



# **MAC Islamic School Calgary**

## **Annual Education Results Report**

### **AERR 2024-2025**

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

MAC Islamic School

64 12 St NE, Calgary, AB T2E 4P4

Phone: 403-454-7879

[office@macislamicschool.ca](mailto:office@macislamicschool.ca)

## Table of Contents

<b>Muslim Association of Canada (MAC)</b>	<b>3</b>
Accountability Statement	4
Foundation Statements	5
Message from the Leadership Team	6
Reflections on Last Year's Strategies	7
Building a Data Culture	9
Quran, Arabic Language, and Islamic Studies (QAIS)	10
Tarbiyah Framework	11
Islamic Events and Activities	11
Significant Days at School	11
School Community Activities	12
Contests and Challenges	12
Tarbiyah Challenge	12
<b>Participation in the Survey</b>	<b>12</b>
<b>Whistleblower Protection</b>	<b>13</b>
<b>FNMI</b>	<b>13</b>
<b>Assurance Measures Overall Summary</b>	<b>14</b>
Overall Analysis of Assurance Results	14
<b>Student Growth and Achievement</b>	<b>16</b>
Engagement	16
Essential Findings	16
Comments	18
Strategies	19
Citizenship	20
Essential Findings	20
Comments	20
Overall Trends	20
Tarbiyah and Character Development	20
Student Behavior and Accountability	21
Grade-Level Patterns	21
Positive Indicators	21
Strategies for 2025–2026	22
PAT Results	24
Essential Findings	25
Comments	26
Strategies	28
EAL PAT Results	29
Essential Findings	30
Comments	32
Strategies	32
<b>Alberta Education Literacy and Numeracy Screening Assessments</b>	<b>33</b>
Support Strategies	34

Enhanced Intensive Program:.....	34
Other Measures to Assess Literacy:.....	35
Fountas and Pinnell Reading Assessments Results.....	35
Strategies:.....	35
<b>Teaching and Leading.....</b>	<b>36</b>
Quality of Education.....	36
Essential Findings:.....	36
Comments:.....	37
Strategies:.....	37
Pilot Questions:.....	38
<b>Learning Supports.....</b>	<b>40</b>
Essential Findings.....	40
Comments.....	42
Strategies.....	44
<b>Combined Student Table – Access to Supports and Services (Top 2 Box %)......</b>	<b>46</b>
Essential Findings.....	46
Comments.....	47
Strategies.....	48
<b>Governance.....</b>	<b>50</b>
Essential Findings.....	50
Comments.....	51
Strategies.....	51
<b>Supplemental Alberta Education Assurance Measures.....</b>	<b>52</b>
In-Service Jurisdiction Needs.....	52
Essential Findings:.....	52
Comments:.....	52
Strategies:.....	52
Lifelong Learning.....	53
Essential Findings:.....	53
Comments:.....	53
Program of Studies.....	54
Essential Findings:.....	54
Comments:.....	54
Strategies:.....	55
Program of Studies - At Risk Students.....	56
Essential Findings:.....	56
Comments:.....	57
Strategies:.....	57
Safe and Caring.....	58
Essential Findings:.....	58
Comments:.....	58
Strategies:.....	58
<b>MAC Islamic School – Revenue &amp; Expense Analysis 2024-2025.....</b>	<b>59</b>

# 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 MAC Islamic School Calgary for the 2024/2025 school year was prepared under the direction of the operator and/or governing body in accordance with the responsibilities under the Private Schools Regulation and the Ministerial Grants Regulation. The operator and/or governing body 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 2024/2025 was approved by the operator and/or governing body on November 30, 2025.

---

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

## 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.

In the 2025-2026 school year, the school expanded to a new campus in the northwest quadrant of Calgary. The campus opened with Kindergarten to Grade 3 and will add one grade level each year over the coming few years.

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 in the spiritual, intellectual, moral, social, and physical domains. 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 Leadership Team

Mazen Jichi, School Director

Barento Abubaker, Academic Coordinator

# Reflections on Last Year's Strategies

## Goal 1: Enhance Experience and Instruction in Quran, Arabic, Islamic Studies (QAIS) and Tarbiya

**Intended Outcome:** Strengthen QAIS instruction and deepen Tarbiya practices to support student identity and character.

**Evaluation:** QAIS and Tarbiya remained major strengths that continued to drive high parental satisfaction. Instruction was meaningful and aligned with the school's mission. Improvements are needed in strengthening student engagement and responsibility, particularly in ensuring students take Arabic learning seriously and complete assigned work. Teacher ownership of the Tarbiya framework and consistent implementation across classrooms also require further development.

