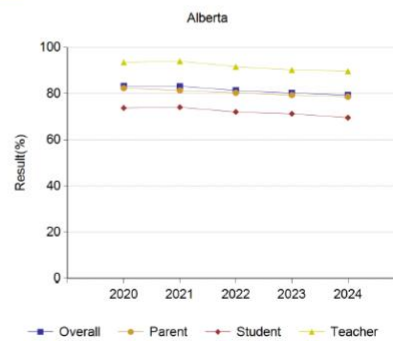
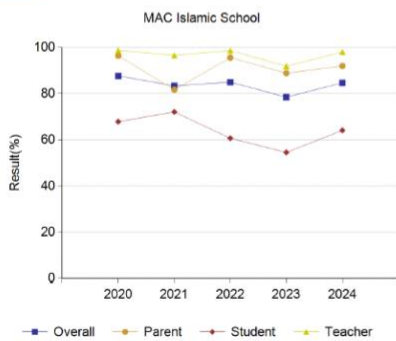
A.6 Citizenship - Measure History

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									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	152	87.7	145	83.4	203	85.0	269	78.5	277	84.7	Very High	Maintained	Excellent	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4
Parent	17	96.4	12	81.7	9	95.6	18	88.9	20	92.0	Very High	Maintained	Excellent	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7
Student	119	67.9	115	72.1	178	60.7	236	54.6	236	64.1	Intermediate	Improved	Good	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6
Teacher	16	98.8	18	96.6	16	98.7	15	91.9	21	98.1	Very High	Maintained	Excellent	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8



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.
3. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures in 2020/21. Caution should be used when interpreting trends over time.

Comment on Results

The performance measure for Active Citizenship has increased since last year and is overall considered Very High. It is assumed that some students are still adjusting to being in school after previously learning from home and the impact of learning disruptions due to the pandemic. It is interesting to note that the teachers and parents scored even higher in areas of active citizenship than the previous year. It is evident that students, parents and staff members collaboratively promote a positively structured environment based on respect and trust. Informal feedback sessions with the students, staff and parents provide valuable insight thereby guiding improvement efforts. A student success coach (psychologist) has been hired to support students with class sessions, individual sessions, professional learning and parenting sessions.

Strategies

Several strategies are implemented to address how to work towards our target of 85%:

1. Hiring a student success coach aligned with the iRISE (Tarbiyyah) Character Education framework to give whole class sessions, professional development sessions and parent

sessions on the following topics: Positive self-image and self-talk, interpersonal relationships, bullying awareness and prevention, conflict resolution, study habits and learning strategies

2. Provide extra support with social emotional regulation, conflict management and interpersonal communication skills to students as they are still recovering from learning disruptions over the span of three years.
3. Promote an overall school climate that is welcoming and a school culture that promotes active citizenship.
4. Actively engage stakeholders in Accountability Pillar Survey, school level surveys, teacher administered surveys, principal administered surveys, informal feedback slips in the main office, Google Surveys
5. Implementation of MAC's iRISE (Tarbiyyah) Character Education: school-wide iRISE implementation is supported with staff PD, iRISE Lead position to support teachers, workshops for students/staff, assemblies, and 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!
6. 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.
7. School-wide discipline approach is based on a character education value-based progressive discipline model and restorative practices.
8. School spirit days: monthly themes for dress-up and enhancement of school spirit are brainstormed by the student body

Assurance Measure #1.5: Student Growth and Achievement – Learning Engagement

Student Growth and Achievement

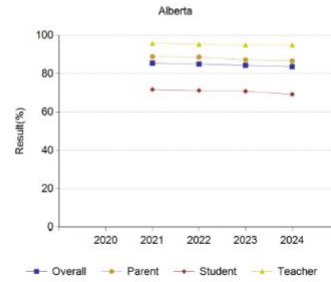
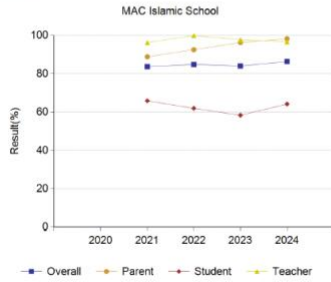
S.1 Student Learning Engagement - Measure History

School: 1557 MAC Islamic School
Province: Alberta



The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

	MAC Islamic School										Alberta												
	2020		2021		2022		2023		2024		Measure Evaluation		2020		2021		2022		2023		2024		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	145	83.7	203	84.9	269	84.1	277	86.4	n/a	Maintained	n/a	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4	265,079	83.7
Parent	n/a	n/a	12	88.9	9	92.6	18	96.3	20	98.3	n/a	Maintained	n/a	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3	33,209	86.7
Student	n/a	n/a	115	65.9	178	62.0	236	58.4	236	64.2	n/a	Maintained	n/a	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9	199,803	69.3
Teacher	n/a	n/a	18	96.3	16	100.0	15	97.8	21	96.7	n/a	Maintained	n/a	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1	32,047	95.1



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. Caution should be used when interpreting trends over time.

