



2024 - 2025 -

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's AERR highlights our results from the 2024 - 2025 school year and celebrates our successes, *alhamdulillah*. This annual overview is a depiction of our commitment to advancing our priorities.

As outlined in MAC Islamic School's *Education Plan 2023 – 2026 (Year 3)*, Alberta Education Assurance Measures (AEAMs) and accountability are linked within 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).

The results displayed in the Alberta Education Assurance Measure Results (Fall 2024) reveal an overall improvement in all Measure Categories: Safe and Caring Schools, Student Learning Achievement, Preparation for Life Long Work and Parental Involvement. As a 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 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 (MAC Islamic School Edmonton and MIS Jr./Sr. High School) for the 2024/2025 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 2024/2025 was approved by the Board on November 27, 2025.

Mourad Mhiri

MAC Board Chair

Foundation Statements

The Muslim Association of Canada (MAC) established MAC Islamic School in 2012. MAC Islamic School is a registered full-time accredited Elementary, Junior High and Senior High School currently serving students from pre-school to grade 12. We have over 600 students from varying cultural backgrounds. At MAC Islamic School we are committed to mainstreaming Islamic values and teachings in all subject areas. We implement the Alberta New Curriculum and Program of Studies along with Tarbiyyah 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.

MAC Islamic School upholds a vision of education whereby Tarbiyyah Character Education is woven into all aspects of the school. The MAC Schools' Tarbiyyah Framework is a holistic approach and view on education rooted in one developing a strong relationship with Allah (God) and encompasses the teachings of the Quran and Sunnah. The Tarbiyyah Framework seeks to foster a God-centered identity (Rabbaniyah) and sound Islamic character (Husn Al-Khuluq) in all students. With a focus on providing a stimulating environment that provides high quality education, students are empowered and guided to achieving their full potential with excellence (Ihsan) and to fulfill their responsibility of stewardship (Khilafah).

Core Values

Passion

Integrity

Quality

To Create a Community of Learners

<p>Faculty and Staff Members:</p> <ul style="list-style-type: none"> ● Create a comfortable and safe learning environment ● Promote a love for Allah (God) and embody the values of Rabbaniyah (God-centered identity), sound Islamic character (Husn Al-Khuluq), excellence (Ihsan) and stewardship (Khilafah) ● Build relationships ● Recognize perseverance, growth and achievement ● Foster social growth ● Embrace differences in who we are and how we learn 	<p>Students:</p> <ul style="list-style-type: none"> ● Act kindly, responsibly and justly ● Develop a strong relationship with Allah (God) and embody the values of Rabbaniyah (God-centered identity), sound Islamic character (Husn Al-Khuluq), excellence (Ihsan) and stewardship (Khilafah) ● Get involved in our community ● Take risks to learn ● Work hard; Be curious ● Respect yourself and others ● Appreciate how are similar and different
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Food Bank Drive



Black History Month Celebration



Author Shaima Hussain's Visit (I READ CANADIAN MONTH)



Trivia Contest Winners



Div-II Clay Workshop



Gr.6 Tree Planting Trip



Gr.6 Indigenous Games with BENT ARROW



Orange Shirt Day Presentations by BENT ARROW



Author Rahma Rodaah's Visit
(Black History Month)



Councillor Tim Cartmell's Visit



Running Club



AMA Safety Patrol Training



Terry Fox Run Event



APEGA Science Olympics



Clay for Kids Workshop



Councillor Erin
Rutherford's Visit



Edmonton Harriers Cross
Country Race Event



Scrabble Club (Gr.3-6)



Arabic Language Festival (Elementary)



Div-II Art Club



Grade 8 trip to Edmonton Food Bank, as part of their Leadership Elective Course



Gr.7 Tree Planting Trip



Grade 10 trip to Mississauga as part of the YMCA Youth Exchange Program



Gr.9 Blanket Exercise



Cooking with Seniors workshop in Junior High Electives class



High School Basketball Team, DIV 4 City Champions



Junior High Girls Basketball Team,
second place regular season



Grade 11 students participating in the APEGA Science Olympics at the University of Alberta Pavillion

Stakeholder Engagement

Stakeholder engagement is a vital part of developing and implementing an effective education plan. It ensures that the needs, perspectives, and insights of everyone involved are heard and addressed. Students, staff members, faculty, parents and community members bring diverse experiences and perspectives that can lead to better, more informed decisions. Their input helps identify practical challenges, local needs, and potential solutions. Open communication and involvement of stakeholders foster trust between schools, families, and the community. Stakeholders are engaged using feedback surveys, interviews, advisory committees, student councils, parent council, collaborative conversations and various school activities.

Accountability and Assurance System

Accountability and assurance are essential pillars of a high-quality education system. They ensure effective operation, responsible use of resources, and students receive the best possible learning experiences.

Assurance Model:

1. Develop plans based on results from provincial and local measures, contextual information and direction from Alberta Education and MAC National.
2. Incorporating stakeholder input from surveys, focus groups, engagement and feedback
3. Preparing budgets that allocate resources to achieve priorities and meet responsibilities to increase student success
4. Implementing research and data-informed strategies to improve performance
5. Monitoring implementation and adjusting efforts as needed
6. Measuring, analyzing, and reporting results
7. Using results to identify areas for improvement and to develop strategies for the next plan
8. Communicating and engaging with stakeholders about education plan and results

Assurance Measure Evaluation Reference

The Alberta government assesses performance across all school authorities through assurance measures, including the [Alberta Education Assurance \(AEA\)](#) survey, Provincial Achievements Tests (PATs) in Grades 6 and 9 and Diploma Exams results, as well as three-, four- and five-year high school graduation, drop out, Rutherford Scholarship and transition rates. These results are categorized using Alberta Education's colour-coded system and definitions, as shown in the following charts.

Required Alberta Education and Childcare Assurance Measures - Overall Summary



Measure Evaluation Reference

Fall 2025

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
Student Learning Engagement	0.00 - 80.63	80.63 - 82.49	82.49 - 85.34	85.34 - 87.37	87.37 - 100.00
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
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
Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	0.00 - 79.99	79.99 - 82.81	82.81 - 87.17	87.17 - 90.40	90.40 - 100.00
Access to Supports and Services	0.00 - 74.19	74.19 - 78.27	78.27 - 83.43	83.43 - 88.16	88.16 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00

Required Alberta Education and Childcare Assurance Measures - Overall Summary



Measure Evaluation Reference

Fall 2025

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.

		Achievement				
Improvement		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

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than six. Suppression is marked with an asterisk (*)
2. 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 the new Alberta curriculum being piloted or optionally implemented.
3. In the 2024/25 school year, the status of Grade 6 Provincial Achievement Tests (PATs) administered were:
 - a. New Curriculum:
 - i. English Language Arts and Literature 6
 - ii. Mathematics 6
 - b. Social Studies 6 optional implementation
4. Grade 9 Provincial Achievement Test (PAT) Results:
 - a. New year of aggregate Grade 9 Provincial Achievement Tests (PAT) results.
5. Diploma Exam results:
 - a. The new year of Diploma Examination (DIP) results.

Alberta Education Assurance Measures - Overall Summary



Required Alberta Education and Childcare Assurance Measures - Overall Summary Fall 2025

School: 2655 MIS Junior and Senior High Campus

Assurance Domain	Measure	MIS Junior and Senior High Cam			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	86.8	n/a	n/a	83.9	83.7	84.4	High	n/a	n/a
	Citizenship	86.9	n/a	n/a	79.8	79.4	80.4	Very High	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	PAT9: Acceptable	87.8	n/a	n/a	62.5	62.5	62.6	Very High	n/a	n/a
	PAT9: Excellence	14.7	n/a	n/a	15.6	15.4	15.5	Intermediate	n/a	n/a
	Diploma: Acceptable	59.6	n/a	n/a	82.0	81.5	80.9	Very Low	n/a	n/a
	Diploma: Excellence	15.8	n/a	n/a	23.0	22.6	21.9	Intermediate	n/a	n/a
Teaching & Leading	Education Quality	89.8	n/a	n/a	87.7	87.6	88.2	Very High	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	90.9	n/a	n/a	84.4	84.0	84.9	Very High	n/a	n/a
	Access to Supports and Services	84.6	n/a	n/a	80.1	79.9	80.7	High	n/a	n/a
Governance	Parental Involvement	95.8	n/a	n/a	80.0	79.5	79.1	Very High	n/a	n/a

Required Alberta Education and Childcare Assurance Measures - Overall Summary

Fall 2025

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	85.2	86.4	85.1	83.9	83.7	84.4	Intermediate	Maintained	Acceptable
	Citizenship	79.0	84.7	82.7	79.8	79.4	80.4	High	Maintained	Good
	3-year High School Completion	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	PAT9: Acceptable	n/a	83.0	83.2	62.5	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	19.0	21.7	15.6	15.4	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	75.0	75.0	82.0	81.5	80.9	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	12.5	12.5	23.0	22.6	21.9	n/a	n/a	n/a
	Education Quality	88.4	89.3	86.6	87.7	87.6	88.2	High	Maintained	Good
	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	80.8	89.6	87.0	84.4	84.0	84.9	Low	Declined	Issue
Learning Supports	Access to Supports and Services	77.3	86.7	83.0	80.1	79.9	80.7	Low	Declined	Issue
	Parental Involvement	87.3	91.9	90.4	80.0	79.5	79.1	Very High	Maintained	Excellent

Alberta Education Measures Overall Summary

Alberta Education Assurance Measures (AEAMs) combine provincial testing results, student outcome data and results from the Alberta Education Assurance (AEA) survey to evaluate success and identify areas for improvement. The AEAMs are evaluated for overall achievement and improvement. The assurance areas measures are: students growth and achievement, teaching and leading, learning supports, governance and local/societal contexts. The school wide implementation of Tarbiyyah Character Education is intended to have a positive impact on the school's climate and active citizenship. It is commendable to note that Parental Involvement, Education Quality, Citizenship, PAT scores have maintained a high standard.

Access to support and services is an area that has been identified as an issue. The school is receiving support in administering specialized assessments from Khan Communications. Teachers and educational assistants are participating in professional learning sessions by the ERLC that are aligned with their professional growth plans.

There has been a significant increase in the student achievement in the Biology 30 Diploma, compared to last year's results. Grade 11 students wrote the Biology 30 Diploma in June 2025, and scored high in both the acceptable standard and standard of excellence. A class of Grade 12 and some Grade 11 students wrote the Math 30-1 Diploma in January, 2025. It is important to point out that this is our first year writing a Math 30-1 Diploma at our school, which is typically written at the Grade 12 level. This year, 16 Grade 11 students and 4 Grade 12 students wrote the Math 30-1 Diploma in January 2025. It was the Grade 11 students' first Diploma exam, and many of them did not meet the acceptable standard, this is why they are retaking the course to improve their results.