**Future Direction:** Enrich QAIS learning experiences, strengthen Tarbiya routines, and increase teacher collaboration to ensure consistent implementation and more student engagement.

## Goal 2: Implement the New Curriculum, Strengthen Assessment Practices, and Enhance Discipline

**Intended Outcome:** Support effective curriculum implementation, consistent assessment, and an orderly learning environment.

**Evaluation:** Curriculum rollout was smooth due to strong resource selection and planning. Field tests in Grades 6 and 9 improved PAT readiness. Structured assessments increased alignment, though progress monitoring, assessment design, and proctoring procedures require further strengthening. The Intensive Program supported some students, but overall needs exceeded capacity. The Student Management framework reduced disruptions but highlighted the need to improve perceptions of fairness and teacher authority.

**Future Direction:** Strengthen pacing, assessment alignment, progress monitoring, and assessment procedures. Adapt curriculum resources as needed and expand literacy and numeracy supports. Reinforce behavior expectations with clearer communication and relationship-focused strategies.

## Goal 3: Enhance Professional Development and Teacher Training

**Intended Outcome:** Increase teacher engagement in meaningful professional learning.

**Evaluation:** PD participation remained lower than expected despite budget increases. Guided opportunities like the AISCA and ISAC Conference were effective and showed the need for clearer PD pathways.

**Future Direction:** Recommend specific PD options, track participation, and bring experts for in-school training focused on curriculum, assessment, and classroom management.



## Goal 4: Enhance Student Involvement in School Operations

**Intended Outcome:** Strengthen student leadership through involvement in daily routines.

**Evaluation:** The prefect system was successfully introduced and supported school operations while developing student leadership.

**Future Direction:** Expand prefect roles across academics, logistics, and event support, offering more structured leadership opportunities.

## Goal 5: Enhance Academic Resources, Collaborative Learning, Physical Activity, and Student Well-Being

**Intended Outcome:** Improve learning spaces and promote wellness through enriched environments.

**Evaluation:** The Learning Commons became a central space for learning and collaboration. Outdoor upgrades increased student activity and engagement.

**Future Direction:** Continue developing the Learning Commons, expand collaborative areas, and introduce more wellness and physical activity initiatives.

## Goal 6: Support School Expansion and Community Engagement Efforts

**Intended Outcome:** Address enrolment demand through expansion and strengthening community connections.

**Evaluation:** The new campus successfully opened in September 2025 after considerable work on accreditation, licensing, and operational preparation. This eased some pressure on the main campus, although waitlists remain high and demand continue to exceed available space.

**Future Direction:** Continue exploring long-term expansion and relocation options to meet enrolment demand and strengthen community partnerships that support programming and future growth.

## Looking Ahead

As the school moves into the next year, efforts will focus on strengthening the consistency of structured practices, deepening curriculum implementation, and expanding supports for student learning and well-being. Continued attention will be placed on building student responsibility while enhancing alignment and communication with parents. Teacher development will remain a priority through targeted training and collaborative planning. The school will also continue advancing student leadership opportunities and exploring long-term expansion options to meet growing community demand.

## Building a Data Culture

MIS Calgary continues to strengthen a data-driven school culture that supports instructional quality, behavior monitoring, and early intervention. Now in the second year of implementing structured systems, the school has expanded its use of academic, behavioral, and attendance data to guide decisions and improve student outcomes.

Weekly teacher meetings and ongoing progress monitoring strengthened the school's ability to identify patterns in student achievement and adjust instruction accordingly. The transition from the Intensive Program to the Student Success model will allow for more structured tracking of students requiring academic intervention and clearer expectations for parental involvement.

Data from the Student Management system and attendance tracking continue to provide insight into behavior, engagement, punctuality, and broader trends affecting school culture. Student voice data, including surveys and feedback discussions, also supported efforts to understand students' experiences and refine practices.

The school remains focused on improving the quality and consistency of data collection. These efforts support MIS Calgary's commitment to evidence-informed decision-making and continuous improvement across all areas of teaching and learning.

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

## Program Overview and Enhancements

MIS Calgary's QAIS program remains a key part of the school's educational framework. It supports students' connection to values and culture, strengthens Arabic language learning, and reflects the unique societal context of the school community. The program combines structured curriculum delivery, meaningful learning experiences, and strong parent engagement.

## Key Features of the Program

### Curriculum and Instruction

The unified QAIS curriculum, designed through the Central Tarbiyah team, provides clear outcomes and integrates Islamic values across Quran, Arabic, and Islamic Studies. Teachers follow consistent themes and sequences that reinforce connections between subjects.

### Parent and Community Engagement

An online orientation early in the year allowed parents to understand curriculum expectations, ask questions, and build confidence in the program. Ongoing communication and parent feedback continue to support continuous improvement.