Student Growth and Achievement

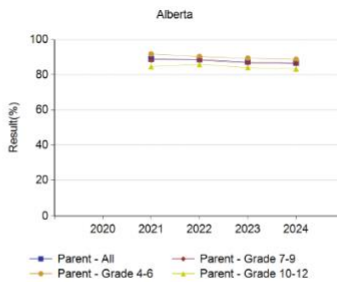
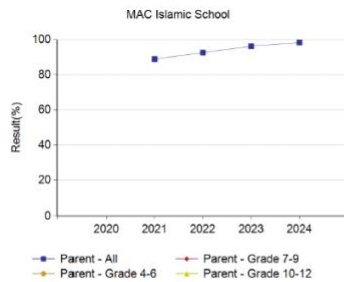
S.1 Student Learning Engagement

Measure History by Group - Parents
School: 1557 MAC Islamic School
Province: Alberta



The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

	MAC Islamic School										Alberta									
	2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Parent - All	n/a	n/a	12	88.9	9	92.6	18	96.3	20	98.3	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3	33,209	86.7
Parent - Grade 4-6	n/a	n/a	11	*	7	*	6	*	9	*	n/a	n/a	13,932	91.8	14,312	90.4	14,385	89.4	14,741	86.8
Parent - Grade 7-9	n/a	n/a	1	*	2	*	11	*	6	*	n/a	n/a	9,874	88.3	10,016	88.3	9,687	86.8	10,213	86.4
Parent - Grade 10-12	n/a	n/a	n/a	n/a	n/a	n/a	1	*	5	*	n/a	n/a	7,188	84.7	7,366	85.9	7,790	84.1	8,255	83.4



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.

Comment on Results

Overall, the performance measure for Learning Engagement has increased from last year to 86.4% % and exceeds the provincial average. Survey data reveals that parents and teachers strongly believe that the skills and knowledge students are learning are useful and beneficial. 98.3 % of parents are highly satisfied with their child(ren)’s learning engagement at school. This is echoed in the enrollment numbers and Waitlist. Despite the increase in tuition and lack of school bus transportation from home and school, enrollment numbers continue to rise steadily and the Edmonton schools are at capacity with a Waitlist.

Strategies

Several strategies are implemented to address how to maintain and exceed our target of 85%:

1. Hiring a student success coach aligned with the iRISE (Tarbiyyah) Character Education framework to give whole class sessions, professional development sessions and parent sessions on the following topics: Positive self-image and self-talk, interpersonal relationships, bullying awareness and prevention, conflict resolution, study habits and learning strategies
2. Provide extra support with social emotional regulation, conflict management and interpersonal communication skills to students as they are still recovering from learning disruptions over the span of three years.
3. Actively engage stakeholders in Accountability Pillar Survey, school level surveys, teacher administered surveys, principal administered surveys, informal feedback slips in the main office, Student Council meetings, Parent Council meetings, Management Committee meetings, and Google Surveys
4. Implementation of MAC’s iRISE (Tarbiyyah) Character Education: school-wide iRISE implementation is supported with staff PD, iRISE Lead position to support teachers, workshops for students/staff, assemblies, and 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!
5. 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.
6. School-wide discipline approach is based on a character education value-based progressive discipline model and restorative practices.

**Assurance Measure #1.6: Student Growth and Achievement – Early Years
Literacy & Numeracy Assessments**

Alberta Education Literacy and Numeracy Results Reporting 2023 - 2024						
	Number of Alberta Education provided or approved screening assessments used	Total number of students assessed at the beginning of the school year at each grade level	Total number of students identified as being at risk on initial assessments (beginning of the year or Jan. for Grade 1)	Total number of students identified as being at risk on final assessments (end of year)	Average number of months behind grade level of at-risk students at time of initial assessments	Average number of months gained at grade level by at-risk students at time of final assessments
Literacy						
Grade 1	LeNS, CC3	48	9	4	4	3
Grade 2	LeNS, CC3	48	5	4	4	3
Grade 3	CC3	47	5	2	6	5
Grade 4	CC3	46	2	2	3	3
Numeracy						
Grade 1	PNSA	48	3	1	4	3
Grade 2	PNSA	48	1	1	3	2
Grade 3	PNSA	47	7	7	3	2
Grade 4	PNSA	46	7	7	3	3

LeNS (Letter Name-Sound)
 CC3 (Castles and Colheart 3)
 PNSA (Provincial Numeracy Screening Assessment)

Comment on Results

The impact of pandemic related learning disruptions continues to impact our students in various grade levels. However, classroom assessments and observations confirm that fewer students are performing lower than expected in literacy and numeracy in grade 1. The feedback provided by the grade 1 teachers reveal that students, who attend preschool and kindergarten consistently, are better prepared for grade 1.

Strategies

Several strategies are implemented to support our students learning:

1. Resources and programs: Learning without Tears, RAZ Kids, IXL for Numeracy and Literacy, Jump Math, Empowering Writers, Phonics

2. Professional Development: Jump Math, Empowering Writers, Learning without Tears, Right to Read
3. Small group instruction: Guided Reading, Guided Math, Learning centers
4. Educational Assistants hired to provide extra support with literacy and numeracy to students individually and in small groups
5. Professional development for Educational Assistants with Khan Communications, Right to Read and ERLC.
6. Provide extra support with social emotional regulation, conflict management and interpersonal communication skills to students as they are still recovering from learning disruptions over the span of two years.
7. Literacy and numeracy assessments are administered in the fall, winter and spring to track growth and guide instructional practices.
8. 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.

Assurance Measure #2.1: Teaching and Leading – Educational Quality

Teaching & Leading

A.4 Education Quality - Measure History

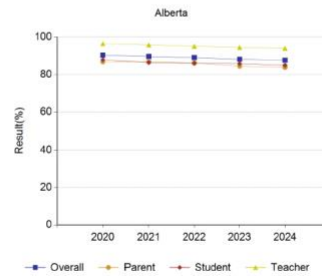
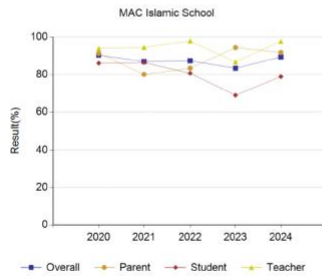
School: 1557 MAC Islamic School

Province: Alberta



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

	MAC Islamic School										Measure Evaluation			Alberta									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	152	90.3	144	86.9	200	87.3	269	83.3	277	89.3	High	Improved	Good	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1	265,643	87.6
Parent	17	91.2	12	80.0	9	83.3	18	94.3	20	91.7	Very High	Maintained	Excellent	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4	33,250	83.8
Student	119	86.0	114	86.4	175	80.6	236	68.9	236	78.8	Very Low	Improved	Issue	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9
Teacher	16	93.8	18	94.4	16	97.9	15	86.7	21	97.6	High	Maintained	Good	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9



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.