Further targeted strategies are implemented to address the Math 30-1 Diploma results, which include:

1. Encouraging the students to attend the RTD (Rock the Diploma) Diploma Prep Course
2. Enrolling the students in the Solaro Accelerator Program (specialized Diploma prep program)
3. Practice released items and end of year exams on Quest A+
4. Unit exams that follow the Diploma exams questions style/format

- 5. Rigorous review sessions
- 6. Individualized supports to students in need
- 7. Working with the school's student success coach to help the students develop more effective studying strategies

Supplemental Alberta Education Assurance Measures - Overall Summary



Supplemental Alberta Education and Childcare Assurance Measures - Overall Summary

Fall 2025

School: 2655 MIS Junior and Senior High Campus

Measure	MIS Junior and Senior High Cam			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	54.5	52.7	52.7	n/a	n/a	n/a
Drop Out Rate	n/a	n/a	n/a	2.4	2.5	2.4	n/a	n/a	n/a
In-Service Jurisdiction Needs	100.0	n/a	n/a	81.7	81.1	82.3	Very High	n/a	n/a
Lifelong Learning	82.0	n/a	n/a	80.8	79.9	80.4	High	n/a	n/a
Program of Studies	78.4	n/a	n/a	83.0	82.8	82.9	High	n/a	n/a
Program of Studies - At Risk Students	84.1	n/a	n/a	80.5	80.6	81.2	Intermediate	n/a	n/a
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	69.4	70.7	70.9	n/a	n/a	n/a
Safe and Caring	91.5	n/a	n/a	87.3	87.1	87.8	Very High	n/a	n/a
Satisfaction with Program Access	69.3	n/a	n/a	72.1	71.9	72.5	Low	n/a	n/a
School Improvement	70.5	n/a	n/a	76.6	75.8	75.1	Low	n/a	n/a
Transition Rate (6 yr)	n/a	n/a	n/a	59.9	60.1	60.0	n/a	n/a	n/a
Work Preparation	85.0	n/a	n/a	83.7	82.8	83.6	High	n/a	n/a

Supplemental Alberta Education and Childcare Assurance Measures - Overall Summary

Fall 2025

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	54.5	52.7	52.7	n/a	n/a	n/a
Drop Out Rate	0.0	9.3	4.7	2.4	2.5	2.4	Very High	Improved	Excellent
In-Service Jurisdiction Needs	85.7	83.3	90.0	81.7	81.1	82.3	Intermediate	Maintained	Acceptable
Lifelong Learning	81.3	84.4	85.8	80.8	79.9	80.4	High	Maintained	Good
Program of Studies	90.6	81.2	75.5	83.0	82.8	82.9	Very High	Improved	Excellent
Program of Studies - At Risk Students	77.4	88.5	82.6	80.5	80.6	81.2	Very Low	Declined	Concern
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	69.4	70.7	70.9	n/a	n/a	n/a
Safe and Caring	84.7	92.7	90.1	87.3	87.1	87.8	High	Declined	Acceptable
Satisfaction with Program Access	67.8	77.6	71.4	72.1	71.9	72.5	Low	Maintained	Issue
School Improvement	76.4	83.1	77.3	76.6	75.8	75.1	High	Maintained	Good
Transition Rate (6 yr)	n/a	n/a	n/a	59.9	60.1	60.0	n/a	n/a	n/a
Work Preparation	79.5	91.8	92.6	83.7	82.8	83.6	High	Declined	Acceptable

Alberta Education Measures Overall Summary

Supplemental Assurance Measures provide insight on supports put in place beyond universal classroom strategies to help students access the curriculum, participate meaningfully, and demonstrate learning. Instructional, assessment and environment modifications are made to support the students in understanding and engaging in learning. Teachers made instructional accommodations such as small group instruction, preteaching vocabulary, technology, task analysis, graphic organizers and manipulatives. Assessment accommodations are made using extra time, scribing and alternative formats. Some other accommodations that are made in class are: preferential seating, movement breaks, fidgets, calming corners, consistent routines, and check-ins by teachers and administrative staff.

Student success coaches (psychologists) visit the school a few times a month to provide class workshops and small group sessions on important topics and make connections with Tarbiyyah Character Education. Individual support is provided by student success coaches based on parent consent and student need. Funding for support services in Speech, Occupational Therapy and behaviour is limited and the focus is more so on universal strategies. However, it is noted that the request for support services with learning disabilities, behaviour, and special needs continues to be an area of focus. Due to limited funding, we are not able to provide intensive special needs programming.

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



Required Alberta Education and Childcare Assurance Measures - Overall Summary Fall 2025

School: 2655 MIS Junior and Senior High Campus (EAL)

Assurance Domain	Measure	MIS Junior and Senior High Cam (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	73.5	72.0	74.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	85.3	88.1	87.6	n/a	n/a	n/a
	PAT9: Acceptable	*	n/a	n/a	51.2	52.7	54.0	*	n/a	n/a
	PAT9: Excellence	*	n/a	n/a	10.0	10.1	10.5	*	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	67.4	66.3	66.7	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	14.8	14.0	13.9	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 (WCRSLE)	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



Supplemental Alberta Education and Childcare Assurance Measures - Overall Summary

Fall 2025

School: 2655 MIS Junior and Senior High Campus (EAL)

Measure	MIS Junior and Senior High Cam (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
Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	45.3	46.1	46.1	n/a	n/a	n/a
Drop Out Rate	n/a	n/a	n/a	3.1	2.6	2.4	n/a	n/a	n/a
In-Service Jurisdiction Needs	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Lifelong Learning	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Program of Studies - At Risk Students	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	52.0	56.8	59.5	n/a	n/a	n/a
Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Satisfaction with Program Access	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Transition Rate (6 yr)	n/a	n/a	n/a	64.6	65.2	64.6	n/a	n/a	n/a
Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Required Alberta Education and Childcare Assurance Measures - Overall Summary Fall 2025

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	73.5	72.0	74.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	85.3	88.1	87.6	n/a	n/a	n/a
	PAT9_Acceptable	n/a	*	n/a	51.2	52.7	54.0	n/a	n/a	n/a
	PAT9_Excellence	n/a	*	n/a	10.0	10.1	10.5	n/a	n/a	n/a
	Diploma_Acceptable	n/a	n/a	n/a	67.4	66.3	66.7	n/a	n/a	n/a
	Diploma_Excellence	n/a	n/a	n/a	14.8	14.0	13.9	n/a	n/a	n/a
	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 (WCRSEL)	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

Supplemental Alberta Education and Childcare Assurance Measures - Overall Summary

Fall 2025

School: 1557 MAC Islamic School (EAL)

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
Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	45.3	46.1	46.1	n/a	n/a	n/a
Drop Out Rate	*	n/a	n/a	3.1	2.6	2.4	*	n/a	n/a
In-Service Jurisdiction Needs	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Lifelong Learning	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Program of Studies - At Risk Students	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	52.0	56.8	59.5	n/a	n/a	n/a
Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Satisfaction with Program Access	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Transition Rate (6 yr)	n/a	n/a	n/a	64.6	65.2	64.6	n/a	n/a	n/a
Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Alberta Education Measures Overall Summary

MAC Islamic School and MIS Junior & Senior High School did not have any students coded as English as an Additional language writing the Provincial Achievement Tests or Diploma Examinations. In earlier grades, instruction is differentiated to support our students since the majority of our students reside where English is not the primary language spoken at home. Additional emphasis is placed on vocabulary development, comprehension skills, the use of visuals, virtual field trips and exposure to English literature using RAZ Kids, IXL, leveled readers and library books.

Assurance Measure 1.1: Student Growth and Achievement Provincial Achievement Test (PAT) Results 2025

Student Growth and Achievement (Grades K-9)

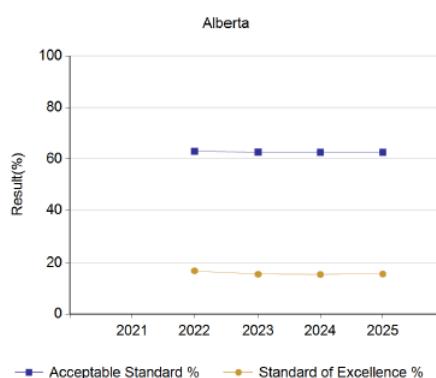
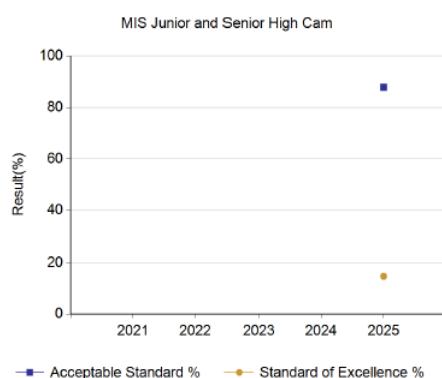


Grade 9 PAT Results By Number Enrolled Measure History

School: 2655 MIS Junior and Senior High Campus

Province: Alberta

N	MIS Junior and Senior High Cam					Measure Evaluation			Alberta				
	2021	2022	2023	2024	2025	Achievement	Improvement	Overall	2021	2022	2023	2024	2025
n/a	n/a	n/a	n/a	39	n/a	n/a	n/a	n/a	53,039	57,925	60,682	61,071	
Acceptable Standard %	n/a	n/a	n/a	n/a	87.8	Very High	n/a	n/a	62.9	62.6	62.5	62.5	
Standard of Excellence %	n/a	n/a	n/a	n/a	14.7	Intermediate	n/a	n/a	16.8	15.5	15.4	15.6	



Student Growth and Achievement (Grades K-9)

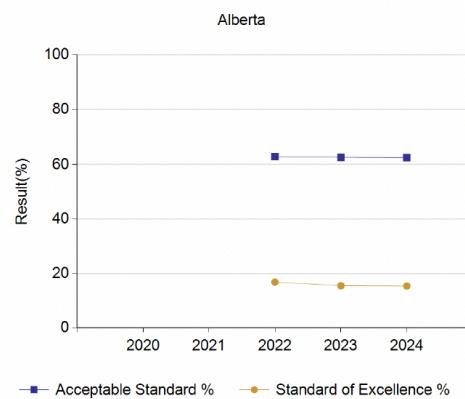
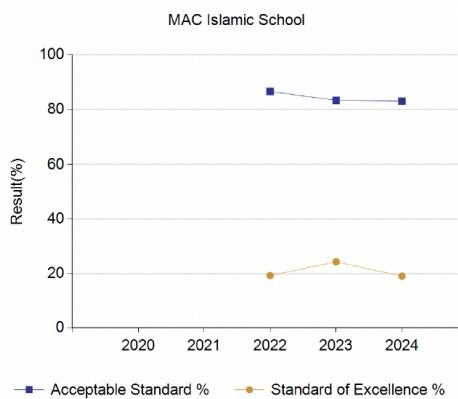


