



# **MAC Islamic School Calgary**

## **Annual Education Results Report**

### **AERR 2022-2023**

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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 nationwide 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 schools, community centers, weekend schools, 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.

# Accountability Statement

## Accountability Statement for the Annual Education Results Report

The Annual Education Results Report for Muslim Association of Canada (MAC Islamic School Calgary) for the 2022/2023 school year was prepared under the direction of the Board of Directors in accordance with the 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 for 2022/2023 was approved by the Board on November 29, 2023.

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MAC Board Chair

# Foundation Statements

## Vision:

To inspire a love of learning while building Islamic character to please Allah (SWT).

## Mission:

MAC Islamic School provides students with the necessary tools to be righteous Muslims, innovative thinkers, and successful lifelong learners through quality, inclusive education in an Islamic environment.

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 Mohammad (PBUH). The Islamic moral and ethical imperatives inform our curriculum. 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.

## Values:

- Respect
- ResponsibilityCollaboration
- Patience
- Excellence

## Motto:

- iLEARN – I will retain knowledge in all academics
- iDISCOVER – I will develop learning and life skills
- iRISE – I will have Islamic character to please Allah (SWT)

## Objectives:

- To deliver a high standard of holistic education and develop the knowledge, understanding, skills, values, and attitudes for success in our community.
- To promote a high level of proficiency in English and Arabic.
- To nurture and develop intellectual curiosity, creative and critical thinking and an enthusiasm for lifelong learning.
- To nurture the whole child and develop intellectual, social, emotional, physical, character and aesthetic development.
- To foster understanding, appreciation, and respect for individual and cultural differences and celebrate and share our individual and cultural diversity.

## **Message from the Leadership Team**

MAC Islamic School Calgary (MIS Calgary) is located in Bridgeland, northeast of Downtown Calgary, in a vibrant community known for the TELUS Spark Science Center and the Calgary Zoo. MIS Calgary serves students from all areas of the city.

MIS Calgary will fulfill its students' physical, emotional, social and intellectual needs in a safe, caring and supportive environment by implementing a unique Islamic program with the Alberta Program of Studies to nurture their skills. We believe when there is strong parental support for a structured and all-encompassing education, our students will pursue and succeed in post-secondary programs and lifelong learning.

In our continuous effort to meet the needs of every child and provide enriched academic and extracurricular programs, we view all children as remarkable individuals with great potential who must be challenged in a multitude of areas by the inspiring teachers who attempt to promote a love of learning, developing skills, and building Islamic character.

The MIS Calgary Team regularly examines and integrates fresh ideas into the Islamic studies and Arabic curriculum aligned with the Alberta Programs of Studies. The MIS Calgary programs will continue to reflect our students' needs, skills and abilities.

The Board of Directors involves the Muslim community of Calgary who believes in the Vision, Mission, and Values of MIS Calgary. We are truly grateful for their expertise, support, and loyalty.

### **The Leadership Team**

Mazen Jichi, School Director

Barento Abubaker, Academic Coordinator

# School-Wide Initiatives for the Academic Year 2023-24

This academic year, we've implemented comprehensive school-wide strategies based on insights from last year's observations and gap analysis. Feedback was collected through structured and unstructured interviews, observations, and surveys involving parents, the Parent Advisory Council, students, and teachers.

In the ongoing academic year, MIS Calgary has implemented specific strategies designed to positively influence the overall quality of learning and teaching, enhance parent-school communication, and enrich student experiences. Key highlights of these initiatives include:

1. Implementation of a thorough **discipline system**: This system ensures real-time reporting and systematic resolution of infractions, encompassing academic, behavioral, and negligence issues. Notably, it emphasizes substantial parental involvement in the resolution process.
2. Structured and authentic **assessment practices** have been implemented throughout all grade levels to ensure consistency in assessment methods and report cards.
3. **Subject teachers** for grades 5 to 9 who can provide students with specialized expertise in their respective subject areas.
4. Consistent **homework guidelines** and expectations to standardize the homework expectations across all teachers and grades.
5. Better utilization of **Educational Assistants (EAs)** in KG through Grade 4 to acknowledge the significance of the additional support in early education and support the role of teachers in addressing learning gaps among students.
6. Enhanced **parent-school communication** by providing timely updates on academic matters, test schedules, homework assignments, and important dates and leveraging tools such as ClassDojo and PowerSchool parent module. Additionally, proactive measures have been taken, such as Interim Progress Reports and targeted meetings with parents of students identified as at-risk.
7. Provide **additional support** to students experiencing foundational learning gaps in **Arabic and the Quran**, focusing on those who do not speak Arabic at home or whose heritage language is not Arabic.

These school-wide initiatives collectively represent a commitment to continuous improvement and excellence in our educational environment.



# Tarbiyah Framework (iRISE)

Tarbiyah is an Arabic word that linguistically means increase, growth, nurture, guidance, refinement and loftiness. Tarbiyah is the systematic process of self-development that encompasses the spiritual, intellectual, social, moral, and physical aspects of a child's being.

