# MAC Islamic School Calgary

# Annual Education Results Report

# AERR 2023-2024

For more information regarding this report, please contact Mazen Jichi - School Director (mazen.jichi@macislamicschool.ca) and Barento Abubaker - Academic Coordinator (barento.abubaker@macislamicschool.ca).

MAC Islamic School

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# Muslim Association of Canada (MAC)

The Muslim Association of Canada (MAC) is an independent, national, faith-based, charitable organization that provides spaces, services, and programs for holistic education and personal development for Canadian Muslims. MAC also 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, including 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

The Annual Education Results Report for the Muslim Association of Canada (MAC Islamic School Calgary) for the 2023/2024 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 2023/2024 was approved by the Board on December 12, 2024.

*Mourad M'Hiri*

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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 acquire and retain knowledge in all academics
- iDISCOVER – I commit to developing essential learning and life skills
- iRISE – I uphold Islamic character to seek the pleasure of 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 landmarks such as the TELUS Spark Science Center and the Calgary Zoo. MIS Calgary serves students across the city, providing a nurturing environment supporting their physical, emotional, social, and intellectual development.

MIS Calgary is part of a network of private, independent schools managed by the Muslim Association of Canada (MAC). Spanning multiple provinces and cities across Canada, this network is the country's largest provider of Islamic education. While rooted in the Calgary community, MIS Calgary benefits from the shared expertise, resources, and vision of a national network committed to excellence in Islamic education.

At the heart of MIS Calgary's mission is the concept of Tarbiya, which emphasizes holistic development—spiritual, intellectual, moral, social, and physical. This approach nurtures a strong Islamic identity and equips students with values, skills, and knowledge for success in high school, university, and lifelong learning.

The school integrates a unique Arabic language, Quran, and Islamic Studies program with the Alberta Program of Studies to meet the diverse needs of its students. By fostering strong parental support and offering a structured, holistic education, MIS Calgary lays the foundation for students to excel academically and grow as well-rounded individuals.

Our national Tarbiya team continuously enhances the Arabic and Islamic curricula to address our students' and the broader Muslim community's evolving needs, skills, and abilities. This commitment ensures that our programs remain relevant, dynamic, and impactful.

The School Management Committee, guided by the School Board, actively collaborates with Calgary's Muslim community, which shares our Vision, Mission, and Values.


The Leadership Team

Mazen Jichi, School Director

Barento Abubaker, Academic Coordinator

# Reflection, Challenges and Future Directions

## Reflections on Last Year's Strategies

1. **Implementation of a Discipline System**

   **Intended Outcome**: Develop a collaborative framework that fosters shared responsibility among parents, students, and the school to address academic, behavioral, and negligence-related issues. The system aims to allow students to grow socially, emotionally, and academically while ensuring real-time reporting and systematic resolution of infractions.

   **Evaluation**: The discipline system has effectively streamed reporting and promoted accountability, creating a clearer process for addressing infractions. Its collaborative approach has strengthened the partnership between parents and the school, empowering students to take ownership of their actions and learn from their experiences. However, initial adjustments highlighted the need for clearer communication about its purpose and consistent implementation to ensure stakeholders fully understand its benefits.

2. **Structured Assessment Practices**

   **Intended Outcome**: Establish consistency in assessment methods and reporting across all grade levels by introducing structured guidelines, including fixed dates for major assessments (assessment weeks for elementary, periodic and final tests for junior high students), test construction and proctoring protocols, grade distribution frameworks, and parental involvement through test signatures.

   **Evaluation**: The structured approach successfully brought consistency across grades, ensuring fairness and clarity in assessment practices. It provided school leadership with enhanced oversight and monitoring capabilities, promoting accountability at all levels. Additionally, the system fostered a culture where students and parents take learning more seriously. While effective in bringing consistency, the system still requires further refinements, additional resources, and more experience to address ongoing challenges.

3. **Subject-Specific Teachers for Grades 5-9**

   **Intended Outcome**: Provide specialized expertise to enhance subject learning for students in grades 5 to 9.

   **Evaluation**: Students benefited from the depth of knowledge offered by subject-specific teachers; however, the shift from one teacher to multiple teachers

posed challenges, such as ensuring consistency in expectations, accommodating varying teacher preferences (e.g., seating plans), and defining the evolving role of the homeroom teacher.

4. **Consistent Homework Guidelines**

   **Intended Outcome**: Standardize homework expectations across teachers and grades.

   **Evaluation**: This initiative successfully reduced homework volume and expectations inconsistencies, with positive feedback from students and parents. Monitoring its impact on student workload remains a priority.

5. **Utilization of Educational Assistants (EAs)**

   **Intended Outcome**: Support early education in KG through Grade 4 and help teachers address learning gaps.

   **Evaluation**: Teachers reported significant improvements in addressing foundational learning gaps with the support of EAs. Additionally, classroom management in these grades has improved, particularly given the larger class sizes resulting from increased demand.

6. **Enhanced Parent-School Communication**

   **Intended Outcome**: Provide timely updates on academic matters, test schedules, and important dates using tools like emails and ClassDojo.

   **Evaluation**: Improved parent satisfaction with communication was evident, but reliance on emails was less effective for some families. A more diverse communication strategy is being explored, including phone calls and in-person meetings.

7. **Support for Learning Gaps in the Arabic Language**

   **Intended Outcome**: Address foundational learning gaps for students with limited exposure to the Arabic language at home through one-on-one or small group support.

   **Evaluation**:  Targeted one-on-one and small group support significantly improved student engagement and comprehension in Arabic, with teachers observing notable progress. Continued emphasis on differentiated instruction and tailored interventions is essential to sustain and build on these achievements.

# Acknowledging Challenges During Transition

Following the implementation of key strategies outlined in the Reflections on 2023-24 Strategies, it is essential to recognize the transitional challenges and broader impacts of these changes. While these systems have brought significant benefits, their initial phases required considerable adaptation from the administration, students, parents, and staff.

**Challenges**

1. Transitioning to structured systems, such as discipline frameworks, assessment schedules, and homework policies, was demanding. The heightened accountability and new expectations created initial resistance, often lacking clarity, particularly among those unfamiliar with such rigorous systems.
2. These systems, being unconventional compared to other schools, were sometimes perceived as unpopular, especially among students. For example, the non-punitive, real-time approach to managing infractions minimized conflict but required stakeholders to adjust their understanding of accountability.
3. Embedding these systems into the school culture is a time-intensive process involving phases of monitoring, refinement, and alignment. Achieving stakeholder confidence and seamless integration requires sustained effort, collaboration, and more than one academic year.
4. Effective implementation required comprehensive training for students, parents, teachers, and administrators to fully understand and leverage the systems' benefits.
5. Administrators and school leadership found that monitoring the implementation of these systems is time-consuming and demanding. It requires significant resources, patience, and careful planning to ensure alignment with the school's goals and stakeholders' expectations.

**Benefits**

- These systems foster responsibility, time management, and academic rigor, equipping students with essential life skills for future success.
- The school is better equipped to monitor progress, identify gaps, and implement targeted interventions by connecting data on test scores, attendance, discipline, and teacher feedback.
- These systems enable ongoing monitoring and academic quality control, ensuring high-quality education while encouraging teachers, parents, and students to perform to their fullest potential.
- Weekly one-on-one and group meetings with teachers, supported by newsletters like the Weekly Corner, have cultivated an environment of continuous professional development and engagement. Teachers have reported and recognized the benefits of the weekly meetings and Corner.

# Commitment to Continuous Improvement 2024-25

In 2024-25, MIS Calgary reaffirms its commitment to continuous improvement through initiatives designed to enhance teaching, learning, and student support.

1. We have enhanced teacher compensation packages to attract and retain experienced educators.
2. Professional development allowances have been expanded, allowing teachers to select courses that best suit their growth needs.
3. Teacher orientation has been enhanced with a more focused program, including a special day dedicated to new teachers.
4. The North Gym has been converted into a Learning Commons to provide a dynamic and resource-rich learning environment.
5. The assessment system has been upgraded with the addition of a Scantron machine, improving the efficiency of grading and analyzing assessments.
6. The Intensive Program has been introduced to provide at-risk students with targeted one-on-one or small-group support in literacy and numeracy.
7. New positions have been created, including an Intensive Program Lead, IT Administrator, and Learning Commons Facilitator, while Tarbiyah and Student Management responsibilities are now shared between two employees.
8. We will host bi-monthly lectures and invite guest speakers, primarily addressing topics related to Islamic studies. The Islamic studies teachers organize these sessions to inspire and engage our school community.
9. We prioritize improvements to the playground and recess experience to enhance student well-being and engagement. This year, we introduced new features, including a Gaga Ball pit and a basketball hoop, to give students more opportunities for active play and social interaction during recess.
10. The discipline and assessment systems will continue to evolve, ensuring they remain dynamic, research-informed, and responsive to students' needs.
11. We will address the challenges of extended absences, lateness, and early pickups to ensure better student engagement and academic consistency.
12. Parent-school communication will be enhanced by introducing physical planners for grades 1-9.
13. A Prefect system and Student Council will be established to promote student leadership and engagement.
14. We will increase opportunities to reward and recognize positive behaviors, encouraging and celebrating student achievements and good conduct (cleanliness, intramurals, science fair).

These school-wide initiatives collectively reflect our commitment to fostering an excellence and continuous growth environment.

# Building a Data Culture

At MIS Calgary, the implementation of structured systems such as assessment weeks, the Intensive Program, student management frameworks, the Prefect system, and attendance and lateness tracking reflect our commitment to fostering a strong data-driven culture. These systems streamline school operations, generate actionable data that informs decision-making, and support continuous improvement.

A robust data culture empowers our school to:

- Identify At-Risk Students: By analyzing assessment results, attendance, lateness records, and progress reports, we can proactively support students who need intervention, ensuring timely and targeted support through programs like the Intensive Program.
- Enhance Instruction: The assessment system, enhanced by tools such as the Scantron machine, enables us to pinpoint poorly answered questions and identify gaps in learning outcomes. This data suggests when reteaching may be necessary, helping teachers refine their instructional strategies to address specific learning needs.
- Monitor Behavior and Engagement: Data from the student management system, Prefect system, and attendance records provide insights into behavioral trends, engagement, and punctuality, enabling a more responsive and supportive environment.
- Track Contest Participation and Results: Data on student participation in contests, including their results and performance, helps us celebrate achievements and identify strengths.
- Drive Accountability: Data-driven practices foster transparency and accountability among staff, students, and parents, ensuring all stakeholders are aligned with the school's goals.