Grade 9 PAT Results By Number Enrolled Measure History

School: 1557 MAC Islamic School

Province: Alberta

N	MAC Islamic School					Measure Evaluation			Alberta				
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall	2020	2021	2022	2023	2024
n/a	n/a	13	36	25	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)

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

School: 2655 MIS Junior and Senior High Campus



		MIS Junior and Senior High Cam								Alberta			
		Achievement	Improvement	Overall	2025		Prev 3 Year Average		2025		Prev 3 Year Average		
					N	%	N	%	N	%	N	%	
Course	Measure												
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	50,053	64.1	59,230	67.4	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	50,053	18.5	59,230	18.9	
English Language Arts 9	Acceptable Standard	Very High	n/a	n/a	39	92.3	n/a	n/a	59,391	69.8	57,676	70.4	
	Standard of Excellence	Very Low	n/a	n/a	39	5.1	n/a	n/a	59,391	11.1	57,676	12.6	
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,469	47.4	1,380	49.9	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,469	5.2	1,380	5.6	
French Language Arts 9, année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,134	75.2	3,262	76.4	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,134	9.3	3,262	10.7	
Français 9, année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	578	84.8	595	82.3	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	578	16.4	595	21.0	
Mathematics 9	Acceptable Standard	Intermediate	n/a	n/a	39	64.1	n/a	n/a	58,911	51.7	57,012	53.5	
	Standard of Excellence	Very Low	n/a	n/a	39	5.1	n/a	n/a	58,911	14.0	57,012	13.7	
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,940	49.7	1,891	52.4	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,940	11.0	1,891	10.6	
Science 9	Acceptable Standard	Very High	n/a	n/a	39	94.9	n/a	n/a	59,453	68.6	57,692	66.9	
	Standard of Excellence	Intermediate	n/a	n/a	39	10.3	n/a	n/a	59,453	21.1	57,692	20.5	
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,454	50.3	1,304	52.6	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,454	7.9	1,304	9.9	
Social Studies 9	Acceptable Standard	Very High	n/a	n/a	39	100.0	n/a	n/a	59,472	60.5	57,717	59.4	
	Standard of Excellence	Very High	n/a	n/a	39	38.5	n/a	n/a	59,472	17.1	57,717	15.8	
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,434	50.3	1,246	50.0	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,434	10.6	1,246	10.9	

Student Growth and Achievement (Grades K-9)

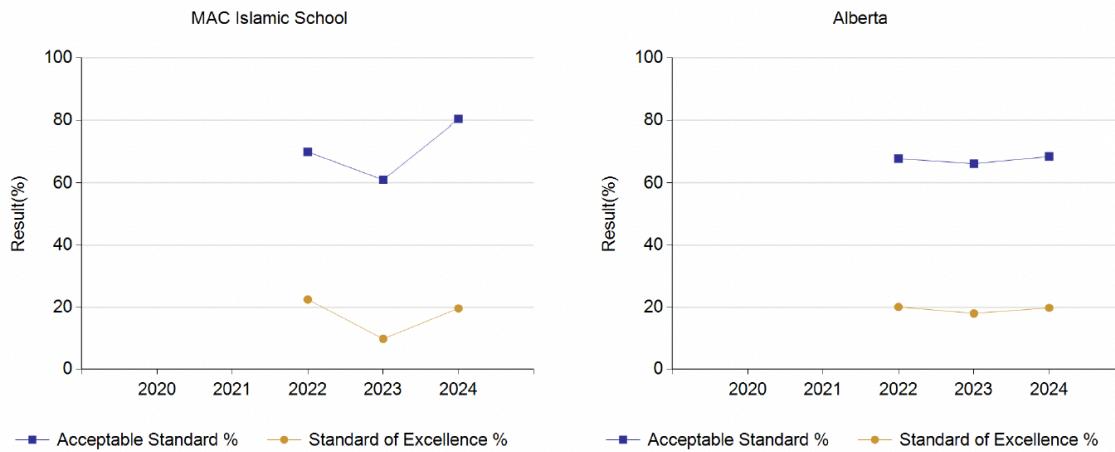


Grade 6 PAT Results By Number Enrolled Measure History

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	2025		Prev 3 Year Average		2025		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
Social Studies 6	Acceptable Standard	Very High	Improved Significantly	Excellent	44	90.9	44	70.7	50,053	64.1	59,230	67.4
	Standard of Excellence	Very High	Improved Significantly	Excellent	44	36.4	44	14.7	50,053	18.5	59,230	18.9
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	31	91.8	59,391	69.8	57,676	70.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	31	11.7	59,391	11.1	57,676	12.6
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,469	47.4	1,360	49.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,469	5.2	1,360	5.6
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,134	75.2	3,262	76.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,134	9.3	3,262	10.7
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	578	84.8	595	82.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	578	16.4	595	21.0
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	31	67.3	58,911	51.7	57,012	53.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	31	18.3	58,911	14.0	57,012	13.7
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,890	49.7	1,891	52.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,890	11.0	1,891	10.6
Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	31	87.8	59,453	68.6	57,692	66.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	31	31.3	59,453	21.1	57,692	20.5
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,454	50.3	1,304	52.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,454	7.9	1,304	9.9
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	31	85.7	59,472	60.5	57,717	59.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	31	25.3	59,472	17.1	57,717	15.8
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,434	50.3	1,246	50.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,434	10.6	1,246	10.9

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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 2020/21 to 2021/22. School years 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 wildfires 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 to students in Grades 9 and 6 in the spring of 2025. The results of the PATs are used to guide instructional practices to prepare the students for overall academic success. The PAT data gathered from the Spring of 2024 is used to make informed decisions related to curriculum, instruction and assessment. Overall, it is commendable to note that our Grade 6 students demonstrated very high achievement in the Grade 6 Social studies PATs. The Grade 9 students scored very high in English, Science, and Social Studies. It is noted that further improvement is required in Mathematics and therefore concerted efforts are made across the grades to enhance skills in mathematics.

Strategies:

Efforts will continue 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 integration (Google Classroom, IXL, RAZ Kids, Solaro, Exam Bank, Desmos,

Geogebra, Vretta Practice Tests)

2. Differentiated instructions in Math classes, and providing targeted supports for students in need (learning support plans are implemented for students who need more help, especially in Math 9)
3. Teachers are encouraged to reflect on the PAT results in their professional learning communities (PLCs)
4. Teachers work together on completing the “Math Transition Expectations” and “English Language Arts and Literature Transition Expectations” documents, where teachers outline what students are expected to master at the end of each grade in these core subject areas. Teachers collaborate with colleagues from the previous and next grade to ensure that these learning outcomes are met and mastered by the students.
5. Lesson plans, resources and assessments are aligned with the Alberta New Curriculum and the Program of Studies
6. Targeted professional development sessions for teachers based on their needs and their professional growth plans
7. Teachers modify assessments to align with the PATs assessment/questions style
8. Teachers review released items from previous PATs
9. Teachers analyze and reflect on PAT results, and plan next steps for improvement in their PLCs

Assurance Measure 1.2: Student Growth and Achievement on Diploma Exam Results 2025

Student Growth and Achievement (Grades 10-12)



Diploma Exam Results Course By Course Summary With Measure Evaluation

School: 2655 MIS Junior and Senior High Campus

Course	Measure	MIS Junior and Senior High Cam						Alberta				
		Achievement	Improvement	Overall	2025		Prev 3 Year Average		2025		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Language Arts 30-1	Diploma Examination Acceptable Standard	*	*	*	5	*	n/a	n/a	35,845	85.3	32,247	83.9
	Diploma Examination Standard of Excellence	*	*	*	5	*	n/a	n/a	35,845	10.9	32,247	10.3
English Language Arts 30-2	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	21,398	85.6	18,166	85.9
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	21,398	11.3	18,166	12.8
French Language Arts 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,234	94.7	1,218	94.2
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,234	6.0	1,218	7.4
Français 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	174	99.4	144	99.3
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	174	23.0	144	28.5
Mathematics 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	20	50.0	n/a	n/a	22,680	77.8	20,399	73.1
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	20	10.0	n/a	n/a	22,680	37.1	20,399	32.0
Mathematics 30-2	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	17,430	73.6	15,047	71.0
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	17,430	17.3	15,047	15.3
Social Studies 30-1	Diploma Examination Acceptable Standard	*	*	*	5	*	n/a	n/a	26,238	84.6	24,595	84.4
	Diploma Examination Standard of Excellence	*	*	*	5	*	n/a	n/a	26,238	16.8	24,595	17.3
Social Studies 30-2	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	27,021	77.5	22,515	77.8
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	27,021	12.3	22,515	12.5
Biology 30	Diploma Examination Acceptable Standard	High	n/a	n/a	15	86.7	n/a	n/a	25,916	82.7	23,842	82.9
	Diploma Examination Standard of Excellence	High	n/a	n/a	15	33.3	n/a	n/a	25,916	34.8	23,842	33.2
Chemistry 30	Diploma Examination Acceptable Standard	*	*	*	4	*	n/a	n/a	21,438	83.8	19,160	81.7
	Diploma Examination Standard of Excellence	*	*	*	4	*	n/a	n/a	21,438	40.6	19,160	37.5
Physics 30	Diploma Examination Acceptable Standard	*	*	*	3	*	n/a	n/a	11,366	85.6	9,598	83.7
	Diploma Examination Standard of Excellence	*	*	*	3	*	n/a	n/a	11,366	43.6	9,598	41.5
Science 30	Diploma Examination Acceptable Standard	*	*	*	5	*	n/a	n/a	9,027	79.6	8,223	80.3
	Diploma Examination Standard of Excellence	*	*	*	5	*	n/a	n/a	9,027	26.2	8,223	23.9

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Comment on Results:

In the winter and spring of 2025, Diploma exams were administered to students enrolled in Math 30-1, Chemistry 30-1, Physics 30-1, English 30-1, Social Studies 30-1, Biology 30-1 and Science 30. Due to the small class size of less than 6 students, the results are not published for those Diploma exams. With the addition of a grade 12 class consisting of only 5 students in the 2024 - 2025 school year, significant focus

was placed on preparing students for the Diploma exams. It is important to note that 15 students took the Biology 30 Diploma exam and student achievement was high for the Acceptable Standard and the Standard of Excellence.