The MAC Tarbiyyah Framework has been developed by a Central Team in MAC's Head Office for the past 7+ years. Some of the team of experts behind iRISE's continuous development comprises Islamic Scholars, educators, researchers, artists, and instructional designers. iRISE is an evidence-based, community-driven, character education framework whereby students embody Islamic values and acquire relevant life skills. It instills values through activity and a reflection-based approach with real-world applications and seamless integration into the education process.

## Significant Days at School

Commemorating national days serves as an educational tool, fostering a critical lens toward historical events and encouraging the exploration of themes for the future. At our school, these occasions instill a sense of responsibility among students, prompting them to stand against oppression and injustice and work toward positive change. Recognizing sacrifices, acknowledging lived experiences, and affirming the rights and dignity of all human beings are key components. The objective is to build a more inclusive community while enacting the teachings of Islam.

## iRISE Challenge

The iRISE Challenge, a highlight of our Tarbiyah Framework for grades 4-9, encourages students to implement their iRISE Values. Students collectively explore world events, historical figures, and more based on a designated theme to devise initiatives benefiting the broader community. Initiatives include fundraising for care packages, volunteering for neighborhood cleanup, organizing parent-child art nights, raising awareness about indigenous water advisories, and hosting humane societies. These initiatives showcase the students' commitment to giving back, fostering empathy, and positively impacting their community.

## Connecting with the Community

The school builds bridges and collaborates with local community organizations. Efforts include exploring ways for residents of low income to participate in our local community garden, integrating the neighborhood's history into student education, and organizing fun

activities to enhance community engagement. These initiatives strengthen ties with the local community, fostering a sense of shared responsibility and connection among students and residents.

## **Potential areas of focus and strategies for 2023-2024**

This school year, our iRISE focus encompasses the following objectives:

- Amplifying youth engagement in communal work and initiatives.
- Establishing opportunities for student-led initiatives within our school's community to establish an authentic community of learners who help run the school.
- Introducing life skills to Junior High and High School students through real-life lessons, workshops, and exposure to various experiences.
- Leveraging School-Parent platforms for regular iRISE updates and news dissemination.

# Extracurricular Activities 2022-23

During the academic year 2022-23, the school organized various extracurricular activities to enhance student's overall school experiences. In conjunction with various iRISE initiatives, including commemorating significant days, assemblies, and the Justice Challenge, the school hosted the following events:

- Robotics workshops and other engaging youth activities held during the winter break.
- A science fair open to all grades, where students showcased their projects. Parents were invited to the school gym to witness their children's work. Ten students from grades 5 to 9 were selected to represent the school at the Calgary Youth Science Fair.
- Sports Intramurals conducted in May and June 2023. The school secured a generous sports grant from PHE Canada, facilitating the purchase of sports equipment, soccer posts, and rewards for the winners.
- A field trip to Chestermere camp in June 2023 for all students, featuring a day filled with activities, fun, sports, and team building.
- An end-of-year barbecue Eid party for all parents, providing enjoyable moments.

Special thanks to the **Parent Advisory Council (PAC)** for their ideas and efforts, parent volunteers, and community members for supporting MAC Islamic School Calgary. These activities have been instrumental in offering students opportunities for personal and skill development, supporting academic growth, good citizenship and strengthening the school community.

# Accountability Pillar Overall Summary

## Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 2178 MAC Islamic School - Calgary Chapter

Assurance Domain	Measure	MAC Islamic School - Calgary C			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	<a href="#">Student Learning Engagement</a>	85.2	75.0	75.0	84.4	85.1	85.1	n/a	Maintained	n/a
	<a href="#">Citizenship</a>	85.0	70.0	77.4	80.3	81.4	82.3	Very High	Maintained	Excellent
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	<a href="#">PAT: Acceptable</a>	83.3	66.7	n/a	63.3	64.3	n/a	Very High	n/a	n/a
	<a href="#">PAT: Excellence</a>	11.7	8.3	n/a	16.0	17.7	n/a	Low	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	89.6	62.7	79.8	88.1	89.0	89.7	High	Improved	Good
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	88.6	73.1	73.1	84.7	86.1	86.1	n/a	Improved	n/a
	<a href="#">Access to Supports and Services</a>	81.9	54.0	54.0	80.6	81.6	81.6	n/a	Improved Significantly	n/a
Governance	<a href="#">Parental Involvement</a>	85.8	64.0	70.6	79.1	78.8	80.3	Very High	Improved	Excellent

### Achievement Evaluation

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

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

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

### Notes:

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

## Overall Analysis

- The school caters to students from Kindergarten to Grade 9, with no high school component; thus, there are no results pertaining to high school diplomas.
- Across KG to Grade 9, the school excels in student growth and achievement, particularly in Citizenship, PAT Acceptable, and Parental Involvement.
- Teaching and leading demonstrate a high level of achievement in education quality, with notable improvement, resulting in a good overall rating.

- Learning support areas have shown positive changes, with significant improvements in creating a welcoming, caring, respectful, and safe learning environment and enhanced access to supports and services.
- The governance domain, specifically parental involvement, stands out with very high achievements, improved performance, and an excellent overall rating.