Local Measure: School Survey Administered to Students in Grades 6 – 12 in November 2024

Percentage of Students Satisfied	2023 (175 Responses)	2024 (239 Responses)
At school, I am encouraged to do my best	87%	93%
The specialized subjects (Quran, Arabic, Islamic Studies) I am learning are useful to me	82%	89%
Math, Language Arts, Social Studies, and Science I am learning at school are useful for me	91%	89%
At school, I am encouraged to get involved in activities that help people in my community	80%	78%
At school, I follow the rules	95%	96%
When I need it, teachers at my school are available to help me	89%	90%
The quality of teaching at my school	81%	88%
The quality of education I am receiving at school	86%	91%
My principal and assistant principal care about me	81%	89%
My teachers care about me	84%	83%

Comment on Results

According to the Alberta Education Survey results, the parents report an excellent rating of the overall quality of education. Teachers indicated an 11% increase in their satisfaction rating over the past year. It is important to note the increase in student rating in both the Alberta Education and

School Survey. It is anticipated that this is due to adjustments made in staffing thereby impacting the students' overall experience at school. As teachers gain more experience in instructional practices and classroom management, this may have an impact on the overall quality of education and student experience.

Strategies

We plan to work towards achieving our target goal implementing the following strategies:

1. Newly hired teachers need increased mentoring and coaching. Therefore, adjustments will be made to staffing thereby hiring an assistant principal to support teachers.
2. Improve teacher compensation packages to be able to hire experienced teachers.
3. We will continue to put concerted efforts to increase survey participation among students, staff, and parents.
4. Provide opportunities for stakeholders to share feedback using informal feedback slips, classroom surveys, and informal feedback sessions.
5. Make adjustments to decisions related to fundraising, resources, hiring and scheduling
6. 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.
7. Guidelines in the Program of Studies & New Curriculum are used to guide decision-making with regards to purchasing resources and scheduling of classes.
8. Online collaboration with experts and sessions with guest speakers
9. In-person (prior to COVID) and virtual field trips to enhance student experiences
10. Various Enrichment Clubs: Athletics Student Council, Drama, Debate, Arabic Club, Quran Club, Nasheed (singing), Green Team, STEM, Math, Sewing, Art, Crafts, Science Olympics, Running Club
11. Collaboration with the Edmonton Public Library to support our efforts to promote a love for literature.

Assurance Measure #2.2: Teaching and Leading – Professional Learning, Supervision and Evaluation

D.6 In-Service Jurisdiction Needs

3 Year Rolling Average

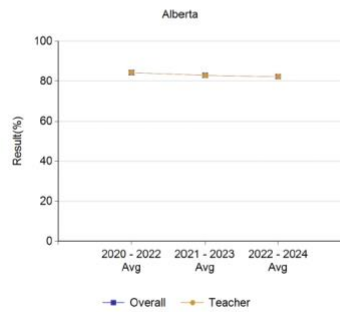
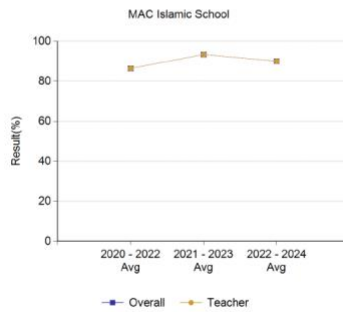


School: 1557 MAC Islamic School

Province: Alberta

The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

	MAC Islamic School						Alberta					
	2020 - 2022 Avg		2021 - 2023 Avg		2022 - 2024 Avg		2020 - 2022 Avg		2021 - 2023 Avg		2022 - 2024 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall	16	86.4	16	93.3	17	90.0	32,023	84.3	30,964	83.0	31,075	82.3
Teacher	16	86.4	16	93.3	17	90.0	32,023	84.3	30,964	83.0	31,075	82.3



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 2020/21 results are not included in the 3-year average as the AEA survey was introduced as a pilot and participation was impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Comment on Results

MAC Islamic School Edmonton’s survey results for professional development and in-servicing exceed the provincial average. The main school-wide professional development goals for the staff at MAC Islamic School Edmonton are: iRISE (Tarbiyyah) Character Education and mental health/wellness. Furthermore, the staff members customize their professional learning based on student learning needs. Teachers and Educational Assistants receive professional development from AISCA Teachers’ Convention, Levant Psychology, Khan Communications, Building Blocks Therapeutics, Behaviour Catalyst Services, GETCA, and Edmonton Regional Learning Consortium. Staff members plan their professional learning based on school-wide goals and individual goals within Professional Growth Plans. Teachers receive formal evaluations during the school year to guide their professional growth. Teachers reflect on their professional growth within their Professional Growth Plans. Overall, professional learning, supervision and evaluation are ongoing and guided by the needs of our students.