**Focus on Meaningful Data Collection**

As part of our commitment to continuous improvement, we are placing a stronger emphasis on collecting meaningful data in both structured and unstructured ways. This includes end-of-term and end-of-year surveys, entrance tests, and insights from online learning platforms like Alefbata and Raz-Kids and contests. These tools provide valuable data on student engagement, progress, and learning habits, allowing us to refine our practices and better support students.

By cultivating a data-driven mindset, we aim to ensure that every decision is informed by evidence, ultimately enhancing teaching, learning, and student outcomes.

# Quran, Arabic Language, and Islamic Studies (QAIS)

## Strengthening Quran, Arabic, and Islamic Studies Instruction

MIS Calgary's Quran, Arabic Language, and Islamic Studies (QAIS) instruction remains a cornerstone of our educational framework, thoughtfully designed to align with the local and societal context of our school community. The program helps parents feel assured about their children's connection to faith, values, and heritage. For Arabic-speaking families, it further supports the acquisition and maintenance of their heritage language.

**Key Features of the Program**

- Tailored Curricula: Developed by the Central Tarbiyah team, the interdisciplinary curriculum integrates Islamic values into learning outcomes, fostering meaningful connections across subjects and promoting holistic education.
- Parent Engagement: An online orientation session held during the second week of school allowed parents to ask questions, set expectations, and better understand the curriculum.
- Continuous Improvement: Instructor feedback, collected twice annually, plays a critical role in refining and updating the curriculum to remain responsive to student needs and aligned with current educational standards.
- Subscriptions: The Alefbata platform continues to enhance Arabic language practice at home. Positive feedback from both parents and students highlights its effectiveness in reinforcing learning.
- Contests and Activities: Teachers and students actively participate in contests and activities that ignite passion for QAIS subjects, such as the Arabic Reading Challenge, Quran Competition, Islamic Knowledge Contest, and celebrations of the International Day of Arabic Language with a week of themed activities.
- Enrichment Opportunities: The annual Quran Competition and Islamic Knowledge Contest (new) inspires students and families, offering an engaging platform for those who wish to exceed the school's Quran requirements.

**Impact on Satisfaction**

Survey results reflect the positive reception of this program:

- Opportunities to Learn Another Language (Student - Grade 7-9): Parent satisfaction rose from 80% in 2023 to 84% in 2024.
- Opportunities to Learn About Another Language (Parent - All): Satisfaction increased from 85% in 2023 to 89% in 2024.

**Enhancing Instruction**

- Hiring High-Caliber Instructors: We prioritize hiring instructors who can effectively communicate with parents in both Arabic and English, recognizing the diverse linguistic needs of our families. To attract and retain top talent, the salary grid for QAIS instructors has been adjusted to align closely with that of certified teachers.

- Supportive Education Assistants: Education Assistants (EAs) in KG to Grade 4 are trained to provide support in Quran and Arabic. They meet with students one-on-one to offer tailored assistance, addressing individual learning needs.
- Arabic Language Support Program: Last year, we introduced an Arabic Language Support Instructor who works one-on-one with students significantly below grade level. This program has shown promising results, with 50% of participants transitioning to mainstream levels within 6 to 9 months.

# 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.

A Central Team has developed the MAC Tarbiyah Framework in MAC's Head Office for the past 7+ years. Some of the team of experts behind the Tarbiyah Framework's continuous development comprises Islamic Scholars, educators, researchers, artists, and instructional designers. The Tarbiyah Framework 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

Significant days are leveraged as educational opportunities to connect with students, parents, the Muslim community, and the broader society. While these occasions often include a student-led component, they engage students meaningfully. These days allow students to explore historical and current events, affirm human dignity, and inspire positive change. By engaging the community, we transform significant days into moments of shared growth and learning, building a foundation for justice and compassion.

## Tarbiyah Challenge

The Tarbiya Challenge, an annual highlight of our Tarbiyah Framework for grades 1-9, encourages students to actively implement their Tarbiya values. Running from March to June every year, this initiative engages students in exploring world events, historical figures, and role models based on a designated theme. Guided by their homeroom teacher, students collaboratively choose a topic, draw lessons from the past, and translate them into actionable projects that benefit the broader community. The challenge culminates in student presentations, where they showcase their projects and findings to delegates from the community, honing their research and presentation skills. Past initiatives have included fundraising for care packages, neighborhood cleanups, raising awareness about Indigenous

water advisories, and other impactful projects. Through the Tarbiya Challenge, students demonstrate empathy, responsibility, and a commitment to making a positive impact.

## Contests and Challenges

At MIS Calgary, we provide students with diverse opportunities to participate in contests and challenges that connect them to real-life experiences and broaden their horizons. These activities foster critical thinking, teamwork, and engagement with the broader community.

Our students have the chance to showcase their talents and skills through the following initiatives:

- Science Fair Projects: Participation in the Calgary Youth Science Fair (CYSF).
- In-School Intramural Sports: Competitive and recreational sports events held within the school.
- University of Waterloo Contests: Involvement in Mathematics and Computer Science competitions designed to challenge and inspire.
- Youth Diversity Cup (Soccer): A community-based event promoting sportsmanship and cultural diversity.
- Arab Reading Challenge: A global competition encouraging students to excel in Arabic literacy and comprehension.
- In-School Quran Challenge: A platform for students to deepen their Quranic knowledge and recitation skills.
- Community Quran Contest: Participation in larger-scale Quran competitions organized within the community.

# Participation in the Survey

Student and teacher participation in the survey remains above average, with nearly all of these groups completing it at school or home. However, parent participation continues to be low despite multiple email reminders.

To address this, we plan to adopt a more proactive approach next year to increase parent participation:

- Engage the Parent Advisory Council (PAC) to promote and emphasize the importance of the survey.
- Use phone calls, in-person interactions, and emails to encourage parents to participate.
- Parents are welcome to bring their access codes and complete the survey at the school. Administrative staff will be available to provide assistance, ensuring support for those who may need help with English or computer literacy.

- Leverage our active social media platforms to reach out to parents directly and promote the survey and its importance in shaping school decisions.

These strategies aim to increase parent participation in the survey, ensuring a broader representation of their feedback.

# 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 2023-2024 school year.

# FNMI

No self-identified FNMI students are currently enrolled at MIS Calgary, so 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.

These strategies have led to a significant improvement in teacher and student understanding of First Nations' perspectives. They developed a deeper awareness of indigenous histories and cultures, fostering empathy and respect. Students and teachers had the opportunity to have open dialogue about these topics, which allowed them to engage in meaningful conversations about treaties and the legacy of residential schools. Overall, these strategies made students more aware, and empowered teachers to create inclusive classrooms that honour and celebrate Indigenous ways of knowing.

# Assurance Measures Overall Summary

**Required Alberta Education Assurance Measures - Overall Summary**
**Fall 2024**

**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 | Student Learning Engagement | 84.6 | 85.2 | 80.1 | 83.7 | 84.4 | 84.8 | n/a | Maintained | n/a |
| | Citizenship | 84.1 | 85.0 | 77.5 | 79.4 | 80.3 | 80.9 | Very High | Improved | Excellent |
| | 3-year High School Completion | n/a | n/a | n/a | 80.4 | 80.7 | 82.4 | n/a | n/a | n/a |
| | 5-year High School Completion | n/a | n/a | n/a | 88.1 | 88.6 | 87.3 | n/a | n/a | n/a |
| | PAT6: Acceptable | 87.5 | 68.8 | 68.8 | 68.5 | 66.2 | 66.2 | Very High | Improved | Excellent |
| | PAT6: Excellence | 33.3 | 12.5 | 12.5 | 19.8 | 18.0 | 18.0 | Very High | Improved | Excellent |
| | PAT9: Acceptable | 71.3 | 88.6 | 88.6 | 62.5 | 62.6 | 62.6 | Intermediate | Declined | Issue |
| | PAT9: Excellence | 15.0 | 11.4 | 11.4 | 15.4 | 15.5 | 15.5 | Intermediate | Maintained | Acceptable |
| | Diploma: Acceptable | n/a | n/a | n/a | 81.5 | 80.3 | 80.3 | n/a | n/a | n/a |
| | Diploma: Excellence | n/a | n/a | n/a | 22.6 | 21.2 | 21.2 | n/a | n/a | n/a |
| Teaching & Leading | Education Quality | 84.7 | 89.6 | 76.1 | 87.6 | 88.1 | 88.6 | Intermediate | Improved | Good |
| Learning Supports | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | 84.0 | 88.6 | 80.9 | 84.0 | 84.7 | 85.4 | n/a | Maintained | n/a |
| | Access to Supports and Services | 73.9 | 81.9 | 68.0 | 79.9 | 80.6 | 81.1 | n/a | Maintained | n/a |
| Governance | Parental Involvement | 81.1 | 85.8 | 74.9 | 79.5 | 79.1 | 78.9 | High | Maintained | Good |

# Overall Analysis

- The school excels in Citizenship, scoring 84.1%, surpassing Alberta's 79.4%, with a "Very High" rating and "Excellent" overall performance.
- PAT 6 results are strong, with 87.5% at the Acceptable Standard and 33.3% at the Standard of Excellence, both well above provincial averages.
- PAT 9 results show mixed outcomes: 71.3% at the Acceptable Standard (above Alberta's 62.5%) but a decline from the previous year's 88.6%. The Standard of Excellence (15.0%) aligns with Alberta's 15.4%.
- Education Quality remained steady at 84.7%, slightly below Alberta's average of 87.6%, with an "Intermediate" rating and a "Good" overall evaluation.
- Learning Supports, including WCRSLE (84.0%) and Access to Supports and Services (73.9%), were better last year (88.6% and 81.9%, respectively), highlighting areas for further attention.
- Parental Involvement remains strong at 81.1%, above Alberta's 79.5%, though it declined from 85.8% in the previous year.
- To maintain high standards, continued emphasis must be placed on addressing declines in instructional support, learning resources, and student engagement across all grades.