## **Participation in the Survey**

- Compared to the previous year, this year's survey results are more representative of the school's population, with 20 parents, 90 students, and 11 teachers participating, indicating an improvement over past years' lower survey participation.
- The survey's representation of the parent population could have been better as the number of respondents is lower than desired, despite multiple attempts, including three reminder emails.
- Some parents reported not receiving survey access codes by mail.
- Others received one access code for each sibling/child at the school but only completed the survey for one child.
- Only 20 parents participated in the survey, while the number of student participants is 90.
- Achieving higher parent respondent numbers is crucial for accuracy and increased parent involvement, highlighting an area for improvement in the current school year.

## **Whistleblower Protection**

It is a requirement to report on the Public Interest Disclosure. Pursuant to section 32 of the Public Interest Disclosure (Whistleblower Protection) Act, no disclosures were received by MAC Islamic School Calgary for the 2022-2023 school year.

## **FNMI**

As there are no self-identified FNMI students currently enrolled at MIS Calgary, there are no measures or results to report.

At MAC Islamic School, we strive to ensure that all students and teachers learn about First Nations, Metis and Inuit perspectives and experiences, treaties, agreements and the history and legacy of residential schools using the following strategies: significant iRISE days, adhering to the Alberta Education Program of Studies integrated lessons, incorporating indigenous ways of knowing such as sharing circles, Orange Shirt Day, Truth and Reconciliation, guest speakers, and field trips.

# Student Growth and Achievement

## Engagement

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

	MAC Islamic School - Calgary C														Alberta									
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	
Overall	n/a	n/a	n/a	n/a	60	94.4	10	75.0	121	85.2	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4	
Parent	n/a	n/a	n/a	n/a	13	100.0	10	75.0	20	93.3	n/a	Improved	n/a	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3	
Student	n/a	n/a	n/a	n/a	41	83.1	n/a	n/a	90	65.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9	
Teacher	n/a	n/a	n/a	n/a	6	100.0	n/a	n/a	11	97.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1	

## Essential Findings:

- Notably, the school maintained its Improvement level in this area, as indicated in the survey Measure Evaluation.

## Parents

- Parents at the school demonstrated high satisfaction with a score of 93.3%, outperforming district parents at 87.3%. This reflects a significant improvement from the previous year, where parent satisfaction rose from 75% in 2022 to 93.3% in 2023.
- Interestingly, when examining parent engagement across different grade levels, Grade 4-6 parents scored 86.7%, slightly below the district's 89.4%, while Grade 7-9 parents achieved a perfect score of 100%, exceeding the district's 86.8%.

## Students

- While overall student satisfaction for the school was at 65.2%, slightly lower than the district's 70.9%, there are variations between grade levels.
- Grade 4-6 students scored 66.7%, close to the district's 67.6%, but Grade 7-9 students scored 63.8%, below the district's 71.7%.
- Understanding and addressing these grade-specific differences could be crucial for enhancing overall student engagement.

## Teachers

- Teachers demonstrated a commendable level of satisfaction that students are engaged in their learning at school with a score of 97.0%, slightly surpassing district teachers at 95.1%.

## More Questions Analysis:

### Parents

- Literacy Skills: The school saw a substantial increase from 78% in 2022 to 90% in 2023, where parents strongly agreed or agreed that the literacy skills their children were learning were useful.
- Numeracy Skills: Similarly, there was a notable increase from 80% to 95% in parents' agreement that numeracy skills taught at the school were useful.
- Child Learning: The percentage of parents strongly agreeing or agreeing that their child is learning what they need to know increased significantly from 67% to 95%.

### Students

- Grade 4-6 students showed a strong preference for learning language arts, with 82% responding positively. However, only 51% expressed a similar preference for learning math.
- Grade 7-9 students

Grades 7-9 Subjects	Usefulness	Interest
Language Arts	80%	51%
Mathematics	71%	51%
Science	80%	69%
Social Studies	53%	55%

- Results shown in the table above present important data pertaining to how our Junior High students perceive learning per subject.
- Data indicates that many Grade 7-9 students find language arts, math, and science useful.
- As for Social Studies, the data indicates a moderate level of perceived usefulness of Social Studies among the 45 surveyed students.
- However, the level of interest in these subjects varies slightly, with a moderate level of interest reported across the different subjects.

- Understanding and addressing these nuances can contribute to strategies for enhancing the student perception of these subjects.

### **Comments:**

The survey metrics underscore two distinct areas requiring improvement. Firstly, in grades 4 to 6, only 51% of students prefer mathematics, indicating a need for enhancement in this area. Secondly, for grades 7 to 9, nearly half of the students negatively perceive the social studies subject in terms of usefulness and interest.

There is substantial room for improvement in both of these areas.

### **Strategies:**

As the survey metrics highlight specific weaknesses in our performance, existing strategies are already in place to effectively address the identified areas for improvement.

- Assigning dedicated subject teachers for grades 5 and above aims to enhance understanding, especially in mathematics and social studies.
- The results inform our professional development offerings for teachers. It assigns PD priorities and focuses, emphasizing grades 4 to 6 mathematics and 7 to 9 social studies.