Strategies

The following strategies are implemented:

1. Professional Growth plans for teachers and educational assistants aligned with 2023 Teaching Quality Standards.
2. School-wide learning goals: iRISE (Tarbiyyah) Character Education, mental health, behaviour management
3. Individual learning goals based on student and staff needs
4. Continued professional development and implementation of iRISE Character Education and teachers receive coaching support from an iRISE Lead
5. Additional supports provided for students with English language needs and with the Arabic language: professional learning for staff, additional Educational Assistants, resources, adjustment of schedules
6. Well-being and mental health supports: professional learning for staff and contracted supports for students and staff as needed with AISCA, Khan Communications, Levant Psychology, Kadri Psychology, Behaviour Catalyst Services, Alberta Health Services and IFSSA (Islamic Family Social Services).

Assurance Measure #3: Learning Supports – Welcoming, Caring, Respectful and Safe Learning Environment and Access to Support Service

Learning Supports

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

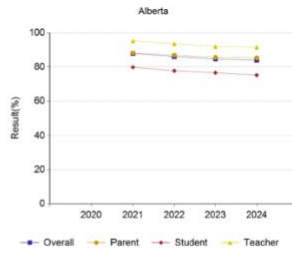
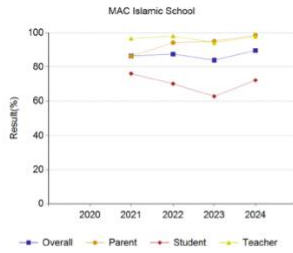
School: 1557 MAC Islamic School

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													
	2020		2021		2022		2023		2024		Achievement		Improvement		Overall		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	145	86.4	203	87.5	269	84.0	277	89.6	n/a	Improved	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0		
Parent	n/a	n/a	12	86.3	9	94.2	18	95.1	20	96.7	n/a	Maintained	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3		
Student	n/a	n/a	115	76.1	178	70.1	236	62.7	236	72.2	n/a	Improved	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2		
Teacher	n/a	n/a	18	96.8	16	98.2	15	94.2	21	97.9	n/a	Maintained	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6		



- Notes:
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 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.

Learning Supports

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

Measure History by Group - Parents

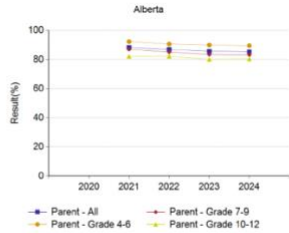
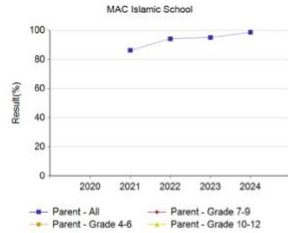
School: 1557 MAC Islamic School

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											
	2020		2021		2022		2023		2024		2020		2021		2022		2023		2024					
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%				
Parent - All	n/a	n/a	12	86.3	9	94.2	18	95.1	20	96.7	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3				
Parent - Grade 4-6	n/a	n/a	11	*	7	*	6	*	9	*	n/a	n/a	13,927	92.2	14,315	90.6	14,397	89.9	14,751	89.5				
Parent - Grade 7-9	n/a	n/a	1	*	2	*	11	*	6	*	n/a	n/a	5,871	86.9	10,025	85.0	9,693	83.4	10,219	83.2				
Parent - Grade 10-12	n/a	n/a	n/a	n/a	n/a	n/a	1	*	5	*	n/a	n/a	7,182	82.2	7,375	82.2	7,795	80.1	8,262	80.4				



- 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.



Learning Supports

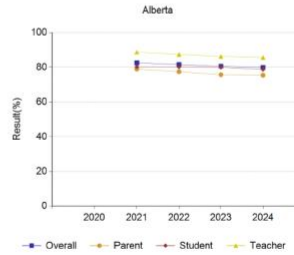
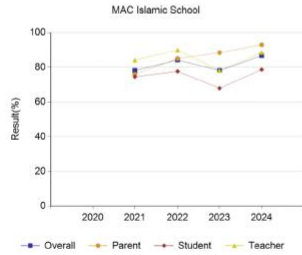
H.1 Access to Supports and Services - Measure History

School: 1557 MAC Islamic School

Province: Alberta

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	MAC Islamic School											Alberta											
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	145	78.1	202	84.2	269	78.1	277	86.7	n/a	Improved	n/a	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6	264,733	79.9
Parent	n/a	n/a	12	75.9	9	85.0	18	88.4	20	92.9	n/a	Maintained	n/a	n/a	n/a	30,096	78.9	31,684	77.4	31,847	75.7	33,177	75.4
Student	n/a	n/a	115	74.5	177	77.6	236	67.9	236	78.6	n/a	Improved	n/a	n/a	n/a	169,631	80.2	186,935	80.1	192,895	79.9	199,516	78.7
Teacher	n/a	n/a	18	84.1	16	89.9	15	78.1	21	88.5	n/a	Maintained	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2	32,040	85.6



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.

Comment on Results

Overall, 89.6% percentage of stakeholders agree that the learning environments are welcoming, caring, respectful and safe. 98.7% of parents agree that learning environments are welcoming, caring, respectful and safe. Furthermore, 86.7% of stakeholders feel that students have access to the appropriate supports and services at school. This exceeds the provincial average of 79.9%.

It is important to note that 92.9% of parents indicate that appropriate supports and services are provided at school, and this is 17.5% higher than the provincial average. Last year, the survey results indicated that students feel that they do not have access to support services to help them with problems not related to schoolwork, so we have hired a Student Success Coach to provide whole class sessions, individual sessions, professional development and parent sessions on successful learning strategies, interpersonal communication skills, bullying awareness and prevention, and conflict resolution. Athletics teams for both boys and girls in high school compete against other Edmonton Schools. Elementary students participate in a Running Club with other Edmonton schools as well. Furthermore, an increased awareness of our students' perspective on the importance of having a caring and respectful school environment, we have adjusted our daily routines and implementation of iRISE (Tarbiyyah) Character Education with student workshops, lessons, and staff professional development. High School students participate in a YMCA partially funded student exchange program with students in Ontario. Programs supporting English Language Learners and Arabic language learning have been enhanced according to the needs of our students. Student wellness support services are outsourced to Kadri psychology, Behaviour Catalyst Services, Khan Communications, Alberta Health Services and IFSSA (Islamic Family Social Services).