Overall, while the school demonstrates strong performance in key areas such as Citizenship, PAT 6 results, and Parental Involvement, attention to areas showing declines, such as Learning Supports, PAT 9 Acceptable Standards, and Access to Supports and Services, will be essential to maintaining and further improving overall excellence.

# 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 | | | | | | | | | | Measure Evaluation | | | Alberta | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2020 | | 2021 | | 2022 | | 2023 | | 2024 | | | | | 2020 | | 2021 | | 2022 | | 2023 | | 2024 | |
| | N | % | N | % | N | % | N | % | N | % | Achievement | Improvement | Overall | N | % | N | % | N | % | N | % | N | % |
| Overall | n/a | n/a | 60 | 94.4 | 10 | 75.0 | 121 | 85.2 | 153 | 84.6 | n/a | Maintained | n/a | n/a | n/a | 230,956 | 85.6 | 249,740 | 85.1 | 257,214 | 84.4 | 265,079 | 83.7 |
| Parent | n/a | n/a | 13 | 100.0 | 10 | 75.0 | 20 | 93.3 | 18 | 88.9 | n/a | Maintained | n/a | n/a | n/a | 30,994 | 89.0 | 31,694 | 88.7 | 31,862 | 87.3 | 33,209 | 86.7 |
| Student | n/a | n/a | 41 | 83.1 | n/a | n/a | 90 | 65.2 | 126 | 65.0 | n/a | Maintained | n/a | n/a | n/a | 169,789 | 71.8 | 187,102 | 71.3 | 193,029 | 70.9 | 199,823 | 69.3 |
| Teacher | n/a | n/a | 6 | 100.0 | n/a | n/a | 11 | 97.0 | 9 | 100.0 | n/a | Maintained | n/a | n/a | n/a | 30,173 | 96.0 | 30,944 | 95.5 | 32,323 | 95.1 | 32,047 | 95.1 |

## Essential Findings:

Notably, the school maintained its improvement level in this area.

- Parents demonstrated high satisfaction with a score of 90%, surpassing the provincial average.
- Students maintained a satisfaction rate of 65%, close to the provincial average.
- 100% of our teachers agree that the students are engaged in their learning at school.

**Response Analysis:**

**Parents:**
- **Literacy Skills:** The percentage increased from 90% in 2023 to 94% in 2024, showing that parents feel strongly that their children are learning useful literacy skills.
- **Numeracy Skills:** The percentage of parents who feel that the numeracy skills learned at school are useful dropped from 100% to 89%. The number of parent responses in both years has been significantly low, so even a tiny change in responses can significantly affect the overall results and perceptions of the effectiveness of the school's numeracy program.
- **Student Learning:** The percentage of parents who feel that their child is learning what they need to know dropped from 95% to 83%

**Grade 4-6 Students:**
- The percentage of grade 4-6 students who like learning language arts dropped from 82% to 75%
- The percentage of grade 4-6 students who like learning math increased from 51% to 56%.

**Grade 7-9 Students:**

| Grades 7-9 Subjects | 2024 | | 2023 | |
|---|---|---|---|---|
| | Usefulness | Interest | Usefulness | Interest |
| **Language Arts** | 75% | 60% | 80% | 51% |
| **Mathematics** | 61% | 57% | 71% | 51% |
| **Science** | 74% | 67% | 80% | 69% |
| **Social Studies** | 64% | 59% | 53% | 55% |

## Comments:

While the percentage of grade 4-6 students who like learning language arts did not drop significantly, it is still an area we will continue to focus on in terms of enhancement and improvement.

The percentage of grade 4-6 students who like learning math increased by 5%. In the previous year's survey, 16% of grade 4-6 students answered "I don't know" to this question, as opposed to only 3% in the most recent survey. Last year, we noted that the rate of 51% for this area was low and that we would take steps to improve it. These results indicate that we have made some progress however there is still room for improvement.

For grade 7-9 students, their level of interest increased in all subjects except science, which remained relatively the same. It is a positive sign that the strategies we implemented have been effective.

A lower percentage of grade 7-9 students reported that they felt what they learned in language arts, math, and science was useful. However, the percentage of grade 7-9 students who felt what they learned in social studies was significantly higher.

## Strategies:

- To increase engagement in language arts, we have an improved learning commons that students visit 1-2 times per week. There, they choose books of interest to them, engage in various activities, and read.
- We brought in professionals from various fields to talk to grade 9 students about what they do in their careers and practical steps to pursue those careers. This helped

students see the connection between what they learned in class and their future careers.

- The Problem of the Week has been introduced in grades 5-9 math classes and has proven engaging for many students and parents.

# Citizenship

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

| | MAC Islamic School - Calgary C | | | | | | | | | | Measure Evaluation | | | Alberta | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2020 | | 2021 | | 2022 | | 2023 | | 2024 | | Achievement | Improvement | Overall | 2020 | | 2021 | | 2022 | | 2023 | | 2024 | |
| | N | % | N | % | N | % | N | % | N | % | | | | N | % | N | % | N | % | N | % | N | % |
| Overall | 33 | 84.7 | 60 | 96.4 | 10 | 70.0 | 121 | 85.0 | 153 | 84.1 | Very High | Improved | Excellent | 264,413 | 83.3 | 230,843 | 83.2 | 249,770 | 81.4 | 257,231 | 80.3 | 265,100 | 79.4 |
| Parent | 3 | * | 13 | 98.5 | 10 | 70.0 | 20 | 90.0 | 18 | 85.6 | Very High | Maintained | Excellent | 36,891 | 82.4 | 30,905 | 81.4 | 31,689 | 80.4 | 31,869 | 79.4 | 33,217 | 78.7 |
| Student | 25 | 74.5 | 41 | 90.7 | n/a | n/a | 90 | 72.4 | 126 | 66.7 | Intermediate | Maintained | Acceptable | 193,577 | 73.8 | 169,741 | 74.1 | 187,120 | 72.1 | 193,015 | 71.3 | 199,816 | 69.6 |
| Teacher | 8 | 95.0 | 6 | 100.0 | n/a | n/a | 11 | 92.5 | 9 | 100.0 | Very High | Maintained | Excellent | 33,945 | 93.6 | 30,197 | 94.1 | 30,961 | 91.7 | 32,347 | 90.3 | 32,067 | 89.8 |

## Essential Findings:

- The 2024 Citizenship score remains strong at 84.1%, rated "Very High" and "Excellent," outperforming Alberta's 79.4%. However, it reflects a slight decline from 85.0% in 2023.
- Grades 4-6 showed minor improvement in citizenship-related behaviors, with a 67.7% score (up from 67.2% in 2023) but remained below Alberta's 71.9%. Positive behaviors, such as helping others (73%, up from 69%), improved.
- Grades 7-9 showed notable declines, particularly in respect (51%, down from 73%) and rule adherence (32%, down from 62%), indicating challenges in maintaining consistency and engagement among older students.
- Parent and teacher feedback remains positive, with parental satisfaction at 85.6% and teacher evaluations at 100%, reflecting strong alignment with the school's Tarbiya goals and values.

## Comments:

- Tarbiyah Framework: The school's Tarbiyah efforts continue to foster moral and value growth, providing a solid foundation for citizenship-related behaviors, particularly in younger grades. However, Grades 7-9 challenges suggest more age-appropriate practices to engage older students meaningfully.
- Discipline and SM System: The Discipline and Student Management System fosters accountability and reflection. However, feedback highlights opportunities for improvement, such as ensuring consistent and constructive use to maintain trust and respect, particularly among Grades 7-9 students.

### Last Year's Strategies:

- Positive reinforcement improved peer support among Grades 4-6, as seen in rising scores for helping others.
- Mentoring and open dialogue initiatives showed limited success with Grades 7-9, where behaviors like respect and rule adherence declined.

- Variations Across Grades: Younger students respond well to Tarybiyah, Discipline and positive reinforcement. In contrast, older students may require more autonomy, tailored initiatives, and a greater focus on accountability to maintain engagement.

## Strategies:

- Introduce a Prefect System:

  - Establish a system where selected students serve as Prefects, particularly from older grades. These students assist with day-to-day school operations, such as helping during the morning assembly, preparing the prayer area, and supervising peers during breaks.

  - This initiative will encourage student ownership, enhance their interaction with the school administration, and provide a platform for their voices to be heard, fostering a sense of partnership and responsibility.

  - These Prefects will have regular meetings with the school administration.

- Launch a Student Council for Grades 6 to 9:

  - Form a Student Council to represent student voices and engage them in decision-making.

  - The council will address student concerns, promote leadership skills, and build stronger connections between students and the school.

- Grade-Specific Tarbiyah Lessons:

  - Tailor Tarbiyah sessions to address age-specific challenges, focusing on respect, responsibility, and leadership skills, particularly for Grades 7-9.

- Enhance the Discipline and Student Management (SM) System:

  - Provide training to ensure the SM Form is consistently used as a constructive tool for reflection and accountability, reinforcing trust among students and teachers.

- Recognition and Rewards:

  - Implement recognition systems that celebrate students demonstrating exemplary citizenship values, encouraging others to follow their lead.