Moreover, the results indicate a need for:

- Exploration of innovative teaching methods
- Introduction of appealing activities in mathematics and social studies



# Citizenship

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

	MAC Islamic School - Calgary C														Alberta									
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	
Overall	n/a	n/a	33	84.7	60	96.4	10	70.0	121	85.0	Very High	Maintained	Excellent	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3	
Parent	n/a	n/a	3	*	13	98.5	10	70.0	20	90.0	Very High	Improved	Excellent	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4	
Student	n/a	n/a	25	74.5	41	90.7	n/a	n/a	90	72.4	Very High	Maintained	Excellent	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3	
Teacher	n/a	n/a	8	95.0	6	100.0	n/a	n/a	11	92.5	High	Maintained	Good	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3	

## Essential Findings:

We have improved in this area since the previous year. Our school scored 85%, surpassing Alberta's benchmark of 80.3%. Overall, the results underscore the successful implementation of citizenship-focused initiatives and programs with strong engagement from parents, teachers and students.

Despite our commendable overall score, the survey results highlight specific areas for improvement, as indicated by the following metrics:

- Students in Grades 4-6 answered poorly on the following questions:
  - Question: At school, do most students follow the rules? (58% Yes)
  - Question: At school, do most students help each other? (59% Yes)
  - Question: At school, do most students respect each other? (56% Yes)
- Overall, under the Citizenship's sub-area, Students in grades 4-6 scored 67.2%, below Alberta Education's 74.9%.
- Students in Grades 7-9 answered poorly on the following questions:
  - Question: At school, students follow the rules (62% Yes)
  - Question: At school, students respect each other (73% Yes)

## Comments:

- The iRISE program shapes our school culture, aiming to influence students' behavior positively. It provides a comprehensive approach to instilling citizenship, civic responsibility, and healthy attitudes.
- A key factor in our success on the Citizenship measure is the increased percentage of returning teachers. Their experience enhances readiness and training, focusing on

academics, character, and citizenship. Teacher retention ensures the smooth implementation of our school's values and the iRISE program.

- It's important to note potential variations in perceptions among different grade levels, hinting at possible challenges in communication and understanding of school values within specific age groups.

### **Strategies:**

- This year, we introduced a new discipline program to create an environment where students can actively embody and understand the rights and responsibilities of citizenship.
- We will focus on implementing positive reinforcement techniques to motivate students to consistently demonstrate the traits of active citizenship such as honesty, fairness, care, respect, etc.
- Encourage teachers to lead classroom discussions and activities that reinforce positive behaviors and foster respect among students.
- Promote attentive listening by teachers to address and resolve issues or conflicts between students, ensuring they feel heard and valued, contributing to a positive school culture.
- Facilitate open dialogue between the school and students to gain insights into perspectives on rule adherence and mutual respect.
- Launch mentoring and peer support initiatives to inspire students to assist and respect one another.

## PAT Results

Course	Measure	Achievement	School 2023 (%)	Alberta 2003 (%)
<b>ELA 6</b>	Acceptable Standard	Very High	100	76.2
	Standard of Excellence	Very High	25	18.4
<b>Math 6</b>	Acceptable Standard	High	87.5	65.4
	Standard of Excellence	Intermediate	12.5	15.9
<b>Science 6</b>	Acceptable Standard	Low	75	66.7
	Standard of Excellence	Intermediate	18.8	21.8
<b>Social Studies 6</b>	Acceptable Standard	Intermediate	68.8	66.2
	Standard of Excellence	Intermediate	12.5	18
<b>ELA 9</b>	Acceptable Standard	Very High	100	71.4
	Standard of Excellence	Low	9.1	13.4
<b>Math 9</b>	Acceptable Standard	Intermediate	63.6	54.4
	Standard of Excellence	High	18.2	13.5
<b>Science 9</b>	Acceptable Standard	Very High	90.9	66.3
	Standard of Excellence	Intermediate	9.1	20.1
<b>Social Studies 9</b>	Acceptable Standard	Very High	100	58.4
	Standard of Excellence	Very Low	9.1	15.9

## Essential Findings:

MIS Calgary performed well on the Provincial Achievement Tests (PATs), surpassing the provincial average in several areas. The school scored 83.3% on the PAT Acceptable Standard, while Alberta Education scored 63.3%. Additionally, MIS Calgary scored 11.7% on the PAT Standard of Excellence, slightly below Alberta Education's score of 16%.

When analyzing PAT results by course, achievements varied across subjects. Notably, there are low achievements in Science 6 at the Acceptable Standard and in ELA 9 at the Standard of Excellence level. Social Studies 9 shows very low achievement at the Standard of Excellence level.

However, there are high to very high achievements in ELA 6, Math 6 at the Acceptable Standard level, ELA 9 at the Acceptable Standard level, Math 9 at the Standard of Excellence level, Science 9 at the Acceptable Standard level, and Social Studies 9 at the Acceptable Standard.

## Comments:

The school year 2022-23 marked our first group of grade 9 class, introducing them to the grade 9 Provincial Achievement Tests (PAT).