Strategies:

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

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

Assurance Measure 1.3: Student Growth and Achievement - High School Completion

Table #. Alberta Education Assurance Measures - Drop Out Rate

Measure & Evaluation	MAC Islamic School Edmonton (K-12)						Alberta Schools					
	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Overall	n/a	n/a	n/a	n/a	n/a	n/a	2.4	2.5	2.4	n/a	n/a	n/a

Comment on Results:

Our very first Grade 12 class of five students graduated in June 2025. All five students had a graduation plan, completed the graduation requirements, and have continued with post secondary studies. Currently, we have a Grade 12 class of 21 students. Majority of the Grade 12 students received early admission offers from their post secondary program of choice at the University of Alberta and MacEwan University. Additionally, some students received full scholarships for the first year of University.

Assurance Measure 1.4: Student Growth and Achievement - Citizenship

Student Growth and Achievement

A.6 Citizenship - Measure History

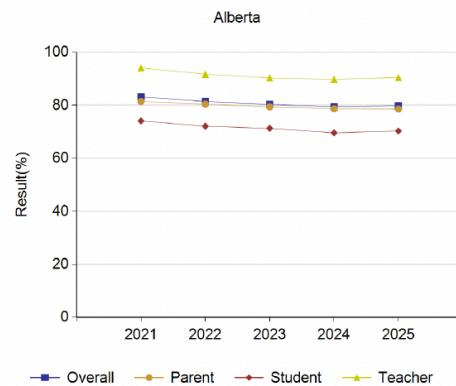
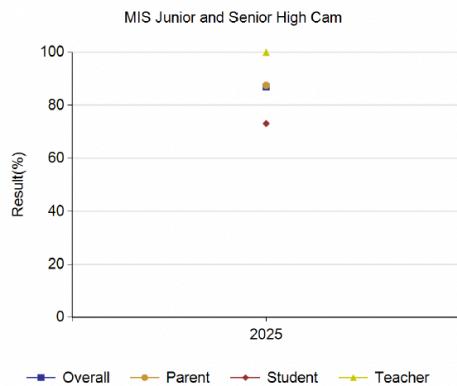
School: 2655 MIS Junior and Senior High Campus

Province: Alberta

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



	MIS Junior and Senior High Cam				Alberta									
	2025		Measure Evaluation		2021		2022		2023		2024		2025	
	N	%	Achievement	Improvement	N	%	N	%	N	%	N	%	N	%
Overall	192	86.9	Very High	n/a	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4	269,117	79.8
Parent	16	87.5	Very High	n/a	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7	34,441	78.6
Student	169	73.1	Very High	n/a	169,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6	201,119	70.3
Teacher	7	100.0	Very High	n/a	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8	33,557	90.5



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.

Student Growth and Achievement



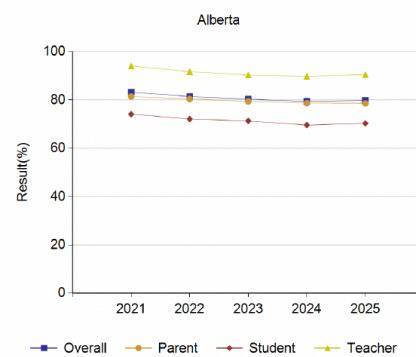
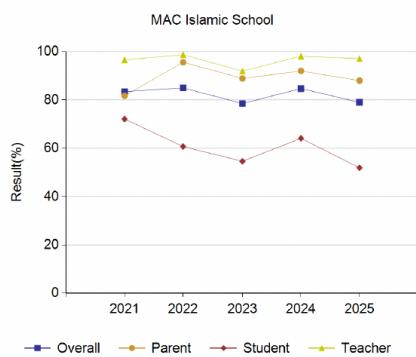
A.6 Citizenship - Measure History

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															Alberta														
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025								
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%			
Overall	145	83.4	203	85.0	269	78.5	277	84.7	146	79.0	High	Maintained	Good	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4	269,117	79.8							
Parent	12	81.7	9	95.6	18	88.9	20	92.0	25	88.0	Very High	Maintained	Excellent	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7	34,441	78.6							
Student	115	72.1	178	60.7	236	54.6	236	64.1	114	51.9	Very Low	Declined	Concern	169,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6	201,119	70.3							
Teacher	18	96.6	16	98.7	15	91.9	21	98.1	7	97.1	Very High	Maintained	Excellent	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8	33,557	90.5							



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:

Elementary school has performed well overall in most areas of the Citizenship measures in reference to Alberta's provincial averages. The school scored 79% which is fairly aligned with the Alberta average of 79.8% but slightly below the scores of the previous peak years.

The school demonstrates strong consistent performance, especially from teachers and parents with one notable area of concern in the student results. Student scores have declined over time, from 72.1% (2021) to 51.9% (2025). The measure is flagged as Very Low for the year 2025, with a trend of Declined and an overall rating of Concern. Student results are now well below Alberta's provincial student average of 70.3%. The results are showing exceptionally high teacher satisfaction and a consistent stable parent satisfaction across all five years.

Strategies:

- Create student focus groups to provide a safe space to voice their concerns.
- Implement citizenship initiatives to build a strong sense of belonging.
- Strengthen classroom-level citizenship routines.
- Celebrate success stories to encourage school wide citizenship as a character building strategy.
- Keep an eye on survey fatigue in students

Assurance Measure 1.5: Student Growth and Achievement - Learning Engagement

Student Growth and Achievement

S.1 Student Learning Engagement - Measure History

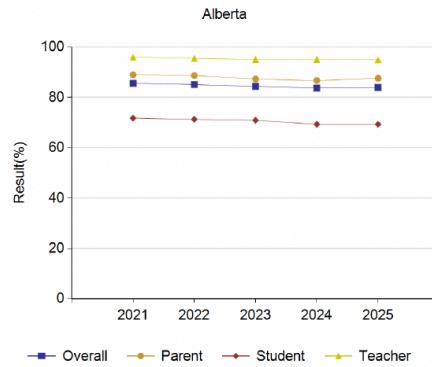
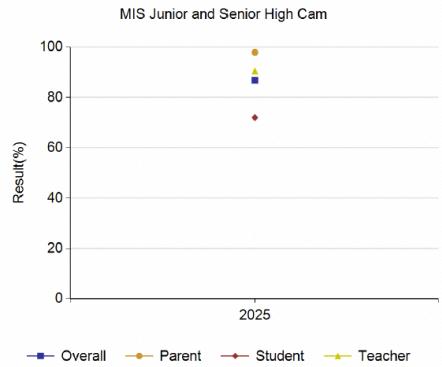
School: 2655 MIS Junior and Senior High Campus

Province: Alberta

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



MIS Junior and Senior High Cam				Alberta										
2025		Measure Evaluation			2021		2022		2023		2024		2025	
		N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%
Overall	192	86.8		High	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4	265,079	83.7
Parent	16	97.9		Very High	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3	33,209	86.7
Student	169	72.0		High	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9	199,823	69.3
Teacher	7	90.5		Very Low	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

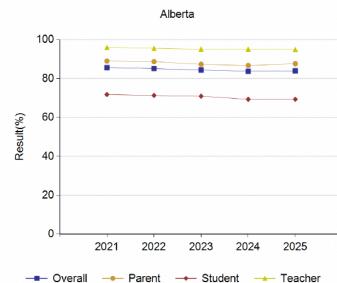
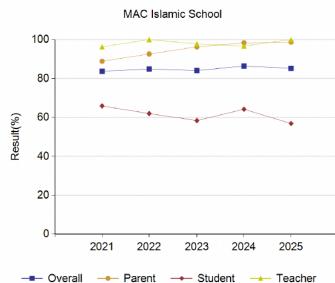
School: 1557 MAC Islamic School

Province: Alberta

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



	MAC Islamic School												Alberta												
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%
Overall	145	83.7	203	84.9	269	84.1	277	86.4	146	85.2	Intermediate	Maintained	Acceptable	230,956	85.6	249,740	85.1	257,214	84.4	265,079	83.7	269,076	83.9		
Parent	12	88.9	9	92.6	18	98.3	20	98.3	25	98.7	Very High	Maintained	Excellent	30,994	89.0	31,694	88.7	31,862	87.3	33,209	86.7	34,444	87.6		
Student	115	65.9	178	62.0	236	58.4	236	64.2	114	56.9	Very Low	Maintained	Concern	169,789	71.8	167,102	71.3	193,029	70.9	199,823	69.3	201,089	69.3		
Teacher	18	96.3	16	100.0	15	97.8	21	96.7	7	100.0	n/a	Maintained	n/a	30,173	96.0	30,944	95.5	32,323	95.1	32,047	95.1	33,543	95.0		



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.

Table 1. Local Measure: School Survey Administered to Students in Grades 4 - 12 in November 2025

Percentage of Students Satisfied	Nov. 2023 (175 Respondents)	Nov. 2024 (239 Respondents)	Nov. 2025 (279 Respondents)
At school, I am encouraged to do my best	87%	93%	97%
The specialized subjects (Quran, Arabic, Islamic Studies) I am learning are useful to me	82%	89%	86%
Math, Language Arts, Social Studies, and Science I am learning at school are useful to me	91%	89%	92%
At school, I am encouraged to get involved in activities that help people in my community	80%	78%	87%
At school, I follow the rules	95%	96%	98%
When I need it, teachers at my school are available to help me	89%	90%	96%
The quality of teaching at my school is beneficial for me	81%	88%	91%
The quality of education at my school is beneficial for me	86%	91%	93%
My principal and assistant principal care about me	81%	89%	90%
My teachers care about me	84%	83%	91%

Comment on Results:

Based on the data gathered from the Alberta Education Survey, the Learning Engagement Measure has been relatively stable and high overall, ranging from 83.7% (2021) to 86.4% (2024), slightly decreasing to 85.2% (2025). Parents agreeing that the students are engaged is very high, improving from 88.9% (2021) to 98.7 % (2025). This consistency shows strong communication between school and families and confidence in the school's programs. Teachers feel students are highly engaged, aligning with parent perceptions but contrasting with student-reported data. It is anticipated that adjustments to staffing may have impacted student survey results.

It is important to take note of Table 1 with local survey data. The local survey administered to the students in November 2025 indicates a much higher satisfaction rating. It is anticipated that adjustments to staffing may have impacted student survey results. As teachers gain more experience in instructional practices and classroom management, survey results may continue to improve.