- Regular Feedback and Monitoring

# PAT Results

## Grade 6 PAT Results By Number Enrolled

| | MAC Islamic School - Calgary C | | | | | Measure Evaluation | | | Alberta | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2020 | 2021 | 2022 | 2023 | 2024 | Achievement | Improvement | Overall | 2020 | 2021 | 2022 | 2023 | 2024 |
| N | n/a | n/a | 12 | 16 | 24 | n/a | n/a | n/a | n/a | n/a | 56,482 | 57,655 | 60,804 |
| Acceptable Standard % | n/a | n/a | 66.7 | 68.8 | 87.5 | Very High | Improved | Excellent | n/a | n/a | 67.8 | 66.2 | 68.5 |
| Standard of Excellence % | n/a | n/a | 8.3 | 12.5 | 33.3 | Very High | Improved | Excellent | n/a | n/a | 20.1 | 18.0 | 19.8 |

## Grade 9 PAT Results By Number Enrolled

| | MAC Islamic School - Calgary C | | | | | Measure Evaluation | | | Alberta | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2020 | 2021 | 2022 | 2023 | 2024 | Achievement | Improvement | Overall | 2020 | 2021 | 2022 | 2023 | 2024 |
| N | n/a | n/a | n/a | 11 | 20 | n/a | n/a | n/a | n/a | n/a | 53,039 | 57,925 | 60,682 |
| Acceptable Standard % | n/a | n/a | n/a | 88.6 | 71.3 | Intermediate | Declined | Issue | n/a | n/a | 62.9 | 62.6 | 62.5 |
| Standard of Excellence % | n/a | n/a | n/a | 11.4 | 15.0 | Intermediate | Maintained | Acceptable | n/a | n/a | 16.8 | 15.5 | 15.4 |

## PAT Results Course By Course Summary

| Course | Measure | MAC Islamic School - Calgary C | | | | | | | Alberta | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Achievement | Improvement | Overall | 2024 | | Prev 3 Year Average | | 2024 | | Prev 3 Year Average | |
| | | | | | N | % | N | % | N | % | N | % |
| French Language Arts 6 année | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,870 | 69.9 | 3,131 | 77.6 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,870 | 9.3 | 3,131 | 12.5 |
| Français 6 année | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 504 | 80.4 | 578 | 78.9 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 504 | 18.5 | 578 | 19.4 |
| Science 6 | Acceptable Standard | Intermediate | Maintained | Acceptable | 24 | 83.3 | 16 | 75.0 | 53,806 | 68.8 | 54,859 | 66.7 |
| | Standard of Excellence | Very High | Improved Significantly | Excellent | 24 | 50.0 | 16 | 18.8 | 53,806 | 24.8 | 54,859 | 21.8 |
| Social Studies 6 | Acceptable Standard | Very High | Improved | Excellent | 24 | 87.5 | 16 | 68.8 | 60,804 | 68.5 | 57,655 | 66.2 |
| | Standard of Excellence | Very High | Improved | Excellent | 24 | 33.3 | 16 | 12.5 | 60,804 | 19.8 | 57,655 | 18.0 |
| English Language Arts 9 | Acceptable Standard | Intermediate | Declined | Issue | 20 | 80.0 | 11 | 100.0 | 59,096 | 69.5 | 56,255 | 71.4 |
| | Standard of Excellence | High | Maintained | Good | 20 | 20.0 | 11 | 9.1 | 59,096 | 11.8 | 56,255 | 13.4 |
| K&E English Language Arts 9 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,465 | 49.6 | 1,254 | 50.2 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,465 | 5.6 | 1,254 | 5.7 |
| French Language Arts 9 année | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 3,308 | 76.6 | 3,215 | 76.1 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 3,308 | 10.6 | 3,215 | 10.9 |
| Français 9 année | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 615 | 83.1 | 575 | 81.6 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 615 | 19.7 | 575 | 22.3 |
| Mathematics 9 | Acceptable Standard | Low | Maintained | Issue | 20 | 60.0 | 11 | 63.6 | 58,577 | 52.7 | 55,447 | 54.4 |
| | Standard of Excellence | Intermediate | Maintained | Acceptable | 20 | 15.0 | 11 | 18.2 | 58,577 | 14.0 | 55,447 | 13.5 |
| K&E Mathematics 9 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,967 | 52.2 | 1,815 | 52.7 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,967 | 9.9 | 1,815 | 11.3 |
| Science 9 | Acceptable Standard | Intermediate | Declined | Issue | 20 | 65.0 | 11 | 90.9 | 59,072 | 67.6 | 56,311 | 66.3 |
| | Standard of Excellence | Intermediate | Maintained | Acceptable | 20 | 10.0 | 11 | 9.1 | 59,072 | 20.8 | 56,311 | 20.1 |
| K&E Science 9 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,411 | 52.3 | 1,197 | 52.9 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,411 | 8.9 | 1,197 | 10.9 |
| Social Studies 9 | Acceptable Standard | Very High | Declined | Good | 20 | 80.0 | 11 | 100.0 | 59,125 | 60.5 | 56,309 | 58.4 |
| | Standard of Excellence | Intermediate | Maintained | Acceptable | 20 | 15.0 | 11 | 9.1 | 59,125 | 15.8 | 56,309 | 15.9 |

## Essential Findings:

**Grade 6**:
- In 2024, 87.5% of students achieved the Acceptable Standard, and 33.3% achieved the Standard of Excellence, reflecting significant improvements from 2023 (68.8% and 12.5%, respectively).
- Science 6 showed growth, with 83.3% achieving Acceptable Standards, surpassing Alberta's 2024 average of 68.8%. In 2024, 50% of the students achieved the Standard of Excellence, a notable increase from the three-year average of 18.8% and well above Alberta's 24.8%.
- Social Studies 6 improved (87.5%) at Acceptable Standards (Alberta average: 68.5%) and 33.3% at the Standard of Excellence (Alberta average: 19.8%).

**Grade 9**:
- In 2024, 71.3% of students achieved the Acceptable Standard, and 15% achieved the Standard of Excellence, compared to Alberta's averages of 67.6% and 20.8%, respectively.
- The Acceptable Standard for Science 9 (65.5%) declined compared to the previous three-year average (90.9%) and fell slightly below Alberta's average (67.6%). The Standard of Excellence (10%) was maintained but well below Alberta's average (20.8%).
- Social Studies 9 saw 80% of students achieving Acceptable Standards (Alberta average: 60.5%), a decline from 100% in previous years. The Standard of Excellence (15%) was maintained, aligning closely with Alberta's 15.8%.
- Mathematics 9 remained consistent at 60% Acceptable Standards, above Alberta's 52.7% but below the previous three-year average (63.6%). The Standard of Excellence (15%) was steady and above Alberta's 14.0%.
- English Language Arts 9 saw declines in Acceptable Standards, falling to 80% from 100% in 2023, though still exceeding Alberta's 69.5%. The Standard of Excellence (20%) improved from 9.1% in 2023, outperforming Alberta's average (11.8%).

## Comments:

- Field testing in Mathematics 6 and English Language Arts 6 provided Grade 6 students valuable practice in the newly developed K-6 curriculum, potentially contributing to improved results in 2024.
- Grade 9's Standard of Excellence for Science, Social Studies, and English Language Arts was higher in 2023. This is attributed to the smaller class size (11 students), which could have allowed for more focused individualized attention, differentiation, tailored feedback, and parental engagement.
- While Grade 6 showed significant gains across subjects, Grade 9 saw noticeable declines in Acceptable Standards for Science, English Language Arts, and Social Studies, raising concerns about instructional gaps and pacing.

**Successful Initiatives:**

- Field testing, practice exams, and study guides have helped prepare students for the PAT framework.
- Writing clinics effectively supported literacy development, particularly for the Standard of Excellence.
- PAT information nights successfully engaged parents, fostering collaborative support for students.
- One math block was added last year
- Grade 6 did their PATs on paper
- Grade 9 did ELA and science on paper
- grade 9 did Math digitally

## Strategies:

- Introduce an Intensive Program explicitly designed to help students with limited fluency in literacy or numeracy.
- Focus on improving teachers' PAT awareness and readiness, including workshops, administrative follow-ups, and the introduction of pacing charts to ensure all content is adequately covered.
- Provide additional support for English Language Arts to rebuild fluency and comprehension, particularly at the Acceptable Standard level.
- Continue proven practices like preparatory sessions, writing clinics, and parental engagement while enhancing teacher collaboration to address subject-specific challenges.
- Strengthen curriculum outcomes across all grade levels, starting in earlier grades, to build essential skills and concepts in literacy, numeracy, and critical thinking. This ensures students are well-prepared for success in grades 6 and 9.
- Engage Grade 9 subject teachers in collaborative reviews of Reporting Categories, Topics, poorly addressed concepts, and Item Descriptions for Science, Social Studies, and English Language Arts, focusing on areas where Acceptable Standards declined.
- Facilitate workshops and planning sessions to address identified gaps in knowledge and skills and align instructional strategies with PAT expectations to improve outcomes.

# EAL PAT Results

## EAL PAT Results: Overall Summary:

| Assurance Domain | Measure | MAC Islamic School - Calgary C (EAL) | | | Alberta (EAL) | | | Measure Evaluation | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Current Result | Prev Year Result | Prev 3 Year Average | Current Result | Prev Year Result | Prev 3 Year Average | Achievement | Improvement | Overall |
| Student Growth and Achievement | Student Learning Engagement | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| | Citizenship | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| | 3-year High School Completion | n/a | n/a | n/a | 72.0 | 72.8 | 76.7 | n/a | n/a | n/a |
| | 5-year High School Completion | n/a | n/a | n/a | 88.1 | 88.7 | 87.2 | n/a | n/a | n/a |
| | PAT6: Acceptable | 88.9 | 61.5 | 61.5 | 64.6 | 65.4 | 65.4 | Very High | Improved | Excellent |
| | PAT6: Excellence | 44.4 | 15.4 | 15.4 | 16.5 | 15.7 | 15.7 | Very High | Improved | Excellent |
| | PAT9: Acceptable | 59.4 | 89.3 | 89.3 | 52.7 | 55.3 | 55.3 | Very Low | Declined | Concern |
| | PAT9: Excellence | 18.8 | 14.3 | 14.3 | 10.1 | 11.0 | 11.0 | High | Maintained | Good |

## Grade 6 EAL PAT Results:

| | MAC Islamic School - Calgary C (EAL) | | | | | Measure Evaluation | | | Alberta (EAL) | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2020 | 2021 | 2022 | 2023 | 2024 | Achievement | Improvement | Overall | 2020 | 2021 | 2022 | 2023 | 2024 |
| N | n/a | n/a | 11 | 13 | 18 | n/a | n/a | n/a | n/a | n/a | 9,378 | 10,098 | 11,278 |
| Acceptable Standard % | n/a | n/a | 63.6 | 61.5 | 88.9 | Very High | Improved | Excellent | n/a | n/a | 68.4 | 65.4 | 64.6 |
| Standard of Excellence % | n/a | n/a | 9.1 | 15.4 | 44.4 | Very High | Improved | Excellent | n/a | n/a | 17.9 | 15.7 | 16.5 |