### Successful Initiatives:

- PAT Nights effectively informed parents about the significance of PAT, fostering their support and involvement in their children's test preparation.
- Encouraged the purchase of PAT study guides to aid students in their preparation.
- Conducted practice PAT sessions to familiarize students with the test environment.
- Started one-on-one writing clinic to enhance students' writing and comprehension fluency skills

## Strategies:

We will carry on the effective practices from last year, including PAT nights, study guides, test preparation sessions, and the writing clinic.

We'll focus on thorough planning and follow-up with teachers, students, and parents to enhance student outcomes. The goal is to decrease the number of students below standards and increase those achieving excellence.

Also, teachers in grades 4-6 will evaluate grade 6 PAT results, while grades 7-9 teachers will scrutinize Gr.9 PAT results. This will inform and guide instructional improvements regarding resources and teaching methods and better address student needs.

## EAL PAT Results

Course	Measure	Achievement	School 2023 (%)	Alberta 2003 (%)
<b>ELA 6</b>	Acceptable Standard	Very High	100	73.9
	Standard of Excellence	Very High	23.1	13.9
<b>Math 6</b>	Acceptable Standard	High	84.6	64.9
	Standard of Excellence	Very Low	7.7	15.2
<b>Science 6</b>	Acceptable Standard	Low	69.2	64.7
	Standard of Excellence	Low	15.4	17.2
<b>Social Studies 6</b>	Acceptable Standard	Low	61.5	65.4
	Standard of Excellence	Intermediate	15.4	15.7
<b>ELA 9</b>	Acceptable Standard	Very High	100	62.2
	Standard of Excellence	Intermediate	14.3	6.6
<b>Math 9</b>	Acceptable Standard	Low	57.1	50.1
	Standard of Excellence	Very High	28.6	12.0
<b>Science 9</b>	Acceptable Standard	Very High	100	59.4
	Standard of Excellence	High	14.3	15.0
<b>Social Studies 9</b>	Acceptable Standard	Very High	100	50.4
	Standard of Excellence	Very Low	0.0	11.0

## Comments:

A notably smaller percentage of our EAL students achieved standard of excellence in Math 6 and Social Studies 9 compared to our non-EAL students. We also scored notably lower than the provincial measure in this regard. Our EAL students scored ‘standard of excellence’ in higher numbers than the provincial measure for both Math 9 and ELA 9. The rest of the results are fairly similar to our non-EAL students.

## Strategies:

We will continue to put an emphasis on vocabulary in social studies and math, as this may be what is causing our EAL students to struggle in these subjects. In addition to this, we will implement universal support strategies that will benefit all students.

	MAC Islamic School - Calgary C (EAL)					Measure Evaluation			Alberta (EAL)				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
N	n/a	n/a	n/a	11	20	n/a	n/a	n/a	16,165	n/a	n/a	15,953	17,260
Acceptable Standard %	n/a	n/a	n/a	63.6	80.5	High	n/a	n/a	64.5	n/a	n/a	59.7	57.9
Standard of Excellence %	n/a	n/a	n/a	9.1	14.6	Intermediate	n/a	n/a	15.6	n/a	n/a	13.7	12.2

- Out of 16 grade 6 students, 13 were identified as EAL
- Out of 11 grade 9 students, 7 were identified as EAL.
- Overall, MIS Calgary students identified as EAL significantly exceeded the Provincial average.

## EAL vs. Non-EAL PAT Student Achievement:

	EAL Students	Non-EAL Students
<b>Below %</b>	15.9	8
<b>Acceptable %</b>	80.5	93.8
<b>Excellence %</b>	14.6	15.5

A lower percentage of EAL students achieved the acceptable standard compared to the non-EAL students (80.5% vs. 93.8%)

The percentage of EAL students that achieved excellence on the PATs compared to Non-EAL students is very similar (14.6% EAL vs. 15.5% Non-EAL)

# Alberta Education Literacy and Numeracy Screening Assessments

## Literacy and Numeracy Results

	Name of Alberta Education provided assessments used	Total number of students assessed at the beginning of the school year at each grade level	Total number of students identified as being at risk on initial assessment(s) (beginning of year or January for Grade 1)	Total number of students identified as being at risk on final assessment (end of year)	Average number of months behind grade level of at-risk students at time of initial assessment	Average number of months gained at grade level by at-risk students at time of final assessment
<b>Literacy</b>						
<b>Grade 1</b>	LeNS	25	30	10	N/A	N/A
	CC3	30	0	4	0	N/A
<b>Grade 2</b>	LeNS	20	10	4	N/A	N/A
	CC3	19	2	2	0	N/A
<b>Grade 3</b>	CC3	25	2	3	0	N/A
<b>Numeracy</b>						
<b>Grade 1</b>	Alberta Numeracy Screening	30	0	12	0	N/A
<b>Grade 2</b>	Alberta Numeracy Screening	21	3	2	N/A	N/A
<b>Grade 3</b>	Alberta Numeracy Screening	27	7	5	N/A	N/A

There has been a great deal of improvement in terms of the number of students at risk in the beginning of the year compared with the end of the year. This is an indicator that our support strategies have been effective.

## Support Strategies

Summary of support strategies used for students identified as being at risk at each grade level.