Strategies:

- Implement more interactive, project-based & student centered teaching methods.
- Prioritize student voice with the help of regular surveys, focus groups, and opportunities for input in learning and school activities.
- Collect periodic feedback regarding the learning engagement in the classrooms.
- Creative ideas for more student motivation to increase the academic growth for struggling students.
- Professional development and mentorship for teachers
- Student Success Coaches hired to make connections between Tarbiyyah Character Education Framework and effective psychological practices to deliver sessions to the whole class, small groups and individual students on topics such as: positive self-image and self-talk, interpersonal relationships, bullying awareness & empathy, conflict resolution, study habits and learning strategies.
- Student Success Coaches also delivered professional development to staff and parent sessions
- Using restorative practices to support students with social-emotional regulation, conflict management and interpersonal communication skills
- Actively engage stakeholders in surveys to gain more feedback throughout the school year
- Implementation of the Tarbiyyah Character Education Framework, school-wide professional learning, Tarbiyyah Lead supports implementation
- Learning Support Plans, Individual Behaviour Plan, and Individual Program Plans for students as needed. Specific support strategies are communicated to parents and students to support improvement. Teachers provide extra help sessions and implement Homework Club. Educational Assistants provide support in small group settings and to individual students as needed.
- School-wide discipline approach is based on Tarbiyyah Character Education value-based progressive discipline model and restorative practices

Assurance Measure 1.6: Student Growth and Achievement

- Early Years Literacy & Numeracy Assessments

Table 2. Alberta Education Literacy and Numeracy Results Reporting 2024 - 2025

	Alberta Education approved assessment	Total students assessed (Fall) (January for Kindergarten)	Students identified at risk (Fall)	Average months behind grade level (Fall)	Total students identified as being at risk on final assessments (End of Year)	Average months gained towards grade level (End of Year)
Literacy						
Kindergarten	LeNS, CC3	49	8	0.7	n/a	n/a
Grade 1	LeNS, CC3	47	4	0.8	0	n/a
Grade 2	CC3	47	2	2.4	2	5.1
Grade 3	CC3	47	0	0	0	0
Numeracy						
Kindergarten	PNSA	49	6	4.4	n/a	n/a
Grade 1	PNSA	47	3	2.6	1	n/a
Grade 2	PNSA	47	5	2.4	5	5.2
Grade 3	PNSA	47	4	3.9	3	5.4

LeNS(Letter Name-Sound)

CC3 (Castles and Coltheart 3)

PNSA (Provincial Numeracy Screening Assessment)

Comment on Results:

Literacy and numeracy screenings are conducted to students in Kindergarten through Grade 3. The screenings are: Letter Name-Sound (LeNS), Castles and Coltheart 3 (CC3) and the Provincial Numeracy Screening Assessment (PNSA). These mandatory screening assessments are conducted in the fall and the winter. However, students in Kindergarten are administered screenings in the winter instead of the fall. The data gathered from these screenings is triangulated with other data gathered from classroom

assessment assessments and observations. About 9% of the students in Kindergarten to Grade 2 are identified as being “at risk”. These 19 students out of 190 students have identified as needing extra support with Program Unit Funding in Kindergarten or English as a Second Language. Using the strategies listed below, we aim to empower these struggling students to demonstrate improvement in both literacy and numeracy.

Strategies:

Several strategies are implemented to support our students learning:

1. Comprehension: activate prior knowledge, build content knowledge, self-monitor, text evidence, infer, text structure
2. Vocabulary: explicit teaching of words and word learning strategies
3. Fluency and Sight Words instruction
4. Phonemic Awareness and phonics instruction
5. Resources and programs: Learning without Tears, RAZ Kids, IXL for Numeracy and Literacy, Jump Math, Empowering Writers, Phonics
6. Mathematical representations (visual, concrete, symbols), dialogue, mental math, vocabulary, writing
7. Professional Development: Jump Math, Empowering Writers, Learning without Tears, Right to Read
8. Small group instruction: Guided Reading, Guided Math, Learning centers
9. Educational Assistants hired to provide extra support with literacy and numeracy to students individually and in small groups
10. Professional development for Educational Assistants with Khan Communications, Right to Read and ERLC.
11. 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.
12. Literacy and numeracy assessments are administered in the fall, winter and spring to track growth and guide instructional practices.
13. 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 1.7: Student Growth and Achievement - CAT4

Table 3. CAT4 Reading

Percentage of All Students Achieving Across Stanines: Fall and Spring

	Stanine 4+	Stanine 3+	Stanine 2	Stanine 1
Grade 4, Spring 2025	81	15	4	0
Grade 4, Fall 2024	44	31	23	2
Grade 5, Spring 2025	96	2	2	0
Grade 5, Fall 2024	80	12	6	2
Grade 7, Spring 2025	93	3	0	5
Grade 7, Fall 2024	89	9	2	0
Grade 8, Spring 2025	78	20	2	0
Grade 8, Fall 2024	76	2	19	2

Table 4. CAT4 Math

Percentage of All Students Achieving Across Stanines: Fall and Spring

	Stanine 4+	Stanine 3	Stanine 2	Stanine 1
Grade 4, Spring 2025	98	2	0	0
Grade 4, Fall 2024	77	10	8	4
Grade 5, Spring 2025	90	8	2	0
Grade 5, Fall 2024	92	4	4	0
Grade 7, Spring 2025	89	8	3	0
Grade 7, Fall 2024	82	5	14	0
Grade 8, Spring 2025	90	8	3	0
Grade 8, Fall 2024	93	2	2	2

Comment on Results:

In 2024 - 2025, students in Grades 5, 6, 7 and 8 completed the CAT4 in reading and mathematics. MAC Islamic School measures progress over the school year to compare fall results to spring results. Teachers triangulate this data with other classroom assessments and observations to differentiate instruction, support student learning and inform the need for intervention. Stanine scores of 1, 2, and 3 are considered below average. Stanine scores of 4, 5, and 6 are considered average. Stanine scores of 7, 8 and 9 are above average. The results show that there was significant growth in the students within grade 4. However it is important to note that the majority of the students scored in the 4+ Stanine category.

Strategies:

Several strategies are implemented to support our students learning:

1. Comprehension: activate prior knowledge, build content knowledge, self-monitor, text evidence, infer, text structure
2. Vocabulary: explicit teaching of words and word learning strategies
3. Fluency and Sight Words
4. Phonemic Awareness and phonics
5. Resources and programs: Learning without Tears, RAZ Kids, IXL for Numeracy and Literacy, Jump Math, Empowering Writers, Phonics
6. Mathematical representations (visual, concrete, symbols), dialogue, mental math, vocabulary, writing
7. Professional Development: Jump Math, Empowering Writers, Learning without Tears, Right to Read
8. Small group instruction: Guided Reading, Guided Math, Learning centers
9. Educational Assistants hired to provide extra support with literacy and numeracy to students individually and in small groups
10. Professional development for Educational Assistants with Khan Communications, Right to Read and ERLC.
11. 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.
12. Literacy and numeracy assessments are administered in the fall, winter and spring to track growth and guide instructional practices.
13. 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

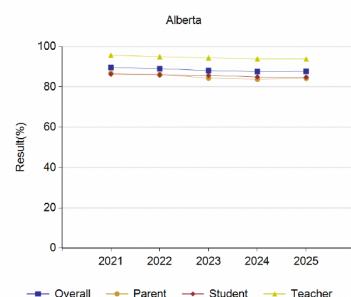
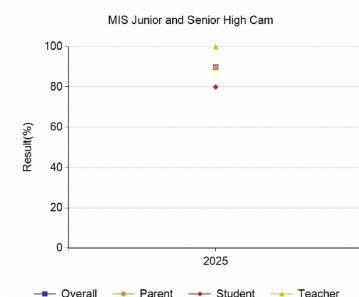
A.4 Education Quality - Measure History

School: 2655 MIS Junior and Senior High Campus

Province: Alberta

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

	MIS Junior and Senior High Cam			Alberta											
	2025 Measure Evaluation			2021		2022		2023		2024		2025			
	N	%	Achievement	N	%	N	%	N	%	N	%	N	%		
Overall	194	89.8	Very High	n/a		230,814	89.6	249,532	89.0	257,584	88.1	265,643	87.6	269,550	87.7
Parent	16	89.6	Very High	n/a		31,024	86.7	31,728	86.1	31,890	84.4	33,250	83.8	34,466	84.3
Student	171	79.9	Very Low	n/a		169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9	201,514	84.8
Teacher	7	100.0	Very High	n/a		30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9	33,570	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.

Teaching & Leading

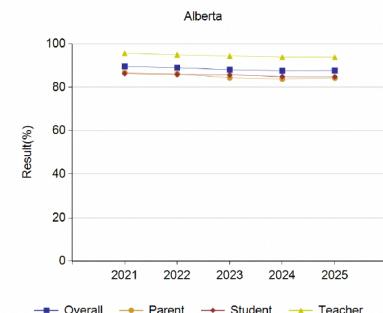
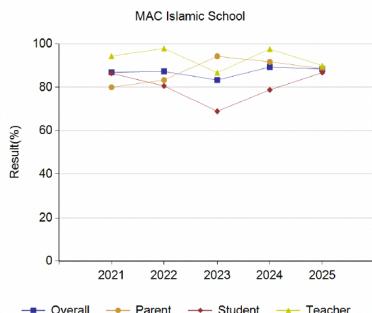
A.4 Education Quality - Measure History

School: 1557 MAC Islamic School

Province: Alberta

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

	MAC Islamic School										Alberta										
	2021					2022					2023					2024					
	N	%	N	%	N	N	%	N	%	N	N	%	N	%	N	N	%	N	N	%	
Overall	144	86.9	200	87.3	269	83.3	277	89.3	146	88.4	High	Maintained	Good	230,814	89.6	249,532	89.0	257,584	88.1	265,643	87.6
Parent	12	80.0	9	83.3	18	94.3	20	91.7	25	88.7	Very High	Maintained	Excellent	31,024	86.7	31,728	86.1	31,890	84.4	33,250	83.8
Student	114	86.4	175	80.6	236	68.9	236	78.8	114	86.7	High	Improved Significantly	Good	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9
Teacher	18	94.4	16	97.9	15	86.7	21	97.6	7	90.0	Low	Maintained	Issue	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.