## Grade 9 EAL PAT Results:

| | MAC Islamic School - Calgary C (EAL) | | | | | Measure Evaluation | | | Alberta (EAL) | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2020 | 2021 | 2022 | 2023 | 2024 | Achievement | Improvement | Overall | 2020 | 2021 | 2022 | 2023 | 2024 |
| N | n/a | n/a | n/a | 7 | 8 | n/a | n/a | n/a | n/a | n/a | 6,575 | 7,162 | 7,405 |
| Acceptable Standard % | n/a | n/a | n/a | 89.3 | 59.4 | Very Low | Declined | Concern | n/a | n/a | 54.8 | 55.3 | 52.7 |
| Standard of Excellence % | n/a | n/a | n/a | 14.3 | 18.8 | High | Maintained | Good | n/a | n/a | 11.3 | 11.0 | 10.1 |

## EAL PAT Results Course By Course Summary:

| | MAC Islamic School Calgary | | Alberta | |
|---|---|---|---|---|
| | Acceptable Standard | Standard of Excellence | Acceptable Standard | Standard of Excellence |
| Science 6 | 83.3% | 50% | 68.6% | 24.8% |
| Science 6 EAL | 83.3% | 50% | 63.8% | 18.4% |
| Social Studies 6 | 87.5% | 33.3% | 68.5% | 19.8% |
| Social Studies 6 EAL | 88.9% | 44.4% | 64.4% | 16.5% |

| | MAC Islamic School Calgary | | Alberta | |
|---|---|---|---|---|
| | Acceptable Standard | Standard of Excellence | Acceptable Standard | Standard of Excellence |
| Social Studies 9 | 87.5% | 33.3% | 68.5% | 19.8% |
| Social Studies 9 EAL | 75.5% | 12.5% | 49.4% | 9.6% |
| ELA 9 | 80.0% | 20.0% | 69.5% | 11.8% |
| ELA 9 EAL | 62.5% | 25.0% | 56.9% | 5.4% |
| Science 9 | 65% | 10.0% | 67.6 | 20.8 |
| Science 9 EAL | 50.0% | 12.5% | 57.7% | 14.2% |
| Mathematics 9 | 60.0% | 15.0% | 52.7% | 14.0% |
| Mathematics 9 EAL | 50.0% | 25.0% | 46.7% | 11.5% |

## Essential Findings:

### Grade 6 EAL Students

### Science 6:

83.3% achieved the Acceptable Standard, which is equal to the school's overall performance and surpasses the provincial EAL average of 63.8%.

50.0% achieved the Standard of Excellence, equal to the school's overall performance and exceeded the provincial EAL average of 18.4%.

### Social Studies 6:

88.9% achieved the Acceptable Standard, slightly outperforming the school's overall performance of 87.5% and the provincial Social Studies EAL average of 64.6%.

44.4% achieved the Standard of Excellence, outperforming the school's overall result of 33.3% and the provincial EAL average of 16.5%.

### Grade 9 EAL Students

### English Language Arts 9:

62.5% achieved the Acceptable Standard, lower than the school's overall result of 80.0% but above the provincial EAL average of 56.9%.

25.0% achieved the Standard of Excellence, higher than the school's overall result of 20.0% and far exceeding the provincial EAL average of 5.4%.

**Science 9**:

50.0% achieved the Acceptable Standard, lower than the school's overall result of 65.5% and below the provincial EAL average of 57.7%.

12.5% achieved the Standard of Excellence, slightly above the provincial EAL average of 14.2% but below the school's overall result of 10.0%.

**Social Studies 9**:

75.0% achieved the Acceptable Standard, below the school's overall result of 80.0% but significantly above the provincial EAL average of 49.4%.

12.5% achieved the Standard of Excellence, lower than the school's overall result of 15.0% but slightly above the provincial EAL average of 9.6%.

**Mathematics 9**:

50.0% achieved the Acceptable Standard, lower than the school's overall result of 60.0% but above the provincial EAL average of 46.7%.

25.0% achieved the Standard of Excellence, significantly outperforming the school's overall result of 15.0% and the provincial EAL average of 11.5%.

## Comments:

Grade 6 EAL Students consistently matched or exceeded the performance of the school's overall population and significantly outperformed the provincial EAL averages. This highlights the success of foundational support and strong early-grade teaching strategies.

**Concerns**

Grade 9 EAL Students underperformed compared to the school's general student population in most subjects, particularly in the Acceptable Standard for Science and English Language Arts. This suggests challenges in maintaining consistent progress as students move from lower grades (Grade 6) to higher grades (Grade 9) and meeting expectations in higher grades as the academic expectations and learning outcomes in higher grades become more demanding.

The gap between EAL and the general population's results for the Acceptable Standard widened in Grade 9, with EAL students trailing behind in Science, Social Studies, and

Mathematics. This trend suggests instructional or transitional gaps that need to be addressed.

## Strategies:

**Grade 9 Focus**:

- Launch intensive remedial programs for Science and Mathematics to close gaps in foundational skills for EAL students.
- Organize targeted Science and Social Studies workshops to enhance content comprehension and alignment with PAT expectations.
- Provide professional development on differentiated instruction strategies to support diverse learning needs within EAL and general populations.
- Use pacing guides and data-driven insights to ensure consistent coverage of PAT-related content across subjects.
- Incorporate frequent testing and regular feedback loops to identify and address performance gaps in real time.
- Conduct workshops to help families reinforce literacy and numeracy skills at home, particularly for EAL students in Grade 9.
- Continue writing clinics, preparatory exams, and additional instructional blocks, ensuring consistent application across grades.

# 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 |
|---|---|---|---|---|---|---|
| **Literacy** | | | | | | |
| **Grade 1** | LeNS | 28 | 5 | 3 | 4 | 2 |
| | CC3 | 28 | 4 | 3 | 7 | 4 |
| **Grade 2** | LeNS | 28 | 8 | 1 | 5 | 3 |
| | CC3 | 29 | 2 | 1 | 5 | 3 |
| **Grade 3** | CC3 | 25 | 1 | N/A | 6 | N/A |
| **Numeracy** | | | | | | |
| **Grade 1** | Alberta Numeracy Screening | 28 | 7 | 2 | 3 | 2 |
| **Grade 2** | Alberta Numeracy Screening | 28 | 0 | 0 | N/A | N/A |
| **Grade 3** | Alberta Numeracy Screening | 24 | 0 | 0 | N/A | N/A |

The results have improved significantly, especially in literacy, compared to the previous year. This shows that our support strategies have been effective. This year, we have implemented even more support strategies to help bridge the gap for at-risk students.

Some factors that led to this improvement are effective use of EAs in the classroom, exposure to a variety of texts at the level of each student, and teachers completing the "Right to Read" course. The Right to Read course provided effective literacy assessment and intervention strategies for at-risk students.

# Support Strategies

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

| Literacy | Numeracy |
|---|---|
| <ul><li>Intensive Program for students identified as at-risk</li><li>Guided reading</li><li>Leveled books on Raz Kids,</li><li>"Right-to-Read" program for student assessment and intervention</li><li>Reading one-on-one with EAs,</li><li>Emphasis on academic subject-area vocabulary</li><li>Word walls</li><li>Spelling practice and tests</li><li>Phonics workbooks.</li></ul> | <ul><li>Intensive Program for students identified as at-risk</li><li>Model and practice with manipulatives</li><li>Incorporating visual representation, number lines, numbers and place value charts posted on walls</li><li>Working one-on-one with EAs, and ongoing formative assessments.</li></ul> |

**Intensive Program:**

We implemented a new support program this year: the Intensive Program. This Program is meant for students with foundational gaps in their learning to receive focused support in either literacy or numeracy. Students receive targeted support in small groups or through one-on-one sessions with a teacher to help them develop the skills needed to reach grade-level proficiency.

## Other Measures to Assess Literacy:

**Fountas and Pinnell Reading Assessments Results**

| Grade | At or Above Grade Level | Below Grade Level |
|---|---|---|
| KG | 55% | 45% |
| Grade 1 | 54% | 46% |
| Grade 2 | 43% | 57% |

| Grade 3 | 40% | 60% |
|---------|-----|-----|
| Grade 4 | 48% | 52% |
| Grade 5 | 26% | 74% |
| Grade 6 | 25% | 75% |

There is a notable percentage of students reading below grade level. This shows that there is significant room for growth in this area, across grade levels. We have shown improvement with our kindergarten and grade 1 class, in which the majority of students are now reading above grade level.

One important factor to consider is that we have been using the Fountas and Pinnell Text Level gradient as a reference to determine grade level reading. We believe this standard may need to be reconsidered in light of the expectations of the new ELAL curriculum for grades K-6.

## 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:
- Extra support through the Intensive Program
- Reading one-on-one with EAs
- Providing more options of books to read through our new Learning Commons
- 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.

Enroll EAs in the Right to Read: Literacy Essentials for Educational Assistants course

# 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 | | | | | | | | | | Measure Evaluation | | | Alberta | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2020 | | 2021 | | 2022 | | 2023 | | 2024 | | Achievement | Improvement | Overall | 2020 | | 2021 | | 2022 | | 2023 | | 2024 | |
| | N | % | N | % | N | % | N | % | N | % | | | | N | % | N | % | N | % | N | % | N | % |
| Overall | 33 | 97.0 | 60 | 93.7 | 10 | 62.7 | 121 | 89.6 | 153 | 84.7 | Intermediate | Improved | Good | 264,623 | 90.3 | 230,814 | 89.6 | 249,532 | 89.0 | 257,584 | 88.1 | 265,643 | 87.6 |
| Parent | 3 | * | 13 | 94.9 | 10 | 62.7 | 20 | 84.2 | 18 | 76.9 | Intermediate | Maintained | Acceptable | 36,907 | 86.7 | 31,024 | 86.7 | 31,728 | 86.1 | 31,890 | 84.4 | 33,250 | 83.8 |
| Student | 25 | 96.0 | 41 | 94.7 | n/a | n/a | 90 | 87.6 | 126 | 81.0 | Very Low | Declined | Concern | 193,763 | 87.8 | 169,589 | 86.3 | 186,834 | 85.9 | 193,343 | 85.7 | 200,322 | 84.9 |
| Teacher | 8 | 97.9 | 6 | 91.7 | n/a | n/a | 11 | 97.0 | 9 | 96.2 | High | Maintained | Good | 33,953 | 96.4 | 30,201 | 95.7 | 30,970 | 95.0 | 32,351 | 94.4 | 32,071 | 93.9 |

## Essential Findings:

Our overall achievement is rated as Intermediate, with an overall evaluation of Good. While student satisfaction slightly declined, the satisfaction rate remains above 80%.
- Parent satisfaction declined from 84% last year to 77%.
- Student satisfaction with the quality of education declined from 88% to 81%.
  - Elementary students (grades 4-6) reported relatively high satisfaction with the quality of education: 90% of them are satisfied with it.
  - Junior high students reported a lower satisfaction rate this year. It decreased from 82% last year to 72%.
    - The percentage of junior high students who feel that their schoolwork is interesting and challenging remained relatively close to the previous year's results (52% and 81%, respectively).
    - 67% of junior high students feel that the core subjects are useful to them – a significant drop from the previous year.
- Teacher satisfaction with the quality of education at our school has remained the same, at 96%, which is higher than the provincial average.