Strategies

The following strategies are implemented:

1. Athletics: High School teams compete with Edmonton School teams; Running Club for Elementary to compete with other Edmonton Schools

2. High School student exchange trip partially funded by YMCA
3. Continue to provide opportunities for stakeholders to share feedback using informal feedback slips, classroom surveys, and informal feedback sessions
4. Make adjustments to decisions related to fundraising, resources, hiring and scheduling
5. Continued implementation of iRISE (Tarbiyyah) Character Education: student workshops, assemblies, morning announcements, staff professional development, regular communication with families
6. Additional supports provided for students with English language needs and with the Arabic language: professional learning for staff, additional Educational Assistants, resources, adjustment of schedules
7. Well-being and mental health supports: professional learning for staff and contracted supports for students and staff as needed with Levant Psychology, Kadri Psychology, Khan Communications, Behaviour Catalyst Services, Alberta Health Services and IFSSA
8. Continue to emphasize safety measures – locked exit doors, surveillance cameras
9. Cyber Safety student sessions provided by Edmonton Police Services and AMA
10. Parent Council is actively engaged in school events, fundraising, and partnering with new parents are partnered with returning parents to support growth and sharing of responsibilities
11. Collaboration between the Student Councils for Elementary and High School with the Parent Council
12. Guest speakers and field trips provide students exposure to various career choices
13. High school transition information and University entrance requirements provided.
14. Community service projects and application of learning to contexts outside of the classroom in classroom learning experiences and lessons

Assurance Measure #4: Governance – Parental Involvement

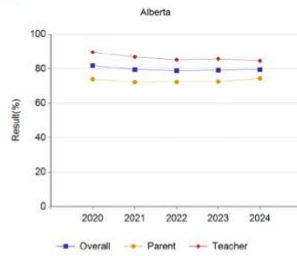
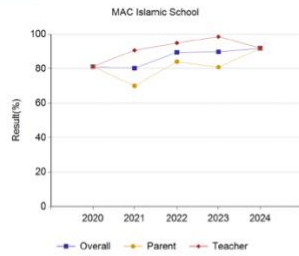
Governance
C.1 Parental Involvement - Measure History



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											Measure Evaluation			Alberta											
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024				
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	
Overall	33	81.2	30	80.3	25	89.5	33	89.8	40	91.9	Very High	Maintained	Excellent	70,377	81.8	60,919	79.5	62,412	78.8	63,905	79.1	64,949	79.5			
Parent	17	81.2	12	70.0	9	84.1	18	80.9	20	91.8	Very High	Maintained	Excellent	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4			
Teacher	16	81.3	18	90.7	16	94.9	15	98.6	20	92.0	High	Maintained	Good	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6			



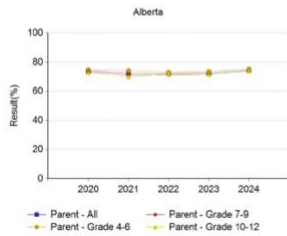
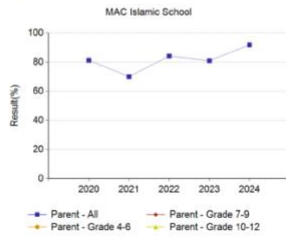
Notes:
 1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting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

Governance
C.1 Parental Involvement
Measure History by Group - Parents
 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											
	2020		2021		2022		2023		2024		N	%	2020		2021		2022		2023		2024		
	N	%	N	%	N	%	N	%	N	%			N	%	N	%	N	%	N	%	N	%	
Parent - All	17	81.2	12	70.0	9	84.1	18	80.9	20	91.8	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4			
Parent - Grade 4-6	13	*	11	*	7	*	6	*	9	*	16,453	74.8	13,871	74.2	14,258	73.1	14,314	73.6	14,677	75.3			
Parent - Grade 7-9	4	*	1	*	2	*	11	*	6	*	11,547	73.4	9,849	71.1	9,992	71.3	9,662	71.6	10,172	73.7			
Parent - Grade 10-12	n/a	n/a	n/a	n/a	n/a	n/a	1	*	5	*	8,544	72.8	7,166	69.9	7,348	72.0	7,744	71.5	8,221	73.8			



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.

Comment on Results

91.9% of parents and teachers indicate excellent satisfaction with parental involvement in decisions about their child's education. This exceeds the provincial average of 79.5% by 12.4%. The survey results reveal that the ratings for governance and management have increased significantly over the

years. The Parent Council is actively engaged and regularly communicate with the principal. Parent Council is empowered to support and provide feedback on overall school decision-making. Parents are welcome to share feedback on a regular basis and via informal surveys. Overall, the percentage of parents satisfied with their child's education and involvement has increased tremendously. The Management Committee consists of volunteer parents and community members. Their active involvement in overseeing the implementation of the vision, mission and policies is beneficial for the growth of the school. Governance policies are reviewed regularly with staff and their feedback is valued and considered when revising policies.