An online orientation early in the year introduced the curriculum and expectations to parents. Ongoing communication throughout the year continues to support clarity and responsiveness.

### Learning Tools and Enrichment

Teachers supported Arabic reading and vocabulary development through structured digital resources and practice activities. Students also engaged in enrichment opportunities including the Quran Challenge, Islamic Knowledge Contest, Arabic Reading Challenge, and the International Day of Arabic Language.

## Program Enhancements in 2025–2026

### Strengthened Coordination and Leadership

A new Arabic Lead Teacher role was introduced to improve consistency across Arabic language instruction. The Lead supports teachers with planning, monitors instructional routines, and helps maintain alignment with curriculum expectations across grades.

### Improved Instructional Practices

Regular walkthroughs and classroom support helped reinforce effective teaching, accurate Qur'an recitation, and stronger Arabic speaking and conversational skills. Teachers also provided targeted small-group support for students needing additional practice in fluency and foundational skills.

## **Enhanced Student Engagement**

Students participated in structured reading and speaking activities, recitation opportunities, performances and speeches, and grade-level contests. Theme-based events across the year encouraged students to use Arabic actively and connect Islamic knowledge to daily life at school.

## **Impact on Satisfaction**

Parent satisfaction with opportunities to learn Arabic remains strong, with an overall result of 88 percent. Parents of students in Grades 4 to 6 reported particularly high confidence in the program, increasing from 89 percent last year to 92 percent this year, reflecting the impact of improved coordination and student activities.

## **Tarbiyah Framework**

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, writ 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.

## **Islamic Events and Activities**

MIS Calgary integrates Islamic events and activities throughout the year to support student identity, strengthen school culture, and build community. Programs such as Mawlid An Nabawi, Israa wal Miraj activities, Hajj simulations, Ramadan programs, and the Quran Challenge give students meaningful opportunities to connect their learning to real-life experiences. These events help students develop character and take part in meaningful discussions and acts of kindness.

## **Significant Days at School**

Significant days are used as learning opportunities to connect students with important themes, historical events, and community values. These days often include student-led elements and give students the chance to explore topics that inspire positive change. By involving families and the broader community, significant days become shared moments of growth that promote respect, compassion, and civic responsibility.

## School Community Activities

The school offers a variety of community-building activities that bring students, families, and staff together. Clothing drives, bottle drives, bake sales, the annual book fair, guest speakers, the schoolwide science fair, and family iftars help create a welcoming and active school environment. Students are also given opportunities to volunteer and take on helpful roles during these events. Many of these activities are supported by local charities and community partners, giving students meaningful opportunities to contribute and build connections beyond the school.

## Contests and Challenges

Students participate in various contests and challenges that broaden their experiences and build skills. These include the Calgary Youth Science Fair, in-school intramural sports, University of Waterloo Mathematics and Computer Science contests, soccer tournaments, reading and essay writing contests, the in-school Quran Challenge, the Islamic Knowledge Contest, and community Quran contest. These opportunities help students apply their learning, develop confidence, and explore new interests within and beyond the school.

### Tarbiyah Challenge

The Tarbiyah Challenge, an annual highlight of our Tarbiyah Framework for grades 1-9, encourages students to actively implement their Tarbiyah values. Running from January 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, each class chooses a topic, prepares a clear presentation, and completes a hands-on project that benefits the school, the neighborhood, or the wider community.

Past initiatives have included fundraising for care packages, neighborhood cleanups, raising awareness about Indigenous water advisories, and other impactful projects. Through the Tarbiyah Challenge, students demonstrate empathy, responsibility, and service in action.

## Participation in the Survey

Student and teacher participation stayed high again this year, with almost everyone completing the survey either at school or at home. Parent participation doubled because we were able to send the access codes directly to families. In the past, when Alberta Education mailed the codes to parents, the response rate was usually lower.

To keep improving our parent participation, we will:

- Work with the Parent Advisory Council (PAC) to spread the word about the survey.
- Remind parents through phone calls, quick conversations, and emails.
- Send a few extra email reminders before the deadline.
- Invite parents to bring their access codes to the school and complete the survey here.
- Set up a small Survey Help Desk during drop-off and pickup.
- Use students' physical agendas to send short written reminders to parents.
- Use ClassDojo to reach parents and explain why the survey matters.

These steps should help more parents take part and give us a better picture 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 2024-2025 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 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 honor and celebrate Indigenous ways of knowing.