## Comments:

**Parents:**

The low number of respondents makes it challenging to gauge the actual satisfaction rate of parents at our school. We have made several efforts to increase parent engagement in this survey through emails and speaking to parents in person. However, we still see a very low number of parents completing the survey. Another important consideration is that a large percentage of our parents don't have enough English knowledge to do the survey. We will continue to do our best to encourage and help parents to do the survey, and we will try to implement more creative strategies to increase the number of responses.

**Students:**

Junior high students reported a lower satisfaction rate this year. This can be attributed to many factors. As a growing school, we are accepting many new students, particularly in junior high (grades 7-9). Naturally, it takes new students some time to adjust and get accustomed to the routines and expectations of a new school, which likely contributed to the satisfaction rate of junior high students.

## Strategies:

To engage parents, we have sent multiple emails and spoken to parents in person to encourage them to complete the survey. This school year, in addition to what we have done last year, we plan to do the following:

- Communicate the importance of their feedback to them. We will highlight how parent feedback directly influences school policies, improvements and student success
- Highlight specific changes made in response to past surveys to show parents their voices are heard and valued.
- Include reminders about the survey in our newsletters.

Grade 7-9 students reported being less engaged in classes, and a lower percentage of students felt that the core subjects were useful. To address this, we are implementing several strategies, including:
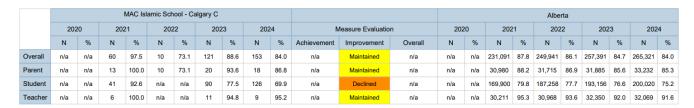
- Inviting career advisors from various universities to describe the path from junior high/high school to university and how a university education can lead to a rewarding career
- Invite professionals from various fields and disciplines to talk to students about their careers and what steps to take to pursue their respective fields.
- Teachers can 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 | | | | | | | | | | Measure Evaluation | | | Alberta | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2020 | | 2021 | | 2022 | | 2023 | | 2024 | | | | | 2020 | | 2021 | | 2022 | | 2023 | | 2024 | |
| | N | % | N | % | N | % | N | % | N | % | Achievement | Improvement | Overall | N | % | N | % | N | % | N | % | N | % |
| Overall | n/a | n/a | 60 | 97.5 | 10 | 73.1 | 121 | 88.6 | 153 | 84.0 | n/a | Maintained | n/a | n/a | n/a | 231,091 | 87.8 | 249,941 | 86.1 | 257,391 | 84.7 | 265,321 | 84.0 |
| Parent | n/a | n/a | 13 | 100.0 | 10 | 73.1 | 20 | 93.6 | 18 | 86.8 | n/a | Maintained | n/a | n/a | n/a | 30,980 | 88.2 | 31,715 | 86.9 | 31,885 | 85.6 | 33,232 | 85.3 |
| Student | n/a | n/a | 41 | 92.6 | n/a | n/a | 90 | 77.5 | 126 | 69.9 | n/a | Declined | n/a | n/a | n/a | 169,900 | 79.8 | 187,258 | 77.7 | 193,156 | 76.6 | 200,020 | 75.2 |
| Teacher | n/a | n/a | 6 | 100.0 | n/a | n/a | 11 | 94.8 | 9 | 95.2 | n/a | Maintained | n/a | n/a | n/a | 30,211 | 95.3 | 30,968 | 93.6 | 32,350 | 92.0 | 32,069 | 91.6 |

## Essential Findings

- The school's overall WCRSLE score for 2024 is 84.0%, reflecting a decline from 88.6% in 2023 but aligning with the provincial average.
- Teacher responses remain positive at 95.2%, exceeding Alberta's 91.6%, indicating a strong foundation of trust and respect among staff.
- Parent satisfaction dropped from 93.6% to 86.8% but remained slightly above Alberta's 85.3%, reflecting continued confidence in the school's efforts.
- Student perceptions declined, particularly in Grades 7-9, with overall agreement falling from 77.5% to 69.9%. Key concerns include fairness (51%), respect (51%), and peer support (48%).
- Grades 4-6 responses showed mixed trends, with decreases in fairness (63%, down from 94%) and peer care (60%, down from 81%) with a slightly higher sense of belonging (78%, compared to Alberta's 76%).

## Comments

**What Worked Well**:

- Teachers and parents continued to express high confidence in the school environment, with solid agreement on respect, care, and safety. This underscored a positive relationship between staff and the broader school community.
- The new Student Management System has shown promise in fostering accountability and building good work habits. Teachers have begun integrating this system effectively, offering structure and support for students.
- The Tarbiya Framework remains critical in shaping school culture and promoting care and respect across grades.
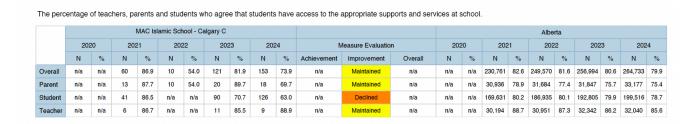
**Areas for Improvement**:

- Student Perceptions: Students in grades 7-9 reported declines in fairness and respect, suggesting challenges in maintaining consistency and strong relationships. Similar drops in fairness and peer care for younger grades highlight the need for closer relationship-building and improved classroom dynamics.
- Teacher Turnover: Staff changes due to personal circumstances created instability, disrupting routines and affecting students' sense of security and belonging.
- Teacher Growth: Some teachers, particularly those newer to the school, continue refining their classroom management practices and relationship-building strategies. The school provides targeted orientation and professional development to ensure consistency and strengthen students' perceptions of fairness and care.
- Transition Challenges: Introducing the new Student Management System caused confusion and was perceived as punitive by some students. This adjustment period may have contributed to feelings of unfairness and resentment.

**Strategies**

- Provide professional development focusing on relationship-building, empathy, and classroom management to help teachers connect better with students.
- Encourage teachers to prioritize student engagement and actively listen to their concerns to foster trust and respect.
- Expand reward systems for good behavior, emphasizing the Tarbiya values of care, respect, and collaboration. Publicly recognize students who embody these values through assemblies or newsletters.
- Optimize the Student Management System and communicate its purpose to students and parents, framing it as a collaborative tool for growth rather than a punitive measure.
- Provide ongoing training for teachers to ensure consistent and constructive use.
- Teach skills such as empathy, communication, and conflict resolution.
- Partner with programs like WEP to support student self-regulation and emotional well-being.

# 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 | | | | | | | | | | | | Measure Evaluation | | | Alberta | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2020 | | 2021 | | 2022 | | 2023 | | 2024 | | | | | 2020 | | 2021 | | 2022 | | 2023 | | 2024 | |
| | N | % | N | % | N | % | N | % | N | % | Achievement | Improvement | Overall | N | % | N | % | N | % | N | % | N | % |
| Overall | n/a | n/a | 60 | 86.9 | 10 | 54.0 | 121 | 81.9 | 153 | 73.9 | n/a | Maintained | n/a | n/a | n/a | 230,761 | 82.6 | 249,570 | 81.6 | 256,994 | 80.6 | 264,733 | 79.9 |
| Parent | n/a | n/a | 13 | 87.7 | 10 | 54.0 | 20 | 89.7 | 18 | 69.7 | n/a | Maintained | n/a | n/a | n/a | 30,936 | 78.9 | 31,684 | 77.4 | 31,847 | 75.7 | 33,177 | 75.4 |
| Student | n/a | n/a | 41 | 86.5 | n/a | n/a | 90 | 70.7 | 126 | 63.0 | n/a | Declined | n/a | n/a | n/a | 169,631 | 80.2 | 186,935 | 80.1 | 192,805 | 79.9 | 199,516 | 78.7 |
| Teacher | n/a | n/a | 6 | 86.7 | n/a | n/a | 11 | 85.5 | 9 | 88.9 | n/a | Maintained | n/a | n/a | n/a | 30,194 | 88.7 | 30,951 | 87.3 | 32,342 | 86.2 | 32,040 | 85.6 |

## Essential Findings

- The school's overall Access to Supports and Services score declined from 81.9% in 2023 to 73.9% in 2024, falling below the provincial average of 79.9%.
- Parent satisfaction dropped from 89.7% to 69.7%, a notable decrease but still within the ballpark of Alberta's 75.4%.
- Student responses declined to 63.0% from 70.7%, with Grades 7-9 reporting the lowest satisfaction at 57.9%, compared to the provincial average of 77.3%.
- Grades 4-6 students showed improvement, with satisfaction rising from 63.9% to 68.2%, though still below the provincial average of 79.8%.
- Teacher satisfaction with Access to Supports remains strong at 88.9%, surpassing Alberta's average of 86.6%, though satisfaction with non-academic supports declines.

**Noteworthy Responses:**

**Parents**:

- 72% agreed that appropriate support and services are available for students.
- 67% affirmed that students can easily access programs and services at school.
- 61% agreed that support for non-academic problems is available, showing the most significant drop from 77% in 2023.