	Literacy	Numeracy
<b>Grade 1</b>	Guided reading, Leveled books on Raz Kids, “Leveled Literacy Intervention”, “Right-to-Read” program for student assessment and intervention, reading one-on-one with EAs, emphasis on academic subject-area vocabulary, word walls, spelling tests, and phonics workbooks.	Model and practice with manipulatives, incorporating visual representation, number lines, numbers and place value charts posted on walls, working one-on-one with EAs, and ongoing formative assessments.
<b>Grade 2</b>		
<b>Grade 3</b>		



# Teaching and Leading

## Quality of Education

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

	MAC Islamic School - Calgary C													Alberta									
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	33	97.0	60	93.7	10	62.7	121	89.6	High	Improved	Good	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1
Parent	n/a	n/a	3	*	13	94.9	10	62.7	20	84.2	High	Improved	Good	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4
Student	n/a	n/a	25	96.0	41	94.7	n/a	n/a	90	87.6	High	Declined	Acceptable	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7
Teacher	n/a	n/a	8	97.9	6	91.7	n/a	n/a	11	97.0	High	Maintained	Good	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4

### Essential Findings:

Overall, our achievement level is rated as High, with a High level of improvement and an overall evaluation of Good.

More details reveal that at 84.2%, parents' satisfaction aligns closely with the Provincial score of 84.4%. Key points from parent responses include:

- 35% believe their child does not find school work challenging.
- 20% believe their child does not find school work interesting.
- 95% believe their child is learning what they need to know.

Student satisfaction is marked by High achievement and an overall Acceptable rating. Despite a decline in improvement from 94.7% in 2021 to 87.6% in 2023, our 87.6% score surpasses the Provincial average of 85.7%. Student responses also reveal the following:

- Consistent scores across grades 4 to 6 and grades 7 to 9 compared to Provincial averages.
- High satisfaction among grades 4 to 6 students with the overall quality of basic education.
- 76% of the grade 7 to 9 students find school work challenging.
- 56% of the grade 7 to 9 students find school work interesting.
- 84% of the grade 7 to 9 students consider core subjects useful.

Teachers' satisfaction is notably high at 97%, surpassing the Provincial score of 94.4%. Teacher responses do not indicate any significant shortcomings or weaknesses.

## **Comments:**

- The overall satisfaction is high across all groups without any discrepancies, suggesting a well-rounded, positive educational environment.
- The alignment between grade 7 to 9 students and parents regarding the challenging nature of the school work suggests a consistent perception across the two stakeholders (24% of students do not find school work challenging; 35% of parents).
- Ratio increases to 44% when considering students seeking a more engaging school environment.
- Despite previous concerns about the usefulness of social studies, an 84% student rating indicates strong agreement on the usefulness of the four core subjects.
- Yet, most parents, students and teachers are satisfied with the overall basic education, including the levels of challenge and interest.

## **Strategies:**

### **Implemented and Ongoing Strategies (2022-23 and Current School Year):**

- Integration of new and updated resources, including textbooks and workbooks aligned with the updated curriculum.
- Introduction of specialized subject teachers for grades 5-9, enhancing focus and expertise in subject matters.
- Utilization of smart boards, Chromebooks, and microscopes for more effective teaching.
- Emphasis on effective and authentic assessment across all subject areas.

### **Action items for Increased Student Interest and Engagement**

- Curriculum: Cater to students seeking more challenging work by integrating advanced concepts, critical thinking, and problem-solving.
- Teachers to utilize new teaching methods, real-world connections, and interactive activities to enhance engagement.
- Invest more in targeted professional development for teachers and EAs.
- Regularly gather feedback from students and parents to understand preferences, challenges, and suggestions.

# Learning Supports

## Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)

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

	MAC Islamic School - Calgary C													Alberta										
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	
Overall	n/a	n/a	n/a	n/a	60	97.5	10	73.1	121	88.6	n/a	Improved	n/a	n/a	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7
Parent	n/a	n/a	n/a	n/a	13	100.0	10	73.1	20	93.6	n/a	Improved	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6
Student	n/a	n/a	n/a	n/a	41	92.6	n/a	n/a	90	77.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6
Teacher	n/a	n/a	n/a	n/a	6	100.0	n/a	n/a	11	94.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0

### Essential Findings:

We have seen a significant improvement in our measures, progressing from 73.1% in 2022 to 88.6% in 2023, surpassing the provincial average of 84.7%.

The survey scores from all three key stakeholders, namely parents, students, and teachers, closely align with or exceed the provincial averages.

### Noteworthy responses from Grade 4-6 students include:

- 68% affirming fair treatment by adults
- 51% confirming that, at school, most students care about each other
- 56% confirming that, at school, most students respect each other.

### Comments:

- Most parents, students and teachers agree that our school is a welcoming, caring and safe environment. The percentage of students who agree that their learning environments are welcoming, caring and safe is lower than that of parents and teachers.
- One reason for this is that many students in grades 4-6 responded with "Don't know" for many of the questions in this part of the survey.

### Strategies:

- Ensure students, especially in grades 4-6, clearly understand the survey questions.
- Increase positive reinforcement and reward system for good behaviour.
- Enhance the integration of school values, emphasizing iRISE.