Table 5. Local Measure: School Survey Administered to Students in Grades 4 - 12 in November 2025

Percentage of Students Satisfied	Nov. 2023 (175 Respondents)	Nov. 2024 (239 Respondents)	Nov. 2025 (279 Respondents)
At school, I am encouraged to do my best	87%	93%	97%
The specialized subjects (Quran, Arabic, Islamic Studies) I am learning are useful to me	82%	89%	86%
Math, Language Arts, Social Studies, and Science I am learning at school are useful to me	91%	89%	92%
At school, I am encouraged to get involved in activities that help people in my community	80%	78%	87%
At school, I follow the rules	95%	96%	98%
When I need it, teachers at my school are available to help me	89%	90%	96%
The quality of teaching at my school is beneficial for me	81%	88%	91%
The quality of education at my school is beneficial for me	86%	91%	93%
My principal and assistant principal care about me	81%	89%	90%
My teachers care about me	84%	83%	91%

Comment on Results:

High quality of instruction, leadership, and professional practice within the school continues to be a priority. Educational quality refers to how effectively teachers teach, how well school leaders guide the learning environment, and how these efforts contribute to strong student achievement and well-being. The Alberta Education survey results from March 2024 indicate an overall satisfaction rate of 89.8% for High School and 88.4% for Elementary. As shown in the table above, the local survey administered to the students in November 2025 indicates a much higher satisfaction rating. It is anticipated that adjustments to staffing may have impacted student survey results. As teachers gain more experience in instructional practices and classroom management, survey results may continue to improve.

Strategies:

1. Teaching quality: planning and delivery of high-quality instruction, using assessments to guide instruction, maintain strong professional practice
2. Professional development and mentoring for teachers
3. Assistant Principal was hired to support students and teachers

4. Improvement to compensation packages and an increase in salaries to retain and hire experienced and high performing teachers
5. Encourage survey participation among students, staff and parents
6. Provide more opportunities for stakeholders to share feedback using informal and formal surveys and feedback sessions
7. Make adjustments to decisions related to fundraising, resources, hiring and scheduling
8. Increase budget for STEM, physical education and electives courses
9. Continue to implement the New Curriculum and the Program of Studies
10. Collaboration with subject area experts within the school and the community
11. Enrichment Opportunities: Athletics, Student Council, Drama, Speech & Debate, Arabic Club, Quran Club, Nasheed (singing) Club, Green Team, STEM, Math Club, Sewing, Art Club, Science Olympics, Running Club
12. Continue to connect with local authors and the Edmonton Public Library to promote a love for literature

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

D.6 In-Service Jurisdiction Needs

Measure History

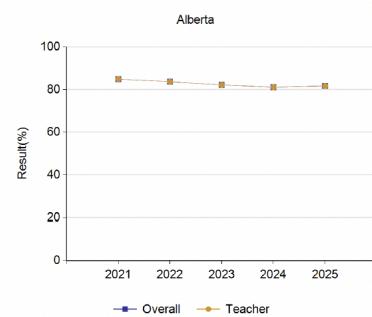
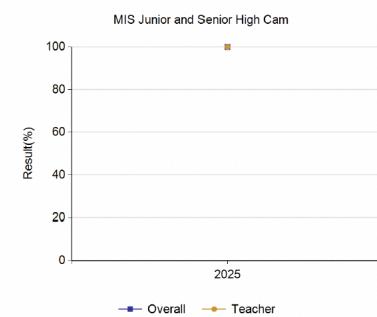
School: 2655 MIS Junior and Senior High Campus

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.



	MIS Junior and Senior High Campus										Alberta										
	2025		Measure Evaluation			2021		2022		2023		2024		2025							
	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	7	100.0	Very High	n/a	n/a	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1	32,856	81.7						
Teacher	7	100.0	Very High	n/a	n/a	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1	32,856	81.7						



Notes:

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

D.6 In-Service Jurisdiction Needs

Measure History

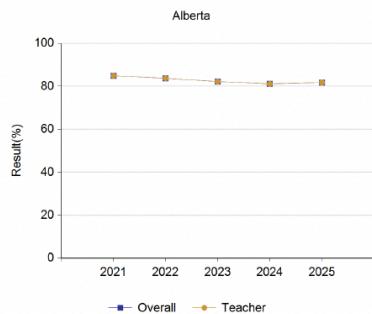
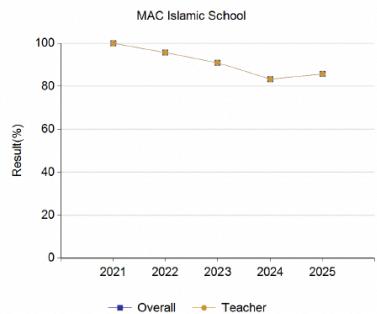
School: 1557 MAC Islamic School

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										
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%
Overall	16	100.0	16	95.7	15	90.9	20	83.3	7	85.7	Intermediate	Maintained	Acceptable	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1
Teacher	16	100.0	16	95.7	15	90.9	20	83.3	7	85.7	Intermediate	Maintained	Acceptable	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1



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.

Comment on Results:

Professional development is essential for ensuring high-quality teaching and strong student learning. As education continues to evolve, professional development provides teachers with knowledge, skills, and confidence to meet the diverse needs of today's learners. When teachers engage in school-wide or self-directed professional learning, they stay updated with effective instructional strategies, classroom management techniques, and assessment practices. When teachers grow professionally, the quality of instruction improves and so does student achievement.

The survey results indicate that 85.7% of Elementary teachers and 100% of High School teachers feel that their professional development has contributed significantly to their professional growth. The school-wide professional learning goals are: Tarbiyyah Character Education, mental health and well-being, and new Alberta Curriculum. Teachers also pursue self-directed professional learning based on their students' needs and their Professional Growth Plan. Teachers collaborate in professional learning communities to work on improving student learning by analyzing student data, sharing strategies, reflecting, and making evidence-based decisions.

Strategies:

1. Teachers and educational assistants receive professional development from the following: AISCA Teachers' Convention, Greater Edmonton Teachers Convention Association, Edmonton Regional Learning Consortium, Calgary Regional Learning Consortium, Alberta Regional Learning Consortium, Khan Communication, Building Blocks Inc., Kadri Psychology, Levant Psychology Group, and Ali & Associates Psychological Services
2. Professional Growth Plans for teachers and educational assistants aligned with the 2023 Government of Alberta Teaching Quality Standard and Leadership Quality Standard
3. Workshops and ongoing support for implementation of Tarbiyyah Character Education provided by MAC National and School Tarbiyyah Lead.
4. Mentorship between teachers in which an experienced teacher guides, supports and collaborates with a developing teacher to strengthen professional growth and improve instructional practice
5. Teachers meet in professional learning groups to examine student work, review assessment data, share classroom strategies, study professional resources, and plan for interventions

Assurance Measure 3.1: Learning Supports - Welcoming, Caring, Respectful and Safe Learning Environment

B.4 Safe and Caring

Measure History

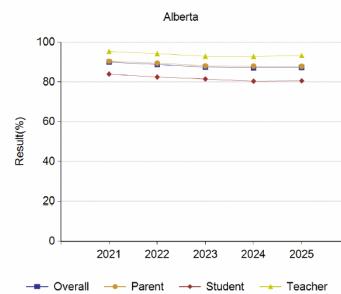
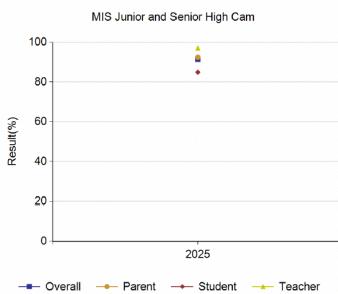
School: 2655 MIS Junior and Senior High Campus

Province: Alberta

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.



Overall	MIS Junior and Senior High Campus		Alberta												
	2025		Measure Evaluation			2021		2022		2023		2024		2025	
	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	192	91.5	Very High	n/a	n/a	230,987	90.0	249,835	88.8	257,278	87.5	265,150	87.1	269,159	87.3
Parent	16	92.5	Very High	n/a	n/a	30,969	90.5	31,707	89.5	31,879	88.1	33,225	88.0	34,446	87.9
Student	189	84.9	Very High	n/a	n/a	169,813	84.0	187,165	82.5	193,049	81.5	199,865	80.4	201,157	80.6
Teacher	7	97.1	Very High	n/a	n/a	30,205	95.4	30,963	94.3	32,355	93.0	32,060	92.9	33,556	93.4



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.

B.4 Safe and Caring

Measure History

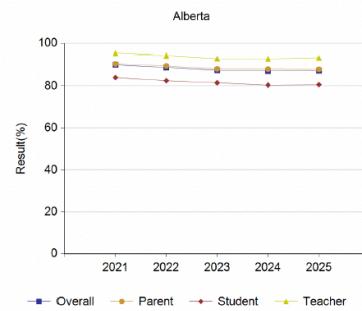
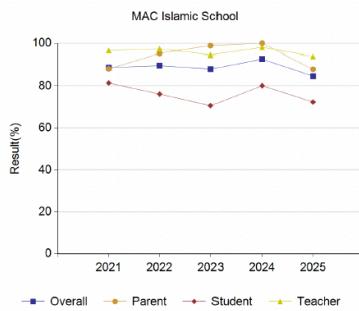
School: 1557 MAC Islamic School

Province: Alberta

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.



Overall	MAC Islamic School										Alberta										
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%
Overall	145	88.7	203	89.6	269	88.0	277	92.7	146	84.7	High	Declined	Acceptable	230,987	90.0	249,835	88.8	257,278	87.5	265,150	87.1
Parent	12	88.1	9	95.3	18	98.9	20	100.0	25	87.9	High	Declined	Acceptable	30,969	90.5	31,707	89.5	31,879	88.1	33,225	88.0
Student	115	81.4	178	76.1	236	70.6	236	80.1	114	72.3	Low	Maintained	Issue	169,813	84.0	187,165	82.5	193,049	81.5	199,865	80.4
Teacher	18	96.6	16	97.4	15	94.6	21	98.1	7	93.9	Intermediate	Maintained	Acceptable	30,205	95.4	30,963	94.3	32,355	93.0	32,060	92.9



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.

Comment on Results:

At our schools, we are committed to fostering a welcoming, safe, and caring environment where every student feels valued, respected and supported. We strive to build a community rooted in kindness, empathy, and belonging so that each child can learn, grow, and thrive with confidence. An inclusive curriculum integrates First Nations, Metis, Inuit, multiculturalism, and student identity affirming materials. Survey results indicate that our students feel safe at school and feel that their teachers care about them.