**Students Grades 4-6**:

- 51% affirmed that help for non-academic problems is available, while 25% were unsure.
- 76% found it easy to seek assistance with schoolwork, slightly below the previous year.
- 85% acknowledged the availability of teachers for support when needed.

**Students Grades 7-9**:

- 49% affirmed the availability of help for non-academic problems, and only 60% felt that teachers are available to help when needed, reflecting a significant decline from the previous year.
- 64% reported finding it easy to seek help with schoolwork, down from 89% in 2023.

## Comments:

**What Worked Well:**

- Teachers continue to express confidence in the availability of support systems, particularly for academic needs, as reflected in their strong satisfaction rate of 88.9%.
- Positive outcomes in Grades 4-6 indicate that targeted programs and improvements in relationship-building contributed to better perceptions in this group.

**Areas for Improvement:**

- The significant drop in satisfaction among Grades 7-9 and parents suggests unmet expectations regarding non-academic supports and overall accessibility.
- Lower satisfaction in non-academic areas, such as emotional, social, and behavioral supports, highlights a gap in addressing students' broader well-being.
- Transition challenges, including the adjustment to the Student Management System, may have contributed to a perception of limited support, particularly among new students and those in older grades.

## Strategies:

- Implement a targeted program to address non-academic challenges for Grades 7-9, focusing on emotional regulation, peer relationships, time management, and stress management.
- Increase students' involvement in running the school through initiatives like the Prefect System and Student Council. These roles will empower students to take on leadership responsibilities, strengthen their connection to the school community, and build a sense of ownership and belonging.
- Provide clear updates to parents about available support systems and share success stories to boost confidence and morale in the school's efforts.
- Refine the Student Management System to ensure it is used consistently as a supportive tool for growth and accountability. Communicate its purpose effectively to students and parents.
- Offer professional development for teachers focused on identifying and addressing non-academic needs, such as emotional support and social challenges, to better equip them in supporting students holistically.
- Expand partnerships with third-party providers like WEP and Providence to offer additional academic and non-academic support resources, ensuring all students can get the help they need.

## EAL Student Supports:

Strategies that we implemented last year and are continuing with this year include:

- Implementing assessment and intervention strategies learned through the "Right to Read" course
- Effective use of EAs in grades K-4
- 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:**

- Implementation of the Intensive Program to support grade 1-9 students with fundamental gaps in literacy or numeracy
  - This includes an emphasis on fundamental skills such as phonics, phonological awareness, and vocabulary
- Effective use of our new Learning Commons
- Use of structured language arts course material across grades, aligned with the new K-6 curriculum
  - This includes a focus on spelling, grammar, high quality writing, vocabulary and oral language

# Governance

## Parental Involvement

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

| | MAC Islamic School - Calgary C | | | | | | | | | | Measure Evaluation | | | Alberta | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2020 | | 2021 | | 2022 | | 2023 | | 2024 | | Achievement | Improvement | Overall | 2020 | | 2021 | | 2022 | | 2023 | | 2024 | |
| | N | % | N | % | N | % | N | % | N | % | | | | N | % | N | % | N | % | N | % | N | % |
| Overall | 8 | 77.1 | 19 | 95.1 | 10 | 64.0 | 31 | 85.8 | 27 | 81.1 | High | Maintained | Good | 70,377 | 81.8 | 60,919 | 79.5 | 62,412 | 78.8 | 63,935 | 79.1 | 64,949 | 79.5 |
| Parent | 3 | * | 13 | 90.2 | 10 | 64.0 | 20 | 77.3 | 18 | 78.8 | Very High | Maintained | Excellent | 36,556 | 73.9 | 30,886 | 72.2 | 31,598 | 72.3 | 31,720 | 72.5 | 33,070 | 74.4 |
| Teacher | 8 | 77.1 | 6 | 100.0 | n/a | n/a | 11 | 94.3 | 9 | 83.3 | Low | Maintained | Issue | 33,821 | 89.6 | 30,033 | 86.8 | 30,814 | 85.2 | 32,215 | 85.7 | 31,879 | 84.6 |

## Essential Findings:

- Overall satisfaction with parental involvement declined to 81.1% in 2024 from 85.8% in 2023, but it remains above the provincial average of 79.5%.
- Parent satisfaction increased to 78.8%, up from 77.3% in 2023, and exceeds Alberta's average of 74.4%.
- Teacher satisfaction dropped from 94.3% to 83.3%, slightly below the provincial average of 84.6%.

## Comments:

High parent satisfaction reflects the school's strong communication and involvement efforts. However, the drop in teacher satisfaction highlights the need for a more balanced approach to collaborative decision-making.

## Strategies:

- Share updates with parents and teachers on how their feedback influences decision-making to build trust and transparency.
- Use phone calls and face-to-face meetings more often, as they are more effective than emails.
- Strengthen the Parent Advisory Council's role to better represent parents in school decisions.
- Enhance Parent-Teacher Conferences and advisory meetings to improve collaboration and engagement.
- Communicate the purpose of surveys clearly and show how results impact decisions.
- Provide more opportunities for parents to volunteer, support extracurricular activities, and participate in events.
- Ensure timely and clear communication through multiple channels and meet with parents of at-risk students when necessary.

# Supplemental Alberta Education Assurance Measures

## In-Service Jurisdiction Needs

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 - Calgary C | | | | | | | | | | Measure Evaluation | | | Alberta | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2020 | | 2021 | | 2022 | | 2023 | | 2024 | | | | | 2020 | | 2021 | | 2022 | | 2023 | | 2024 | |
| | N | % | N | % | N | % | N | % | N | % | Achievement | Improvement | Overall | N | % | N | % | N | % | N | % | N | % |
| Overall | n/a | n/a | n/a | n/a | n/a | n/a | 11 | 100.0 | 9 | 92.3 | Very High | Maintained | Excellent | 33,766 | 85.0 | 29,619 | 84.9 | 30,280 | 83.7 | 31,648 | 82.2 | 31,298 | 81.1 |
| Teacher | 5 | * | 5 | * | n/a | n/a | 11 | 100.0 | 9 | 92.3 | Very High | Maintained | Excellent | 33,766 | 85.0 | 29,619 | 84.9 | 30,280 | 83.7 | 31,648 | 82.2 | 31,298 | 81.1 |

## Essential Findings:

Teachers reported being satisfied with the professional development opportunities provided by the school. Although there was a slight decrease from the previous year (100% to 92%), we are still well above the provincial average in this area.

## Comments:

Teachers benefit from professional development opportunities, and this has shown in our school's overall performance in the past year. We will continue to strive to provide the best possible experience to teachers so that they can effectively support and engage their students in the learning process.

## Strategies:

- Share specific professional learning opportunities with teachers based on their individual needs.
- Encourage teachers to seek out professional learning opportunities that they feel will benefit them most.
- Provide all teachers with a professional development fund to use on PD opportunities that align with their needs.
- Follow up and work with teachers on achieving their goals from their annual growth plans.

# Lifelong Learning

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

| | MAC Islamic School - Calgary C | | | | | | | | | | Measure Evaluation | | | Alberta | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2020 | | 2021 | | 2022 | | 2023 | | 2024 | | Achievement | Improvement | Overall | 2020 | | 2021 | | 2022 | | 2023 | | 2024 | |
| | N | % | N | % | N | % | N | % | N | % | | | | N | % | N | % | N | % | N | % | N | % |
| Overall | 8 | 63.6 | 17 | 100.0 | 8 | 72.7 | 31 | 84.8 | 27 | 78.8 | High | Maintained | Good | 69,182 | 72.6 | 59,478 | 82.1 | 60,822 | 81.0 | 62,032 | 80.4 | 62,712 | 79.9 |
| Parent | 3 | * | 11 | 100.0 | 8 | 72.7 | 20 | 76.7 | 18 | 66.7 | High | Maintained | Good | 35,454 | 64.6 | 29,693 | 75.3 | 30,314 | 74.6 | 30,381 | 73.4 | 31,458 | 73.3 |
| Teacher | 8 | 63.6 | 6 | 100.0 | n/a | n/a | 11 | 92.9 | 9 | 90.9 | High | Maintained | Good | 33,728 | 80.6 | 29,785 | 88.9 | 30,508 | 87.4 | 31,651 | 87.3 | 31,254 | 86.6 |

## Essential Findings:

Overall, we maintained our achievement in this area. There was a noticeable drop in parent satisfaction (from 77% to 67%)

## Comments:

Our parent and teacher satisfaction rate aligns with the provincewide average. However, we acknowledge that there is still room for growth. Five parents responded to a question about high school students. As this question is irrelevant to our context as a K-9 school, this may have negatively impacted the results.

# Program of Studies

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

| | MAC Islamic School - Calgary C | | | | | | | | | | Measure Evaluation | | | Alberta | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2020 | | 2021 | | 2022 | | 2023 | | 2024 | | Achievement | Improvement | Overall | 2020 | | 2021 | | 2022 | | 2023 | | 2024 | |
| | N | % | N | % | N | % | N | % | N | % | | | | N | % | N | % | N | % | N | % | N | % |
| Overall | 8 | 79.3 | 28 | 81.9 | 10 | 46.7 | 76 | 77.3 | 84 | 68.6 | Low | Maintained | Issue | 184,393 | 82.4 | 157,680 | 81.9 | 172,339 | 82.9 | 179,589 | 82.9 | 184,554 | 82.8 |
| Parent | 3 | * | 13 | 79.8 | 10 | 46.7 | 20 | 80.6 | 18 | 64.3 | Very Low | Maintained | Concern | 36,901 | 80.1 | 30,817 | 81.7 | 31,625 | 82.4 | 31,780 | 82.2 | 33,145 | 82.3 |
| Student | n/a | n/a | 9 | 70.7 | n/a | n/a | 45 | 64.5 | 57 | 53.3 | Very Low | Declined | Concern | 113,541 | 77.8 | 96,676 | 74.9 | 109,776 | 76.9 | 115,487 | 77.4 | 119,382 | 76.7 |
| Teacher | 8 | 79.3 | 6 | 95.2 | n/a | n/a | 11 | 87.0 | 9 | 88.1 | High | Maintained | Good | 33,951 | 89.3 | 30,187 | 89.2 | 30,938 | 89.3 | 32,322 | 89.3 | 32,027 | 89.2 |

## Essential Findings:

Overall, satisfaction in this area dropped compared to the previous year. The most noticeable drop is in parent satisfaction with the opportunity to receive a broad program of studies. We maintained a "Good" level of achievement in terms of teacher satisfaction, which was in line with the provincial score.