- Prioritize self-regulation initiatives by collaborating with the Wellness Empowerment Program (WEP) and Providence.

## Access to Supports and Services

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

	MAC Islamic School - Calgary C											Alberta											
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	60	86.9	10	54.0	121	81.9	n/a	Improved Significantly	n/a	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6
Parent	n/a	n/a	n/a	n/a	13	87.7	10	54.0	20	89.7	n/a	Improved Significantly	n/a	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7
Student	n/a	n/a	n/a	n/a	41	86.5	n/a	n/a	90	70.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9
Teacher	n/a	n/a	n/a	n/a	6	86.7	n/a	n/a	11	85.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2

## Essential Findings

Overall, the Access to Supports and Services has significantly improved to 81.9%, surpassing the provincial average of 80.6%.

Parental satisfaction with access stands at 89.7%, exceeding the provincial's 75.7%.

On the other hand, students indicate a satisfaction rate of 70.7%, significantly below the provincial average of 79.9%.

- Students in grades 4 to 6 report a satisfaction level of 63.9%, notably lower than the provincial average of 82.1%.
- Students in grades 7 to 9 express a satisfaction level of 77.4%, slightly surpassing the provincial average of 79%.

## Noteworthy responses from Students:

Questions	Grade 4 to 6	Grade 7 to 9
Affirm the availability of help for non-academic problems at school.	49%	58%
Find it easy to seek assistance with schoolwork.	76%	87%
Acknowledge the availability of teachers when help is needed.	67%	87%

Teachers express a satisfaction level of 85.5%, slightly below the provincial average of 86.2%.

## **Comments:**

The results of this assurance measure, Access to Supports and Services, reveal key insights into the effectiveness of our current systems and strategies.

The scores showed overall satisfaction with 'Access to Supports and Services.' Yet, we underperformed in the perceptions of students and teachers compared to the provincial outcomes. Despite this, we have still improved significantly since the previous years.

Throughout the survey analysis, it has been crucial to examine the variations among different grade levels, where students in grades 4 to 6 exhibit lower satisfaction levels compared to grades 7 to 9, indicating a potential area for targeted improvement.

For instance, in grades 4 to 6, the lower percentage (49%) indicating the availability of help for non-academic problems suggests a potential gap in support for non-academic issues. On a positive note, 76% of the same students find it easy to get help with school work.

## **Strategies:**

### **Strategies that were implemented last year were:**

- Mathematics after-school program for grades 8 and 9.
- An academic empowerment program that assisted students who need extra help
- Utilizing the tools and resources of the Wellness Empowerment Program (WEP)
- Open communication between teachers, students and school leadership.

### **New or Enhanced Strategies include:**

- Implement a target program or interventions to address the needs of grades 4 to 6, especially non-academic issues (social, emotional, peer pressure, behavioral, time management, organization, study habits, self-esteem, life skills, etc).
- Admin staff and teachers have an "open door" policy with students to help understand the unique needs and challenges some students face.
- Provide more services from third-party providers such as the Wellness Empowerment Program (WEP) and Providence.
- Share success stories and celebrate successes and progress to boost student morale.

## **EAL Student Supports:**

**To support our EAL students, we implemented a number of strategies, including:**

- Raz Kids (levelled books)
- Emphasis on academic vocabulary in all subject areas
- Word walls
- Guided reading
- Reading one-on-one with EAs
- spelling tests
- phonics workbooks
- Ongoing formative assessment

**Additional strategies and resources we plan to implement in the current year are:**

- Fountas and Pinnell “Leveled Literacy Intervention” program to help fill the gaps of students who are behind or need extra language support.
- “Empowering Writers” program, starting with grades 1-4. This will allow students in our school to use common vocabulary and strategies across grade levels.
- “Building Spelling Skills” program in grades 1-4
- Two of our teachers are completing the “Right-to-Read” course. This will provide us with an assessment tool for students whose literacy skills are below grade level. It will also provide us with strategies to help those students improve.
- Full-time EAs are available in each class from grades KG-4.

# Governance

## Parental Involvement

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

	MAC Islamic School - Calgary C											Alberta											
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	8	77.1	19	95.1	10	64.0	31	85.8	Very High	Improved	Excellent	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1
Parent	n/a	n/a	3	*	13	90.2	10	64.0	20	77.3	Very High	Maintained	Excellent	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5
Teacher	n/a	n/a	8	77.1	6	100.0	n/a	n/a	11	94.3	Very High	Improved	Excellent	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7

## Essential Findings:

Our school exceeded the provincial benchmarks in this domain, as reported by parents and teachers. However, there are variations in parental satisfaction with respect to the specific student grade segments. Parents in grades 4 to 6 scored 57.4%, compared to the provincial's 73.6%. On the other hand, parents in grades 7 to 9 scored 96% compared to the provincial average of 71.6%.

## Comments:

- It is important to acknowledge variations in parental satisfaction. Parents express exceptional satisfaction for grades 7 to 9, whereas, for grades 4 to 6, parents express below-average satisfaction.
- Understanding those variations can guide targeted improvements in the given areas.
- The variations may suggest that we were more attentive to the needs of the Junior High classes rather than the needs of the younger ages.