# Assurance Measures Overall Summary

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

School: 2178 MAC Islamic School - Calgary Chapter

Assurance Domain	Measure	MAC Islamic School - Calgary C			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	<a href="#">Student Learning Engagement</a>	77.0	84.6	81.6	83.9	83.7	84.4	Very Low	Maintained	Concern
	<a href="#">Citizenship</a>	78.3	84.1	79.7	79.8	79.4	80.4	High	Maintained	Good
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	<a href="#">PAT9: Acceptable</a>	83.9	71.3	79.9	62.5	62.5	62.6	Very High	Maintained	Excellent
	<a href="#">PAT9: Excellence</a>	12.5	15.0	13.2	15.6	15.4	15.5	Low	Maintained	Issue
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	82.0	81.5	80.9	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	23.0	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	80.5	84.7	79.0	87.7	87.6	88.2	Very Low	Maintained	Concern
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	79.8	84.0	81.9	84.4	84.0	84.9	Very Low	Maintained	Concern
	<a href="#">Access to Supports and Services</a>	74.2	73.9	69.9	80.1	79.9	80.7	Very Low	Maintained	Concern
Governance	<a href="#">Parental Involvement</a>	78.9	81.1	77.0	80.0	79.5	79.1	High	Maintained	Good

## Overall Analysis of Assurance Results

This year's Assurance Measures show consistent performance across most areas, with several continued strengths and clear direction for improvement. While several 2025 results are lower than those from 2024, the three-year averages remain stable and close to Alberta's provincial benchmarks.

Citizenship remains strong at 78.3%, closely aligned with Alberta's 79.8%, and consistent with the school's three-year average of 79.7%. This stability reflects continued commitment to promoting responsible and positive student behavior.

PAT 9 Acceptable results are a key academic strength. At 83.9%, student performance remains well above Alberta's 62.5% and aligns with the school's three-year average of 79.9%. The Standard of Excellence is 12.5%, which is similar the school's three-year average. Excellence results often vary more from year to year in smaller student cohorts.

Education Quality sits at 80.5%, remaining close to the school's three-year average of 79.0%. This measure continues to reflect positive perceptions of teaching, learning, and the overall student experience.

Learning Supports, including WCRSLE (79.8%) and Access to Supports and Services (74.2%), remain close to the school's three-year averages (81.9% and 69.9%, respectively). These measures often fluctuate across the province based on student transitions and school growth, but the multi-year trends show a generally supportive environment.

Parental Involvement remains a strength at 78.9%, closely aligned with both Alberta's 80.0% and the school's three-year average of 77.0%. Families continue to demonstrate engagement and trust in the school's direction.

Student Learning Engagement is 77.0%, slightly below the three-year average of 81.6%. This will remain an area of focus as the school continues to strengthen routines, instructional clarity, and student readiness to learn.

Overall, the multi-year results show a school that is stable, academically strong in several core areas, and supported by highly engaged families. As a next step, we will examine the results in greater depth to analyze within-category trends and differences across stakeholder groups, including parents, teachers, students, and the Grade 4–6 and Grade 7–9 cohorts.



# Student Growth and Achievement

## Engagement

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

	MAC Islamic School - Calgary C													Alberta									
	2021		2022		2023		2024		2025					Measure Evaluation			2021		2022		2023		2024
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	60	94.4	10	75.0	121	85.2	153	84.6	176	77.0	Very Low	Maintained	Concern	230,956	85.6	249,740	85.1	257,214	84.4	265,079	83.7	269,076	83.9
Parent	13	100.0	10	75.0	20	93.3	18	88.9	43	82.2	Low	Maintained	Issue	30,994	89.0	31,694	88.7	31,862	87.3	33,209	86.7	34,444	87.6
Student	41	83.1	n/a	n/a	90	65.2	126	65.0	125	53.0	Very Low	Declined	Concern	169,789	71.8	187,102	71.3	193,029	70.9	199,823	69.3	201,089	69.3
Teacher	6	100.0	n/a	n/a	11	97.0	9	100.0	8	95.8	Intermediate	Maintained	Acceptable	30,173	96.0	30,944	95.5	32,323	95.1	32,047	95.1	33,543	95.0

## Essential Findings:

The percentage of teachers, parents and students who agree that students are engaged in their learning at school has slightly declined this year.

- Parent satisfaction dropped slightly this year.
- Student satisfaction declined to 53% this year.
- Teacher satisfaction remained relatively the same.