Tarbiyyah character education is woven into all aspects of the school. Our MAC School Tarbiyyah Framework is a holistic approach and view on education rooted in sound Islamic character. MAC Tarbiyyah framework strives to nurture a positive school culture, rooted in Rabbaniya (God-centered), with a shared language and cooperation between all educational partners: staff, students, parents, and the school community. The grade level specific subvalues correspond to each of the core values: *Husn Al-Khuluq* (character), *Khilafah* (stewardship), and *Ihsan* (excellence).

A safe physical and emotional environment is facilitated through clear expectations, supervision, anti-bullying measures, anti-racism and respectful communication. Restorative practices repair harm, build relationships, and teach accountability instead of only focusing on consequences. Student success coaches, psychologists, therapists provide support to student and staff mental health and well-being.

Strategies:

1. Tarbiyyah character education is implemented throughout the day as follows: workshops, direct teaching in Tarbiyyah Hour, integrated instruction, shared language, teachable moments, and application in the community locally and globally, professional development for the staff, parent sessions
2. The staff at our schools build a welcoming environment by getting to know each student and their families, welcoming students in the morning with a greeting at each entrance of the school, and celebrating the diverse cultures within our school. Taste of MAC is an annual celebration of diverse cultures
3. Relationship between students, staff and parents are strengthened by various school events, volunteer opportunities, and a common vision to promote excellence at MAC Islamic School Elementary and High School
4. We are blessed to have school committees such as our active Parent Council and dedicated Management Committee to facilitate a safe and caring environment
5. Anti-bullying measures: reporting systems, restorative approaches, and follow up with students, staff and parents, empathy, staff professional development and parent information sessions
6. Mental health and well-being: social emotional learning is facilitated by self-regulation, empathy, conflict resolution, and problem-solving
7. Access to supports: psychologists and therapists from Kadri Psychology, Levant Psychology Group, and Ali & Associates Psychological Services support our students at school, provide professional development to the staff, and deliver parent information sessions

Assurance Measure 3.2: Learning Supports - Access to Support and Services

B.2 Satisfaction with Program Access

Measure History

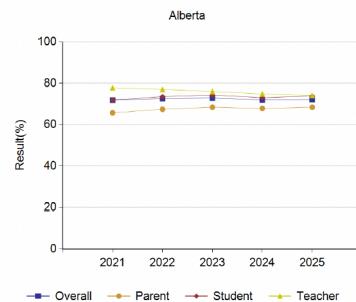
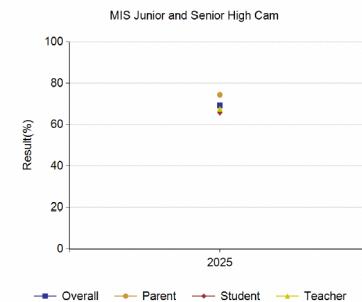
School: 2655 MIS Junior and Senior High Campus

Province: Alberta

Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.



N	%	Measure Evaluation			Alberta									
		2025			2021		2022		2023		2024		2025	
		Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	190	69.3	Low	n/a	228,261	71.8	247,744	72.6	255,597	72.9	263,089	71.9	267,002	72.1
Parent	14	74.4	High	n/a	29,417	65.7	30,664	67.4	31,117	68.4	32,304	67.8	33,401	68.4
Student	169	65.8	Very Low	n/a	168,839	71.9	186,237	73.5	192,269	74.3	198,907	73.0	200,212	73.8
Teacher	7	67.6	Low	n/a	30,025	77.8	30,843	77.0	32,211	76.0	31,878	74.8	33,389	74.1



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.

B.2 Satisfaction with Program Access

Measure History

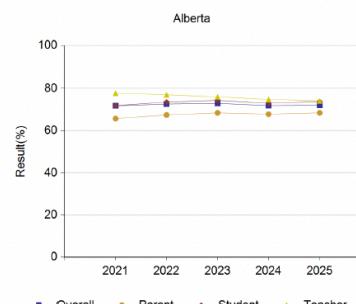
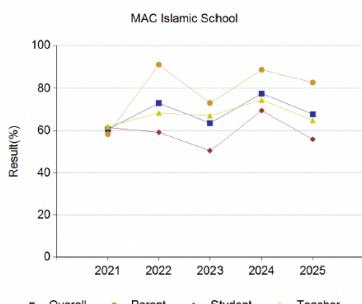
School: 1557 MAC Islamic School

Province: Alberta

Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.



N	%	Measure Evaluation										Alberta											
		2021			2022			2023			2024			2025			2021		2022		2023		
		Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Overall	144	60.6	202	73.0	269	63.6	276	77.6	144	67.8	Low	Maintained	Issue	228,261	71.8	247,744	72.6	255,597	72.9	263,089	71.9	267,002	72.1
Parent	12	58.3	9	91.3	18	73.1	20	88.9	24	82.8	Very High	Maintained	Excellent	29,417	65.7	30,664	67.4	31,117	68.4	32,304	67.8	33,401	68.4
Student	115	61.5	177	59.2	236	50.5	236	69.5	113	55.9	Very Low	Maintained	Concern	168,839	71.9	186,237	73.5	192,269	74.3	198,907	73.0	200,212	73.8
Teacher	17	62.0	16	68.4	15	67.1	20	74.5	7	64.9	Low	Maintained	Issue	30,025	77.8	30,843	77.0	32,211	76.0	31,878	74.8	33,389	74.1



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.

Comment on Results:

MAC Islamic Elementary and High School is committed to providing students the support they need to succeed academically, socially, emotionally, and physically. Within our capacity, we provide students and staff access to psychologists and therapists. However, it is important to note that funding for these support services is limited. The survey results addressing access to special needs supports and learning difficulties has resulted in a low score from the students and teachers. MAC Islamic School does not offer an extensive Special Needs program.

Program Unit Funding (PUF) and Learner Supports are grants provided by Alberta Education. These are valuable services delivered by Building Blocks Inc. and Khan Communication. PUF supports are provided in speech and language pathology, behaviour, and occupational therapy to students in preschool, prekindergarten and kindergarten. Students in grades 1 - 12 have access to valuable yet limited Learner Support services for behaviour, speech and occupational therapy. Khan Communication emphasizes the importance of universal strategies within the classroom.

Strategies:

1. Learning Supports: Differentiated instruction and small-group support, literacy & numeracy interventions, educational assistants, technology integration
2. Access to supports: psychologists and therapists from Kadri Psychology, Levant Psychology Group, and Ali & Associates Psychological Services, Building Blocks Inc., Khan Communication support our students at school, provide professional development to the staff, and deliver parent information sessions
3. Individual Program Plans (IPPs), Learning Support Plans, Behaviour Support Plan
4. Collaboration with subject area experts within the school and the community
5. Enrichment Opportunities: Athletics, Student Council, Drama, Speech & Debate, Arabic Club, Quran Club, Nasheed (singing) Club, Green Team, STEM, Math Club, Sewing, Art Club, Science Olympics, Running Club
6. Continue to connect with local authors and the Edmonton Public Library to promote a love for literature
7. Athletics: Jr. and Sr. High School teams compete with Edmonton School teams; Elementary School students participate in the Running Club to compete with other Elementary Schools
8. High School students engage in a student exchange trip in Ontario. This trip is partially funded by the YMCA
9. Cyber Safety presentation provided by Edmonton Police Services and the Alberta Motor Association

Assurance Measure 3.3: Learning Supports - First Nations, Metis and Inuit Student Success

Comment on Results:

Currently MAC Islamic School and MIS Junior Senior High Campus do not have any self-declared First Nations, Metis and Inuit students, however efforts are ongoing to integrate First Nation, Metis and Inuit teachings.

Strategies:

The following strategies are used to support curriculum goals, honour Indigenous worldviews, and strengthen relationships.

1. Build relationships with local elders and knowledge keepers with Bent Arrow.
2. Invite Elders to share teachings, stories and cultural practices
3. Embed Indigenous ways of knowing in daily learning using land-based learning: nature walks, plant identification, outdoor science, seasonal cycles
4. Incorporate circle processes for discussions, conflict resolution, and reflection
5. Include teachings of interconnectedness, respect, gratitude, and stewardship across subjects
6. Integrate Indigenous content across the curriculum: treaties, history, contributions of FNMI communities, governance, traditional ecological knowledge, sustainability, animal & plant relationships, indigenous literature, storytelling, legends, contemporary authors, beading, drumming, Indigenous art, STEM projects
7. Use authentic resources: materials created by Indigenous authors, educators, Elders, artists
8. Promote land-based and experiential learning: fire-making workshops, teepee teachings, medicine walk, snowshoeing, tracking, harvest, moon cycles, gardening projects
9. Encourage students to share their own knowledge voluntarily and safely without being tokenized
10. Integrate the Seven Sacred Teaching: respect, love, courage, honesty, wisdom, humility, and truth
11. Strengthen treaty education: history, significance, treaty responsibilities for both Indigenous and non-Indigenous people, treaty maps, land acknowledgments
12. Inclusive school environment: display FNMI art and symbols, celebrate National Indigenous Peoples Day and Truth and Reconciliation Week
13. Engage families and community: involve parents in cultural events and decision-making, invite FNMI community organizations to collaborate
14. Reflect on Truth and Reconciliation: teach residential school history with sensitivity; focus on resilience, strength and cultural revitalization; empower students to participate in reconciliation projects (art, service, advocacy)

Assurance Measure 4: Governance - Parental Involvement



Governance

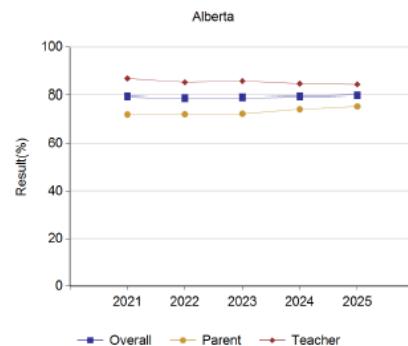
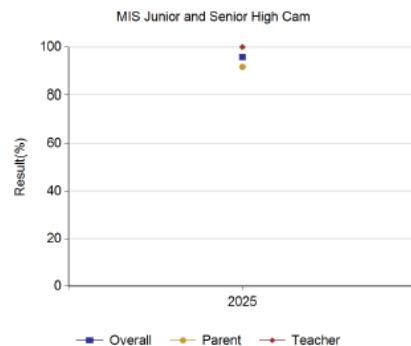
C.1 Parental Involvement - Measure History

School: 2655 MIS Junior and Senior High Campus

Province: Alberta

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

	MIS Junior and Senior High Cam			Alberta												
	2025			Measure Evaluation			2021		2022		2023		2024		2025	
	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	
Overall	23	95.8	Very High	n/a	n/a	60,919	79.5	62,412	78.8	63,935	79.1	64,949	79.5	67,669	80.0	
Parent	16	91.7	Very High	n/a	n/a	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4	34,316	75.6	
Teacher	7	100.0	Very High	n/a	n/a	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6	33,353	84.3	