## Strategies:

- Improve the communication channels between the school and parents (emails, meetings, interviews)
- Utilize the Parent Advisory Council (PAC) to voice any parent concerns to the school administration.
- Gather insights from parents in a real-time manner.
- Increase the parental involvement opportunities in extracurricular activities, school events and volunteer opportunities.



# Local Measures

## Comprehensive Insights from MAC's Educational Survey

The Institutions Department at MAC has diligently conducted a thorough survey encompassing parents, students in grades 6 to 9, and staff across its network of full-time schools. This initiative aimed to glean invaluable insights to inform our reflection, evaluation and future planning.

### Student Feedback:

- Academic Programs
  - o High Satisfaction rate for Islamic Studies, Arabic and Quran programs (above 90%).
  - o Majority students find math, language, and science subjects beneficial for acquiring new knowledge.
  - o 36% show a willingness to enhance the Science program.
- Extracurricular Activities
  - o 25% of students express dissatisfaction with the current offerings.
- Future Prospects
  - o Students express positivity about high school experience and career prospects.
  - o The majority feel well-equipped in their Muslim identity and express pride in their faith and community.
- Community of Learners
  - o Positive responses regarding support during difficulties (81%), anticipation of seeing friends (97%), and a sense of belonging (88%).
  - o High percentages affirm fair treatment by teachers, feeling safe and cared for, and positive friendships.
- School Workload
  - o Mixed responses on satisfaction with homework and studying requirements.
  - o Majority do not feel exhausted from school responsibilities.

### Parent Feedback:

- Academic Satisfaction
  - o 70% of parents are content with their children's knowledge acquisition in math, language, and science.
  - o However, 58% express dissatisfaction with how these subjects are taught.
- Extracurricular Activities
  - o 45% of parents are happy with extracurricular offerings, while 21% are dissatisfied.
- Muslim Identity and Arabic Programs
  - o Satisfaction ranges from 70% to 87% in Islamic Studies, Arabic, and Quran programs.
  - o 62% are satisfied with the quality of the Arabic program.
- Welcoming and Caring Environment
  - o Agreement among parents on the school being a safe space, responsive staff, clear communication, and receptiveness to feedback.

## Strategies for Improvement:

- **Enhance Extracurricular Activities:**
  - Despite a diverse array of extracurricular activities offered in 2022-2023, the need to address concerns and preferences voiced by both students and parents regarding extracurricular activities is still viable.
  - Consider a diversified range of offerings to cater to varied interests.
- **Strengthen the Arabic Program:**
  - There are many external factors contributing to the effectiveness of learning a new language such as Arabic (language spoken at home, non-formal experiences, informal exposure to language, etc.).
  - The program has shown significant progress where new tools and resources are utilized, such as a new curriculum developed centrally, recognizing the Arabic language International Day, Alefbata subscription, and one-on-one and small group instructions.
  - Continue efforts to enhance the Arabic program based on parental feedback.
  - Offer additional resources or support for parents to assist their children with Arabic homework.
- **Foster a Positive Learning Environment:**
  - Build on the existing positive aspects of the school environment.
  - Implement initiatives to strengthen further positive relationships among students and between students and staff.
  - Ensure continued clarity and conciseness in communication with parents.

## Fountas and Pinnell Reading Assessments

- The majority of grade 2 students were reading at or above grade level.
- A growing percentage of grade 4 students were reading at or above grade level; however, there is room for growth.
- The majority of grade 5 students were reading at or above grade level.
- Other classes had a notable number of students reading below grade level.

### Strategies:

In order to improve the reading fluency of the students and lower the percentage of those reading below grade level, we will implement the following strategies:

- Implementation of more intervention tools such as the Fountas and Pinnell Leveled Literacy Intervention (LLI) books.
- Improve the use of Raz Kids levelled books and assessments.
- Utilize Guided Reading strategies with leveled books.
- Literacy centers.
- Communication with parents about the importance of daily reading.
- Provide more professional development opportunities to teachers and EAs to help improve the reading fluency.

## Raz Kids

Last year, we used Raz Kids as a tool for students to practice reading and an intervention tool for students below grade level. Raz Kids was used for students in grades 1-4.

	Student Activity (hours)	Average time per student (hours)	Comprehension	Levels Completed
Grade 1	542	27	81%	61
Grade 2	368	23	81%	26
Grade 3	985	43	74%	N/A
Grade 4	202	25	83%	26
Total	2097			

- Some students did not use Raz Kids as much as they were expected to.
- Overall, students made good progress throughout the year.
- The greatest progress was made by the grade 1 students – an average of 2 levels completed per student.

## **Strategies:**

- This year, we are using Raz Kids in grades 1-5 (as opposed to grades 1-4 last year).
- We will periodically check student usage of Raz kids and follow up with teachers.
- We will communicate with parents about the importance of daily reading.
- Teachers will use data from Raz Kids to inform their instruction to fill gaps in student learning.
- Some strategies that will be implemented are phonics, reading aloud, guided reading, and literacy centers.

# MAC Islamic School – Revenue & Expense Analysis 2022-2023