### Parents:

- **Literacy and Numeracy Skills:** The percentage of parents that are satisfied with the literacy and numeracy skills that their child is learning decreased this year. The breakdown of the results are as follows:
  - Total number of parents that participated in the survey: 43
  - Number of parents that are not satisfied: 7
  - Number of parents that are satisfied: 34-35
  - Number of parents who responded "Don't know": 1-2
- **Student Learning:**
  - More parents agree that their child is learning what they need to know this year, compared to the previous year. The breakdown of the results are as follows:
    - Total number of parents that participated in the survey: 43
    - Number of parents that are not satisfied: 6
    - Number of parents that are satisfied: 37

### Response Analysis:

- **Literacy and Numeracy Skills:**
  - This year, parent participation more than doubled. With the larger sample size, some variation in satisfaction levels is expected. Having more respondents will naturally lead to more varied expectations and levels of understanding.

- Despite the decline in parent satisfaction, the vast majority of parents continue to express confidence in the usefulness of the literacy skills their child is learning.
  - Only a small portion of surveyed parents (7 respondents) indicated dissatisfaction. These responses will guide our efforts to identify specific areas for improvement.
  - In the last school year, we continued and enhanced our policies, systems, and expectations with regards to academics. Initially, increased academic rigor can feel unfamiliar to families. We expect it to take time for families to fully appreciate our structure and systems. As these practices continue, we expect parent familiarity and confidence to increase.
- **Student Learning:** The percentage of parents who feel that their child is learning what they need to know increased from 83% to 86%.
- This upward trend suggests that, overall, parents recognize that the school is effectively supporting student learning.

#### **Grade 4-6 Students:**

- The percentage of Grade 4–6 students who reported that they like learning Language Arts decreased this year. However, it is important to note that this decline did not correspond with a significant increase in students indicating that they *dislike* Language Arts. Instead, a substantial number of students selected ‘I don’t know’ for this question.
- The percentage of grade 4-6 students who like learning math remained relatively the same as the previous year.

## Grade 7-9 Students:

	2025		2024		2023	
Grades 7-9 Subjects	Usefulness	Interest	Usefulness	Interest	Usefulness	Interest
Language Arts	72%	49%	75%	60%	80%	51%
Mathematics	56%	42%	61%	57%	71%	51%
Science	70%	54%	74%	67%	80%	69%
Social Studies	52%	52%	64%	59%	53%	55%

## Comments:

Student engagement in language arts from grades 4-6 is still an area we will continue to focus on in terms of enhancement and improvement.

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

For Grades 7–9, student interest levels remain low across all subjects. Interest in Social Studies is relatively consistent with last year’s results, while interest in Language Arts, Mathematics, and Science shows a decline. Moving forward, we will focus on developing and implementing targeted strategies to enhance student engagement and interest in these subject areas.

The percentage of grade 7-9 students who reported that they felt what they learned was useful remained relatively the same for language arts, mathematics, and science. However, this percentage decreased by about twelve percent for social studies.

The percentage of Grade 7–9 students who reported that they felt what they learned was useful remained relatively consistent across Language Arts, Mathematics, and Science. However, the percentage decreased by approximately twelve percent in Social Studies. This suggests that some students may be having difficulty seeing the relevance or real-world application of the Social Studies content. In response, we will explore strategies to strengthen the connections between curriculum topics and students’ lived experiences, as well as enhance the way we communicate the purpose and value of Social Studies instruction. We have already begun working on this in some ways. For example, we are being more

intentional about emphasizing the connection between our Islamic heritage and grade 8 social studies outcomes.

**Strategies:**

- Emphasizing the connection between Islamic Heritage Month and social studies concepts
- During the one extra math block per week, we have shifted from focusing on advanced word problems, to developing fundamental math skills (for grades 6-9)
- We will continue to bring 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 will help students see the connection between what they learned in class and their future careers.
- 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.

# Citizenship

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

	MAC Islamic School - Calgary C											Alberta											
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	60	96.4	10	70.0	121	85.0	153	84.1	177	78.3	High	Maintained	Good	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4	269,117	79.8
Parent	13	98.5	10	70.0	20	90.0	18	85.6	43	84.0	Very High	Maintained	Excellent	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7	34,441	78.6
Student	41	90.7	n/a	n/a	90	72.4	126	66.7	126	56.1	Very Low	Declined Significantly	Concern	169,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6	201,119	70.3
Teacher	6	100.0	n/a	n/a	11	92.5	9	100.0	8	94.7	Very High	Maintained	Excellent	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8	33,557	90.5

## Essential Findings

- The overall Citizenship result for 2024–2025 remains Good.
- Parent and teacher satisfaction levels were excellent, reflecting strong confidence in the school's efforts to cultivate responsibility, respect, and positive behavior.
- Parent feedback remained very positive overall, including improvements in perceptions of student effort and contributions to community-related activities, particularly in Grades 7 to 9.
- The only parent indicator to decline was students consistently following school rules.
- Student satisfaction decreased across all grade levels, with more noticeable declines in Grades 7 to 9 in areas such as respect, peer support, and following school rules. Grades 4 to 6 also showed declines, though to a lesser extent.
- Teacher satisfaction remained consistently high.
- The three-year average for Citizenship remains Good.