- A deeper look at the results shows that parents are relatively satisfied with their children's opportunities to learn another language (89% satisfaction rate).
- A relatively high percentage of parents are satisfied with opportunities for students to learn about health (78% satisfaction rate).
- Some of the questions that were asked showed that parents are dissatisfied with the lack of availability of certain subjects at our school
    - 11% parent satisfaction with opportunities for students to learn about drama
    - 14% parent satisfaction with opportunities for students to learn about music
    - 53% parent satisfaction with opportunities for students to learn about technology
- Grade 7-9 students demonstrated high satisfaction with opportunities to learn another language (84%).
- 45% of grade 7-9 students are satisfied with opportunities to learn about technology

## Comments:

- The high parent and student satisfaction with opportunities for students to learn another language shows the quality and effectiveness of our Arabic program.
- Our health program, in collaboration with partners including WEP and AISCA's ECLS program, is effective.
- Parents showed dissatisfaction with opportunities to learn about drama. Currently, our school is focusing on teaching art, with less of an emphasis on drama at this time. There is a limited amount of time that we can allocate for fine arts at our school due to the other subjects we teach, such as Arabic, Islamic Studies and Quran. However, there are strategies that we will implement to improve this.
- As for music, we do not teach music at our school for several reasons. Firstly, as an Islamic school, we have multiple areas of focus that take up a significant amount of time, which makes it difficult to add new subjects. Secondly, music is a controversial topic for Muslims, with many Muslims considering music to be impermissible. A significant percentage of parents (29%) chose the "Don't know" option for this question on the survey, most likely because they understand that music won't be taught at an Islamic school.

## Strategies:

- Drama can be incorporated into subjects, such as English language arts and literature (oral language). We will provide more opportunities for speeches and presentations in class and incorporate reader's theatre into the language arts classroom.
- We are considering starting a speech competition at school.
- Incorporate technology into instruction wherever it is beneficial and effective.

# Program of Studies - At Risk Students

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

| | MAC Islamic School - Calgary C | | | | | | | | | | Measure Evaluation | | | Alberta | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2020 | | 2021 | | 2022 | | 2023 | | 2024 | | | | | 2020 | | 2021 | | 2022 | | 2023 | | 2024 | |
| | N | % | N | % | N | % | N | % | N | % | Achievement | Improvement | Overall | N | % | N | % | N | % | N | % | N | % |
| Overall | 33 | 77.6 | 60 | 87.5 | 10 | 50.0 | 121 | 84.1 | 153 | 73.3 | Very Low | Maintained | Concern | 264,165 | 84.9 | 230,686 | 82.7 | 249,524 | 81.9 | 256,932 | 81.2 | 264,651 | 80.6 |
| Parent | 3 | * | 13 | 87.2 | 10 | 50.0 | 20 | 87.7 | 18 | 67.9 | Very Low | Maintained | Concern | 36,846 | 78.1 | 30,874 | 76.7 | 31,643 | 75.3 | 31,805 | 73.7 | 33,110 | 73.5 |
| Student | 25 | 76.0 | 41 | 86.5 | n/a | n/a | 90 | 70.7 | 126 | 63.0 | Very Low | Declined | Concern | 193,409 | 82.2 | 169,631 | 80.2 | 186,935 | 80.1 | 192,805 | 79.9 | 199,516 | 78.7 |
| Teacher | 8 | 79.2 | 6 | 88.9 | n/a | n/a | 11 | 93.9 | 9 | 88.9 | Very Low | Maintained | Concern | 33,910 | 94.4 | 30,181 | 91.2 | 30,946 | 90.3 | 32,322 | 89.9 | 32,025 | 89.5 |

## Essential Findings:

- Teachers are satisfied with the accessibility of programs for at-risk students
- There was a decline in student agreement that programs for at-risk students are accessible and timely.
- Parents are relatively satisfied with the accessibility of programs for at-risk students, which is in line with the provincial score.
- 76% of parents agree that teachers are available to help their children when needed.
- Parents of grade 4-6 students reported consistent results over the last two years
    - 88% of parents agree that teachers can help when their child needs it.
    - 78% of parents agree that their child can easily access programs and services at school to get help with school work.
    - 78% agree that their child can get help at school with problems unrelated to school work.
- Parents of grade 7-9 students showed much less satisfaction with support for at-risk students compared with previous years.
    - Teachers are available to help students: Drop from 100% to 67%
    - Students can easily access programs to get help with school work: Drop from 89% to 56%
    - Students can get help at school with problems that are not related to school work: Drop from 89% to 44%
- Overall, grade 4-6 students are more satisfied this year than they were last year.
- Overall, grade 7-9 student satisfaction decreased significantly.

## Comments:

- It is important to note that the parent results are based on only 18 participants.
- Grade 4-6 students showed much more satisfaction with support available to at-risk students than grade 7-9 students.
- There is a lot of work to be done in this area. We have implemented many strategies to address these concerns this year.

## Strategies:

- Intensive Program, where students who are identified as at-risk receive targeted support in numeracy or literacy
- Homework help after school for grade 7-9 students
- Opportunities for grade 7-9 students to interact with professionals in a variety of field to get life and career advice

# Safe and Caring

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.

| | MAC Islamic School - Calgary C | | | | | | | | | | Measure Evaluation | | | Alberta | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2020 | | 2021 | | 2022 | | 2023 | | 2024 | | Achievement | Improvement | Overall | 2020 | | 2021 | | 2022 | | 2023 | | 2024 | |
| | N | % | N | % | N | % | N | % | N | % | | | | N | % | N | % | N | % | N | % | N | % |
| Overall | 33 | 91.6 | 60 | 98.1 | 10 | 75.5 | 121 | 91.0 | 153 | 85.3 | High | Maintained | Good | 264,204 | 89.4 | 230,987 | 90.0 | 249,835 | 88.8 | 257,278 | 87.5 | 265,150 | 87.1 |
| Parent | 3 | * | 13 | 100.0 | 10 | 75.5 | 20 | 95.9 | 18 | 87.8 | High | Maintained | Good | 36,899 | 90.2 | 30,969 | 90.5 | 31,707 | 89.5 | 31,879 | 88.1 | 33,225 | 88.0 |
| Student | 25 | 85.6 | 41 | 94.3 | n/a | n/a | 90 | 80.7 | 126 | 74.6 | Intermediate | Declined | Issue | 193,364 | 82.6 | 169,813 | 84.0 | 187,165 | 82.5 | 193,049 | 81.5 | 199,865 | 80.4 |
| Teacher | 8 | 97.5 | 6 | 100.0 | n/a | n/a | 11 | 96.4 | 9 | 93.3 | Intermediate | Maintained | Acceptable | 33,941 | 95.3 | 30,205 | 95.4 | 30,963 | 94.3 | 32,350 | 93.0 | 32,060 | 92.9 |

## Essential Findings:

- Overall, we maintained high achievement in this area.

There was a decline in student agreement that students are safe at school.
- Grade 4-6 students reported consistent results over the past two years
  - Grade 4-6 students reported results in line with the provincial score (77% agreement that students are safe, learning the importance of caring for others, etc.)
- Grade 7-9 students reported much less agreement that students are safe, learning the importance of caring for others, and treated fairly in school.
  - The biggest drop compared to previous years was in response to the question: "I am treated fairly by adults at my school" (73% to 44%).
  - Grade 7-9 students reported relatively high satisfaction in other areas, including safety on the way to and from school (91%), and being treated well by other students (83%)

## Comments:

The drop in satisfaction of grade 7-9 students can be attributed to multiple factors. One of them is probably the introduction of various new systems and procedures in our school last year, including a discipline system and more structured assessment.

## Strategies:

- Explain to students the importance of structured assessment. We will ensure they understand that assessment is meant to help them.
- Homework help after school for grade 7-9 students
- An increased focus on fostering effective relationships with students

# MAC Islamic School – Revenue & Expense Analysis 2023-2024

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

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

**Muslim Association of Canada Islamic School Edmonton and Muslim Association of Canada Islamic School - Calgary Chapter**

Muslim Association of Canada

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

2380 Speakman Drive, Mississauga, ON, L6C 1B4

**Mailing Address**

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

**Telephone and Fax Numbers**

### These Financial Statements and Supporting Schedules are Audited by:

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

| **Name and Address of the Audit Firm** | **Auditor's Signature** |
| --- | --- |

**PRIVATE SCHOOL MANAGEMENT'S RESPONSIBILITY FOR FINANCIAL REPORTING.**

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

presented to Alberta Education have been prepared by the private school's management which has responsibility for their preparation, integrity and objectivity. The financial statements and schedules, including notes, have been prepared in accordance with Canadian Accounting Standards for Not-For-Profit organizations and Ministerial requirements for Alberta funded private schools.

In fulfilling its reporting responsibilities, management has maintained internal control systems and procedures designed to provide reasonable assurance that the private school's assets are safeguarded, that transactions are executed in accordance with appropriate authorization and that accounting records may be relied upon to properly reflect the private school's transactions. The effectiveness of the control systems is supported by the selection and training of qualified personnel, an organizational structure that provides an appropriate division of responsibility and a strong budgetary system of control.

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

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

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

**BOARD CHAIR / PRESIDENT**

| Mourad M'hiri | Mourad M'Hiri |
| --- | --- |
| **Name** | **Signature** |

**HEAD OF SCHOOL / PRINCIPAL**

| Mariam Hashmi and Mazen Jishi | |
| --- | --- |
| **Name** | **Signature** |

**TREASURER OR SECRETARY - TREASURER**

| Hadi Moussaddy | |
| --- | --- |
| **Name** | **Signature** |

Dec. 9th, 2024
**Board-approved Release Date**

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

Alberta Government

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

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

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

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

Input "(Restated)" in 2023 column heading where not taken from the finalized 2022/2023 Audited Financial Statements.

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

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

| $489,956 |
|---|

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