Governance

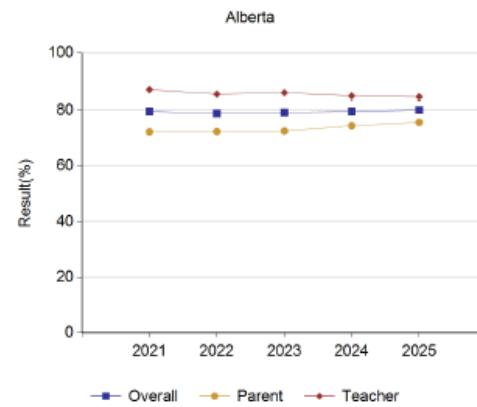
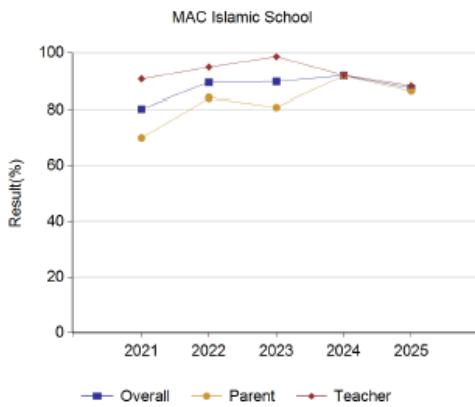
C.1 Parental Involvement - Measure History

School: 1557 MAC Islamic School

Province: Alberta

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

	MAC Islamic School										Alberta												
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	30	80.3	25	89.5	33	89.8	40	91.9	32	87.3	Very High	Maintained	Excellent	60,919	79.5	62,412	78.8	63,935	79.1	64,949	79.5	67,669	80.0
Parent	12	70.0	9	84.1	18	80.9	20	91.8	25	86.3	Very High	Maintained	Excellent	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4	34,316	75.6
Teacher	18	90.7	16	94.9	15	98.6	20	92.0	7	88.2	Intermediate	Maintained	Acceptable	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6	33,353	84.3



MAC National Parent Survey (February 2024)

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%
Tarbiyyah (iRISE) Character Education	83%	85%	87%

Comment on Results:

The overall involvement of parents is very high at MAC Islamic School and MIS Junior and Senior High School, thereby significantly exceeding the provincial average. Parents are important stakeholders and provide significant feedback to overall school strategic planning, school operations, fundraising, and school improvement. School Committees such as the Management Committee and the Parent Council meet monthly with school administration to stay involved in their child's education.

Strategies:

Continued efforts will be made to sustain and drive increased improvements using the following strategies:

1. School Committees such as the Management Committee and the Parent Council consist of volunteer parents and community members. They are actively engaged in strategic planning, school improvement, fundraising, budgets, school events, and overall decisions impacting the education of their children.
2. School Committees collaborate with the principal and assistant principals at monthly meetings
3. Collaboration between the Parent Council and Student Councils for Elementary and High School
4. Provide more opportunities for stakeholders to share feedback using informal and formal means

Budget Summary

Independent School Authority Code: 0249

**AUDITED
FINANCIAL STATEMENTS
and Supporting Schedules for
FUNDED INDEPENDENT SCHOOLS
FOR THE YEAR ENDED AUGUST 31, 2025
Education Act, Section 29
Independent 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 Independent School and Legal Name of Organization Operating the Independent School

2380 Speakman Drive, Mississauga, ON, L5C 1B4

Mailing Address

Tel: (905) 822 - 2626 Fax: (905) 822 - 2727

Telephone and Fax Numbers

These Financial Statements and Supporting Schedules are Audited by:

Abbad Professional Corporation
201 - 4310 Macleod Trail SW, Calgary, AB
T2G 0A4


Auditor's Signature

Name and Address of the Audit Firm

INDEPENDENT SCHOOL MANAGEMENT'S RESPONSIBILITY FOR FINANCIAL REPORTING.

Muslim Association of Canada Islamic School - Edmonton

The financial statements and supporting schedules of

Muslim Association of Canada Islamic School - Calgary

(Name of Independent School)

presented to Alberta Education and Childcare have been prepared by the independent 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 independent schools.

In fulfilling its reporting responsibilities, management has maintained internal control systems and procedures designed to provide reasonable assurance that the independent 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 independent 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.

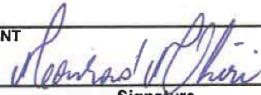
Declaration of Board Chair and Treasurer, Secretary-Treasurer

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, 2025 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 independent schools.

BOARD CHAIR / PRESIDENT

Mourad M'hiri

Name


Signature

HEAD OF SCHOOL / PRINCIPAL

Mariam Hashmi and Mazen Jishi

Name


Signature


Signature

TREASURER OR SECRETARY - TREASURER

Hadi Moussaddy

Name


Signature

Nov. 28, 2025

Board-approved Release Date

ALBERTA EDUCATION AND CHILDCARE, 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) 422-0314


Alberta Government

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

	AFS 2025	AFS 2024 (NOTE *) x
ASSETS		
Current assets		
Cash and cash equivalents	Note	(\$405,917)
Accounts receivable (net after allowances)		(\$258,191)
Province of Alberta	Note	\$0
Federal Government and/or First Nations	Note	\$269,998
Other accounts receivable	Note	\$442,231
Prepaid expenses	Note	\$52,574
Other current assets	Note	\$1,522,434
Total current assets		\$1,881,319
School generated assets	Note	\$0
Trust assets	Note	\$0
Other assets	Note	\$0
Capital assets		
Land at cost		\$2,805,245
Buildings at cost	\$1,609,181	\$2,805,245
Less: accumulated amortization	(\$188,561)	\$1,420,620
Leasehold improvements at cost	\$159,267	\$803,593
Less: accumulated amortization	(\$155,454)	\$3,813
Equipment at cost	\$866,602	\$383
Less: accumulated amortization	(\$716,776)	\$149,826
Vehicles at cost	\$0	\$141,300
Less: accumulated amortization	\$0	\$0
Total capital assets	Note	\$4,379,504
TOTAL ASSETS		\$6,260,823
		\$6,768,859
LIABILITIES		
Current liabilities		
Bank indebtedness	Note	\$0
Accounts payable and accrued liabilities		\$0
Province of Alberta	Note	\$0
Federal Government and/or First Nations	Note	\$0
Other payables and accrued liabilities	Note	\$364,546
Capital payables	Note	\$0
Deferred contributions	Note	\$535,871
Deferred capital allocations	Note	\$0
Current portion of long term debt		\$50,492
Total current liabilities		\$950,910
School generated liabilities	Note	\$0
Trust liabilities	Note	\$0
Other liabilities	Note	\$380,750
Long term debt		
Debentures & Bonds	Note	\$0
Capital loans	Note	\$0
Capital leases	Note	\$0
Mortgages	Note	\$0
Other loans	Note	\$1,132,375
Less: Current portion of long term debt	Note	(\$50,492)
Unamortized capital allocations	Note	\$0
Total long term liabilities		\$1,462,633
TOTAL LIABILITIES		\$2,413,542
NET ASSETS		
Unrestricted net assets		(\$660,312)
Operating reserves		\$0
Total accumulated surplus (deficit) from operations		(\$660,312)
Investment in capital assets		\$4,507,593
Capital reserves		\$0
Total capital funds		\$4,507,593
Total net assets		\$3,847,281
TOTAL LIABILITIES AND NET ASSETS		\$6,260,823
		\$6,768,859

Note: * Audited Financial Statements (AFS) as submitted to Alberta Education and Childcare pursuant to Section 29 of the Education Act;

Independent Schools Regulation, Alberta Regulation 127/2022 or as restated.

Input "Restated" in 2024 column heading where not taken from the finalized 2023/2024 Audited Financial Statements.

Classification: Protected A

Page 2

Independent School Authority Code: 0249

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

	AFS 2025	Budget 2025 (NOTE *)	AFS 2024 (NOTE *)
	x	x	x
REVENUES			
Alberta Education and Childcare (excluding Home Education)	\$6,013,368	\$6,038,650	\$5,339,991
Alberta Education and Childcare - Home Education	\$0	\$0	\$0
Total Alberta Education and Childcare Revenues	\$6,013,368	\$6,038,650	\$5,339,991
Other Government of Alberta	\$37,518	\$0	\$0
Federal Government and/or First Nations	\$0	\$0	\$0
Other Alberta school authorities	\$0	\$0	\$0
Instructional fees/Tuition fees	\$2,885,341	\$2,478,475	\$2,092,196
Non-instructional fees (O&M, Transportation, Admin, etc.)	\$108,840	\$220,340	\$122,656
Other sales and services	\$132,099	\$140,000	\$131,533
Interest on investments	\$0	\$0	\$0
Gifts and donations	\$214,076	\$193,000	\$101,152
Amortization of capital allocations	\$0	\$0	\$0
Other	\$0	\$0	\$0
Total Revenues	\$9,391,242	\$9,070,465	\$7,787,528
EXPENSES			
Home Education	\$0	\$0	\$0
Instruction - ECS	\$1,858,311	\$1,517,900	\$1,520,476
Instruction - Grades 1 to 12	\$5,344,548	\$6,000,549	\$4,642,815
Operations and maintenance	\$775,872	\$540,010	\$485,970
Transportation	\$280,005	\$150,000	\$373,152
Board and System Administration	\$199,904	\$204,500	\$161,318
External services	\$269,853	\$116,555	\$113,841
Total Expenses	\$8,728,493	\$8,529,514	\$7,297,572
SURPLUS (DEFICIT) OF REVENUES OVER EXPENSES	\$662,749	\$540,951	\$489,956

Note: * Input "(Restated) in Budget 2025 and/or AFS 2024 column headings where comparatives are not taken from the respective finalized 2024/2025 Budget Report and/or finalized 2023/2024 Audited Financial Statements.

Summary of Financial Results

The School's goal is to remain affordable and accessible to the community, however due to increasing costs and inflation, tuition increased from \$3,800 to \$4,400. MAC Islamic School is an accredited funded independent school and receives level two funding (70% of the per-student instruction grant) from Alberta Education. The Board of Trustees have formulated a sound financial plan with no deficit.

Annual Report of Disclosures

MAC Islamic School Edmonton and MIS Junior and Senior high School have no disclosures under the *Public Interest Disclosure (Whistleblower Protection) Act* in the 2024/25 school year.