## Comments

### Overall Trends

Parents and teachers reported very positive perceptions of the school's citizenship culture, while student responses indicated changes in how expectations, peer relationships, and responsibilities are experienced at different grade levels. This year, the gap between adult and student perspectives is more noticeable, with student declines evident across grades and most pronounced in the middle school years.

### Tarbiyah and Character Development

Our Tarbiyah Framework continues to strengthen students' moral foundations, particularly in the elementary grades, where students benefit from daily modelling, consistent routines, and guided interactions.

As students enter middle school, their social and academic environments become more complex. They navigate greater independence, stronger peer influence, and increasing

expectations related to student management, homework, and academic responsibility. These shifts can influence how students experience respect, cooperation, and accountability.

Student indicators related to respect, helping others, and following rules declined more in Grades 7 to 9 than in Grades 4 to 6. These patterns highlight the need to continue embedding Tarbiyah principles into real-life moments, guiding communication, conflict resolution, responsible choices, and academic expectations during the school day.

### **Student Behavior and Accountability**

Parent and teacher feedback reflects trust in the school's expectations for behavior and its approach to accountability. Student responses, however, show variation in how rules, routines, and expectations are understood or experienced, particularly in the middle school years. These results underscore the importance of strengthening communication, consistent follow-up, and predictable routines across grades.

### **Grade-Level Patterns**

Grades 4 to 6 experienced moderate declines across several indicators related to respect, helping others, and following rules, emphasizing the importance of reinforcing expectations and strengthening daily routines in the elementary years.

Grades 7 to 9 showed more pronounced shifts in areas such as respect, peer support, and rule-following. At the same time, parents of students in Grades 7 to 9 reported stronger perceptions of student effort and community contribution, indicating positive engagement from older students when involved in meaningful activities and leadership roles.

These mixed patterns suggest the need for differentiated support: clear routines and consistency for younger students, and structured guidance and leadership opportunities for older students.

### **Positive Indicators**

Parent perceptions of student effort and involvement in community-oriented activities improved, particularly in Grades 7 to 9. Parents expressed stronger agreement that students try their best and contribute positively to the school and wider community.

Although student self-reported results declined in several areas, parent and teacher responses highlight strengths that may not be fully reflected in student self-assessments. These findings suggest that students continue to show positive engagement and effort, especially when participating in meaningful and structured activities.

## **Strategies for 2025–2026**

### **1. Enhance Tarbiyah Experiences Across Grade Levels**

- Deepen the integration of Tarbiyah moments throughout the school day through guided conversations, reflective practices, and values-based interactions tied to real-life situations students face.
- Provide additional Tarbiyah support in Grades 7 to 9 by addressing communication, conflict resolution, responsible decision-making, and managing academic expectations during advisory time, flex blocks, field trips, science fair, competitions, class discussions, and other relevant interactions.
- Reinforce Tarbiyah principles across classrooms through consistent modelling and routine follow-up conversations.

### **2. Strengthen Consistency in Student Management Practices**

- Provide ongoing staff training to ensure consistent and constructive use of the Student Management Form and follow-up steps across all grade levels.
- Communicate school-wide behavior expectations regularly through classroom routines, assemblies, announcements, and visual reminders to support clarity and understanding.
- Use restorative conversations, reflection sheets, and documented follow-ups to help students understand responsibility and build positive habits.

### **3. Reinforce Routines and Expectations in Elementary Grades**

- Strengthen daily routines in Grades 4 to 6 by clearly reinforcing expectations during transitions, less structured activities such as recess and lunch, and morning routines.
- Increase opportunities for structured peer interaction to help students build positive habits in communication, respect, and working with others.
- Monitor routines through regular classroom visits and teacher check-ins to support alignment and consistency.

### **4. Strengthen and Expand the Prefect System**

- Continue developing the Prefect System for Grades 6 to 9 by refining roles and expanding involvement in key areas, including assemblies, prayer setup, transitions, daily routines, academics and logistics.
- Maintain regular meetings between school leadership and Prefects to provide guidance, review responsibilities, and reinforce leadership expectations.

### **5. Celebrate and Promote Positive Citizenship**

- Implement a monthly Citizenship Recognition Program to highlight students who demonstrate respect, responsibility, cooperation, and positive contribution to the school community.

- Share examples of positive citizenship during assemblies and classroom announcements to reinforce expectations and celebrate success.
- Encourage student participation in community-oriented activities and highlight these contributions in school communications.