Strategies

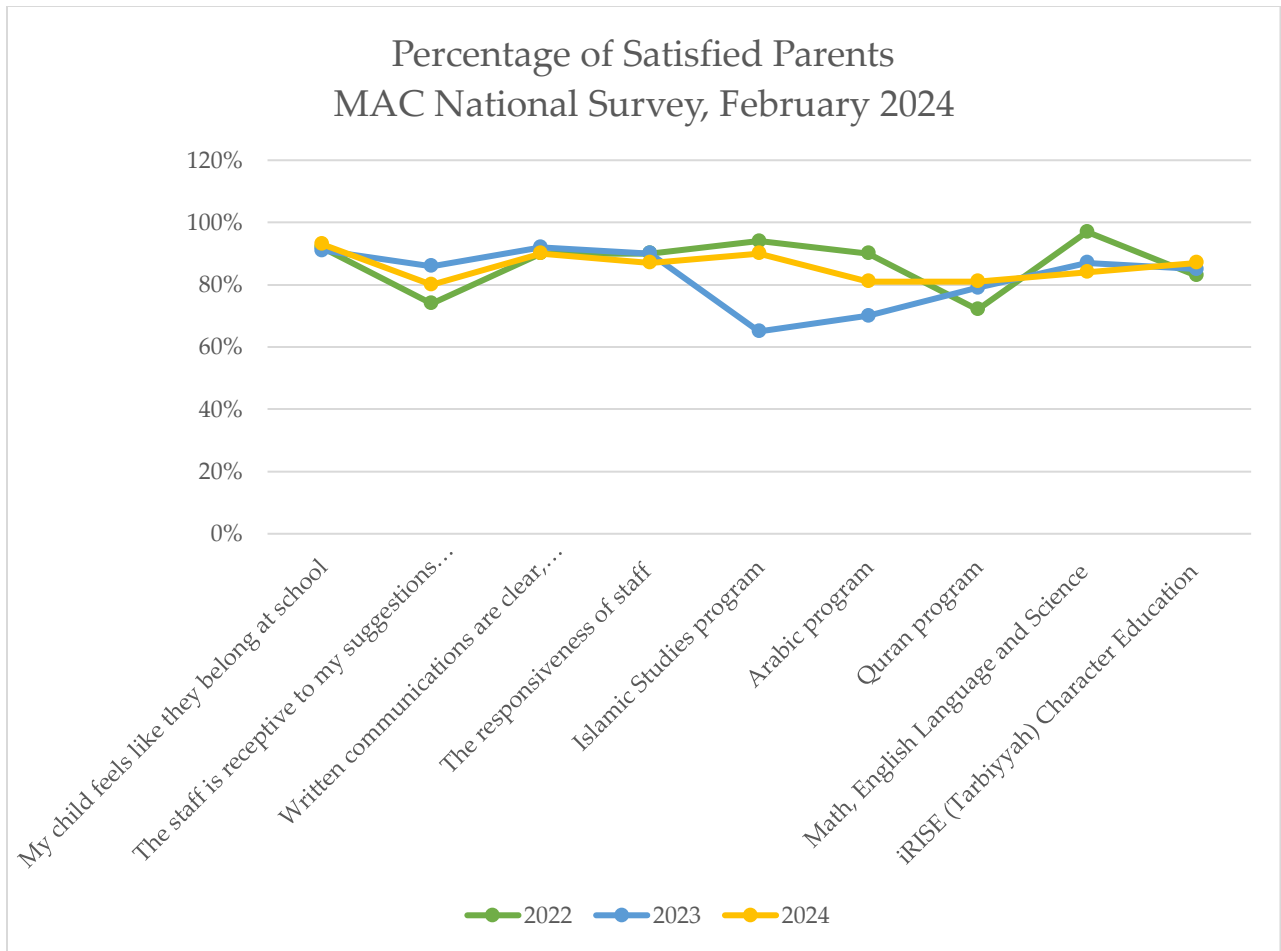
Overall, target goals were achieved or exceeded. Continued efforts will be made to sustain and drive increased improvements using the following strategies:

1. Parent Council is actively engaged in school events, fundraising, and partnering with new parents are partnered with returning parents to support growth and sharing of responsibilities
2. Collaboration between the Student Councils for Elementary and High School with the Parent Council
3. We will continue to put concerted efforts to increase survey participation among students, staff, and parents
4. Provide opportunities for stakeholders to share feedback using informal feedback slips, surveys, and informal feedback sessions
5. An online HUB was created for the staff to improve management and governance systems
6. Professional Growth Plan, Professional Development, Coaching/Mentoring approach to supervision and evaluation
7. The Parent Council and Management Committee consists of volunteer parents and community members. Their feedback is valuable in overall school governance.
8. The principal collaborates with the Parent Council and Management Committee to lead school improvement efforts.

Local Measures: MAC National Survey

MAC National conducted an online anonymous survey for parents in February 2023.

Percentage of Parents Satisfied:	2022 (42 Responses)	2023 (83 Responses)	2024 (94 Responses)
My child feels like they belong at school	92%	91%	93%
The staff is receptive to my suggestions and feedback	74%	86%	80%
Written communications are clear, concise and helpful	90%	92%	90%
The responsiveness of staff	90%	90%	87%
Islamic Studies program	94%	65%	90%
Arabic program	90%	70%	81%
Quran program	72%	79%	81%
Math, English Language and Science	97%	87%	84%
iRISE (Tarbiyyah) Character Education	83%	85%	87%



Comment on Results

Ninety-four parents/guardians responded to the MAC National online survey. A significant improvement is observed in the satisfaction with the Islamic Studies program compared to the previous year. Overall parents are highly satisfied with the culture and climate of the school, and they feel that the school staff and offerings are beneficial for their child. The Elementary and High School are at capacity, and it is important to take note of the steady increase in enrollment and Waitlist numbers despite increase in tuition.