# PAT Results

## Grade 9 PAT Results By Number Enrolled Measure History

School: 2178 MAC Islamic School - Calgary Chapter

Province: Alberta

	MAC Islamic School - Calgary C					Measure Evaluation			Alberta				
	2021	2022	2023	2024	2025	Achievement	Improvement	Overall	2021	2022	2023	2024	2025
N	n/a	n/a	11	20	14	n/a	n/a	n/a	n/a	53,039	57,925	60,682	61,071
Acceptable Standard %	n/a	n/a	88.6	71.3	83.9	Very High	Maintained	Excellent	n/a	62.9	62.6	62.5	62.5
Standard of Excellence %	n/a	n/a	11.4	15.0	12.5	Low	Maintained	Issue	n/a	16.8	15.5	15.4	15.6

## PAT Results Course By Course Summary By Enrolled With Measure Evaluation

School: 2178 MAC Islamic School - Calgary Chapter

		MAC Islamic School - Calgary C							Alberta			
		Achievement	Improvement	Overall	2025		Prev 3 Year Average		2025		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
<a href="#">Social Studies 6</a>	Acceptable Standard	Very High	Improved Significantly	Excellent	21	100.0	20	78.1	50,053	64.1	59,230	67.4
	Standard of Excellence	Very High	Improved	Excellent	21	42.9	20	22.9	50,053	18.5	59,230	18.9
<a href="#">English Language Arts 9</a>	Acceptable Standard	Very High	Maintained	Excellent	14	92.9	16	90.0	59,391	69.8	57,676	70.4
	Standard of Excellence	Low	Maintained	Issue	14	7.1	16	14.5	59,391	11.1	57,676	12.6
<a href="#">K&amp;E English Language Arts 9</a>	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,469	47.4	1,360	49.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,469	5.2	1,360	5.6
<a href="#">French Language Arts 9 année</a>	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,134	75.2	3,262	76.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,134	9.3	3,262	10.7
<a href="#">Français 9 année</a>	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	578	84.8	595	82.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	578	16.4	595	21.0
<a href="#">Mathematics 9</a>	Acceptable Standard	Very High	Maintained	Excellent	14	78.6	16	61.8	58,911	51.7	57,012	53.5
	Standard of Excellence	Intermediate	Maintained	Acceptable	14	14.3	16	16.6	58,911	14.0	57,012	13.7
<a href="#">K&amp;E Mathematics 9</a>	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,940	49.7	1,891	52.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,940	11.0	1,891	10.6
<a href="#">Science 9</a>	Acceptable Standard	Very High	Improved	Excellent	14	92.9	16	78.0	59,453	68.6	57,692	66.9
	Standard of Excellence	Very High	Maintained	Excellent	14	21.4	16	9.5	59,453	21.1	57,692	20.5
<a href="#">K&amp;E Science 9</a>	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,454	50.3	1,304	52.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,454	7.9	1,304	9.9
<a href="#">Social Studies 9</a>	Acceptable Standard	Intermediate	Declined	Issue	14	71.4	16	90.0	59,472	60.5	57,717	59.4
	Standard of Excellence	Very Low	Maintained	Concern	14	7.1	16	12.0	59,472	17.1	57,717	15.8
<a href="#">K&amp;E Social Studies 9</a>	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,434	50.3	1,246	50.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,434	10.6	1,246	10.9

## Essential Findings

### General Overview

The 2025 Provincial Achievement Test results highlight strong performance in several Grade 6 and Grade 9 subjects. In Grade 6, Social Studies and ELAL show particularly high levels of achievement, including 100 percent achievement at the Acceptable Standard in Social Studies 6 and in ELAL 6. Mathematics 6 results also exceed provincial Acceptable levels. These outcomes reflect the first full year of implementation of the new Grade 6 curriculum.

In Grade 9, the school continues to perform well at the Acceptable Standard across English Language Arts, Mathematics, Science, and Social Studies. Science 9 and Mathematics 9 demonstrate strong Acceptable outcomes compared to both the provincial results and the school's previous three-year averages. Excellence results vary by subject, and the Grade 9 Social Studies results show lower Excellence levels than in prior years. Overall, the PAT results present a balanced picture of substantial foundational achievement with subject-specific differences in higher-level performance.

#### 1. Social Studies 6

- School Acceptable in 2025 is 100.0 percent, compared to the school's previous 3-year average of 78.1 percent and Alberta 2025 at 64.1 percent.
- School Standard of Excellence in 2025 is 42.9 percent, compared to the school's previous 3-year average of 22.9 percent and Alberta 2025 at 18.5 percent.