Strategies

1. Newly hired teachers need increased mentoring and coaching.
2. Improve teacher compensation packages to be able to hire more experienced teachers.
3. Clubs and Enrichment: Quran Club, Arabic Club, Arabic Drama Club
4. Athletics: teams compete in Intramurals and with other Edmonton Schools
5. Teachers and the principal will continue to provide families with regular curriculum updates and reminders
6. Teachers will continue to share information regarding curriculum and progress using Google Classroom and PowerSchool.
7. The staff will analyze, reflect upon and make accommodations based on suggestions and feedback in Google Surveys, conversations and emails from parents
8. The staff will collaborate with the Parent Council to stay connected with the parents' suggestions and feedback.

Budget Summary

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

**AUDITED
 FINANCIAL STATEMENTS
 and Supporting Schedules for
 FUNDED PRIVATE SCHOOLS
 FOR THE YEAR ENDED AUGUST 31, 2024**
 Education Act, Section 29
 Private Schools Regulation, Alberta Regulation 127/2022

Muslim Association of Canada Islamic School Edmonton and Muslim Association of Canada Islamic School - Calgary Chapter
 Muslim Association of Canada
 Name of Private School and Legal Name of Organization Operating the Private School
2380 Speakman Drive, Mississauga, ON, L6C 1B4
 Mailing Address
 Tel: (905) 822 - 2626 Fax: (905) 822 - 2727
 Telephone and Fax Numbers

These Financial Statements and Supporting Schedules are Audited by:

Abbadl Professional Corporation
 201 - 4310 Macleod Trail SW, Calgary, AB
 T2G 0A4
 Name and Address of the Audit Firm

 Auditor's Signature

PRIVATE SCHOOL MANAGEMENT'S RESPONSIBILITY FOR FINANCIAL REPORTING.

The financial statements and supporting schedules of Muslim Association of Canada Islamic School - Edmonton
Muslim Association of Canada Islamic School - Calgary
 (Name of Private School)

presented to Alberta Education have been prepared by the private school's management which has responsibility for their preparation, integrity and objectivity. The financial statements and schedules, including notes, have been prepared in accordance with Canadian Accounting Standards for Not-For-Profit organizations and Ministerial requirements for Alberta funded private schools. In fulfilling its reporting responsibilities, management has maintained internal control systems and procedures designed to provide reasonable assurance that the private school's assets are safeguarded, that transactions are executed in accordance with appropriate authorization and that accounting records may be relied upon to properly reflect the private school's transactions. The effectiveness of the control systems is supported by the selection and training of qualified personnel, an organizational structure that provides an appropriate division of responsibility and a strong budgetary system of control.

The ultimate responsibility for the financial statements lies with the Board of Directors. The Board reviewed the financial statements with management in detail and the Board approved the financial statements for release.

External Independent Auditors
 The Board appoints external independent auditors to audit these financial statements and meets with the auditor to review their findings. The external independent auditors have full and free access to school authority's records.

Declaration of Board Chair and Treasurer, Secretary-Treasurer
 To the best of our knowledge and belief, these financial statements and supporting schedules reflect, in all material respects, the financial position as at August 31, 2024 and results of operations, cash flows, and changes in net assets for the year then ended in accordance with Canadian Accounting Standards for Not-For-Profit Organizations and Ministerial requirements for Alberta funded private schools.

BOARD CHAIR / PRESIDENT
 Mourad M'hiri Mourad M'hiri
 Name Signature
HEAD OF SCHOOL / PRINCIPAL
 Mariam Hashmi and Mazen Jishi Mariam Hashmi and Mazen Jishi
 Name Signature
TREASURER OR SECRETARY - TREASURER
 Hadi Moussaddy Hadi Moussaddy
 Name Signature

Dec. 9th, 2024
 Board-approved Release Date
 ALBERTA EDUCATION, Financial Reporting and Accountability,
 10th Floor 44 Capital Boulevard, 10044 108th Street NW, Edmonton, Alberta T5J 5E6
 E-mail: edc.fra-private@gov.ab.ca Telephone: (780) 422-1256



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

STATEMENT OF FINANCIAL POSITION
 as at August 31
 (In dollars)

		AFS 2024	AFS 2023 (NOTE *) x
ASSETS			
Current assets			
Cash and cash equivalents	Note	\$0	\$0
Accounts receivable (net after allowances)			
Province of Alberta	Note	\$0	\$2,345,821
Federal Government and/or First Nations	Note	\$199,527	\$153,566
Other accounts receivable	Note	\$201,547	\$74,891
Prepaid expenses	Note	\$48,871	\$22,329
Other current assets	Note	\$2,826,583	\$368,447
Total current assets		\$3,276,529	\$2,965,053
School generated assets	Note	\$0	\$0
Trust assets	Note	\$0	\$0
Other assets	Note	\$0	\$0
Capital assets			
Land at cost		\$2,805,245	\$2,805,245
Buildings at cost	\$949,326		
Less: accumulated amortization	(\$145,732)	\$803,593	\$763,532
Leasehold improvements at cost	\$155,030		
Less: accumulated amortization	(\$154,647)	\$383	\$3,026
Equipment at cost	\$704,549		
Less: accumulated amortization	(\$563,249)	\$141,300	\$109,658
Vehicles at cost	\$0		
Less: accumulated amortization	\$0	\$0	\$0
Total capital assets	Note	\$3,750,521	\$3,681,460
TOTAL ASSETS		\$7,027,050	\$6,646,514
LIABILITIES			
Current liabilities			
Bank indebtedness	Note	\$258,191	\$180,248
Accounts payable and accrued liabilities			
Province of Alberta	Note	\$0	\$0
Federal Government and/or First Nations	Note	\$0	\$0
Other payables and accrued liabilities	Note	\$344,803	\$299,031
Capital payables	Note	\$0	\$0
Deferred contributions	Note	\$412,196	\$312,328
Deferred capital allocations	Note	\$0	\$0
Current portion of long term debt		\$157,904	\$128,567
Total current liabilities		\$1,173,094	\$920,174
School generated liabilities	Note	\$0	\$0
Trust liabilities	Note	\$0	\$0
Other liabilities	Note	\$570,750	\$765,750
Long term debt			
Debentures & Bonds	Note	\$0	\$0
Capital loans	Note	\$0	\$0
Capital leases	Note	\$0	\$0
Mortgages	Note	\$1,074,423	\$1,165,811
Other loans	Note	\$1,182,156	\$1,228,771
Less: Current portion of long term debt	Note	(\$157,904)	(\$128,567)
Unamortized capital allocations	Note	\$0	\$0
Total long term liabilities		\$2,669,424	\$3,031,764
TOTAL LIABILITIES		\$3,842,518	\$3,951,938
NET ASSETS			
Unrestricted net assets		\$430,721	\$146,159
Operating reserves		\$0	\$0
Total accumulated surplus (deficit) from operations		\$430,721	\$146,159
Investment in capital assets		\$2,753,812	\$2,548,417
Capital reserves		\$0	\$0
Total capital funds		\$2,753,812	\$2,548,417
Total net assets		\$3,184,533	\$2,694,577
TOTAL LIABILITIES AND NET ASSETS		\$7,027,050	\$6,646,514

Note: * Audited Financial Statements (AFS) as submitted to Alberta Education pursuant to Section 29 of the Education Act; Private Schools Regulation, Alberta Regulation 127/2022 or as restated. Input "(Restated)" in 2023 column heading where not taken from the finalized 2022/2023 Audited Financial Statements.

Classification: Protected A

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

STATEMENT OF OPERATIONS
for the Year Ended August 31
 (in dollars)

	AFS 2024	Budget 2024 (NOTE *)	AFS 2023 (NOTE *)
		x	x
REVENUES			
Alberta Education (excluding Home Education)	\$5,339,991	\$6,038,650	\$4,342,975
Alberta Education - Home Education	\$0	\$0	\$0
Total Alberta Education Revenues	\$5,339,991	\$6,038,650	\$4,342,975
Other Government of Alberta	\$0	\$0	\$5,000
Federal Government and/or First Nations	\$0	\$0	\$0
Other Alberta school authorities	\$0	\$0	\$0
Instructional fees/Tuition fees	\$2,092,196	\$2,478,475	\$1,708,925
Non-instructional fees (O&M, Transportation, Admin, etc.)	\$122,656	\$220,340	\$186,695
Other sales and services	\$131,533	\$140,000	\$124,941
Interest on investments	\$0	\$0	\$0
Gifts and donations	\$101,152	\$193,000	\$611,816
Amortization of capital allocations	\$0	\$0	\$0
Other	\$0	\$0	\$0
Total Revenues	\$7,787,527	\$9,070,465	\$6,980,351
EXPENSES			
Home Education	\$0	\$0	\$0
Instruction - ECS	\$1,520,476	\$1,517,900	\$1,346,731
Instruction - Grades 1 to 12	\$4,642,815	\$6,000,549	\$3,711,233
Operations and maintenance	\$485,970	\$540,011	\$973,841
Transportation	\$373,152	\$150,000	\$41,031
Board and System Administration	\$161,318	\$204,500	\$71,560
External services	\$113,841	\$116,555	\$105,777
Total Expenses	\$7,297,571	\$8,529,515	\$6,250,173
SURPLUS (DEFICIT) OF REVENUES OVER EXPENSES	\$489,956	\$540,950	\$730,179
	\$489,956		

Note: * Input "(Restated) In Budget 2024 and/or AFS 2023 column headings where comparatives are not taken from the respective finalized 2023/2024 Budget Report and/or finalized 2022/2023 Audited Financial Statements.

Future Challenges

1. Growth: expanding our services and building expansion to increase capacity
2. Land is purchased in Evansdale to build another school
3. The lasting effects of the pandemic on overall wellness and student achievement
4. Staffing: the decline in the number of Substitute teachers available poses a challenge when teachers need classroom coverage

Summary of Financial Results

1. Our goal is to ensure that the school remains affordable and accessible to the community, however due to increasing costs and inflation, we will need to increase tuition. Tuition fees increased from \$3,000 to \$3,800 per student annually
2. The Board of Trustees formulated a sound financial plan with no deficit
3. MIS is an Elementary and Jr. High School offering classes from kindergarten to grade twelve.
4. We also manage two preschool programs at different off-site locations.
5. 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

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, 2024. The Field Services Branch Director has been notified of the web link in an email notice on November 30, 2024.
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. Teachers provide parents with weekly/biweekly/monthly updates of class events and curriculum.
4. A Report Card is sent to parents at the end of each term in Elementary (December, March and June) and at the end of each semester in Jr./Sr. High (Jan and June) along with 2 interim report cards in Oct. and March.
5. MIS maintains a website, a Facebook page, in-school monitor with Google Slides, and an outdoor portable letter signboard.
6. 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 adheres to the Whistleblower Protection Act as described on the following Government of Alberta website:
<https://www.alberta.ca/public-sector-whistleblower-protection.aspx#:~:text=The%20legislation%20provides%20a%20process,employees%20when%20they%20disclose%20wrongdoing>
2. Staff members have been apprised of this policy and it is posted in the Staffroom.
3. There are no disclosures to report.