#### 2. English Language Arts & Lit 6

- School Acceptable in 2025 is 90.5 percent (number enrolled) and 100.0 percent (number writing).
- Alberta Acceptable in 2025 is 69.1 percent (number enrolled) and 80.3 percent (number writing).
- School Standard of Excellence in 2025 is 28.6 percent (number enrolled) and 31.6 percent (number writing).
- Alberta Standard of Excellence in 2025 is 12.7 percent (number enrolled) and 14.7 percent (number writing).
- No students scored below acceptable.

#### 3. Mathematics 6

- School Acceptable in 2025 is 71.4 percent (number enrolled) and 78.9 percent (number writing).
- Alberta Acceptable in 2025 is 53.1 percent (number enrolled) and 61.4 percent (number writing).
- School Standard of Excellence in 2025 is 14.3 percent (number enrolled) and 15.8 percent (number writing).

- Alberta Standard of Excellence in 2025 is 15.1 percent (number enrolled) and 17.5 percent (number writing).

#### 4. English Language Arts & Lit 9

- School Acceptable in 2025 is 92.9 percent, compared to the school's previous 3-year average of 90.0 percent and Alberta 2025 at 69.8 percent.
- School Standard of Excellence in 2025 is 7.1 percent, compared to the school's previous 3-year average of 14.5 percent and Alberta 2025 at 11.1 percent.

#### 5. Social Studies 9

- School Acceptable in 2025 is 71.4 percent, compared to the school's previous 3-year average of 94.4 percent and Alberta 2025 at 71.0 percent.
- School Standard of Excellence in 2025 is 7.1 percent, compared to the school's previous 3-year average of 12.9 percent and Alberta 2025 at 20.1 percent.

#### 6. Mathematics 9

- School Acceptable in 2025 is 78.6 percent, compared to the school's previous 3-year average of 65.2 percent and Alberta 2025 at 60.6 percent.
- School Standard of Excellence in 2025 is 14.3 percent, compared to the school's previous 3-year average of 17.4 percent and Alberta 2025 at 16.4 percent.

#### 7. Science 9

- School Acceptable in 2025 is 92.9 percent, compared to the school's previous 3-year average of 81.6 percent and Alberta 2025 at 80.4 percent.
- School Standard of Excellence in 2025 is 21.4 percent, compared to the school's previous 3-year average of 10.1 percent and Alberta 2025 at 24.8 percent.

## Comments

### 1. Overall Patterns

The school demonstrates strong results at the Acceptable Standard across both Grade 6 and Grade 9. Most subjects outperform provincial Acceptable levels, with particularly high outcomes in Social Studies 6, ELAL 6, Science 9, and Mathematics 9. Excellence results show more variation, with strong performance in some subjects and lower performance in others.

### 2. Grade 6 Analysis and Comments

#### ELAL 6 and Social Studies 6

Both ELAL 6 and Social Studies 6 show very high levels of achievement. Social Studies 6 reached 100 percent at the Acceptable Standard, and ELAL 6 scored 100 percent among

students who wrote the exam. Excellence levels in both subjects exceed provincial figures, indicating solid literacy, comprehension, and content mastery.

## **Mathematics 6**

Mathematics 6 results are above provincial Acceptable levels. While the school's Excellence levels are slightly below Alberta's, the strong Acceptable outcomes suggest that students demonstrate secure foundational numeracy skills. These results point to a positive start in implementing the new Grade 6 Math curriculum.

## **3. Grade 9 Analysis and Comments**

### **Strength Areas**

Grade 9 results show strong Acceptable outcomes across all subjects. ELAL 9 maintains a high Acceptable rate. Mathematics 9 demonstrates improvement compared to the school's previous three-year average, and Science 9 shows improvement in both Acceptable and Excellence levels. These patterns reflect solid instructional practices and stable student performance in core Grade 9 subjects.

### **Areas Showing Decline or Variation**

Social Studies 9 is the primary area of decline. Both Acceptable and Excellence levels decreased compared to previous years, and Excellence is below the provincial level. ELAL 9 also shows lower Excellence than previous averages despite maintaining high Acceptable outcomes. These results show that students perform differently across subjects when tasks require deeper thinking or more complex skills.

## **4. Implications for School Practice**

The strong Grade 6 results indicate effective curriculum implementation and classroom instruction. Improvements in Math 9 and Science 9 highlight progress at the junior high level. At the same time, lower Excellence results in Social Studies 9 and ELAL 9 point to the need for instructional practices that challenge not only the average student but also strengthen and extend the skills of students who are ready for more.

## **5. Reflection on Last Year's Strategies**

Several of last year's strategies contributed to the stronger results seen in 2024–2025, particularly in Grade 6 and in Grade 9 Mathematics and Science. The introduction of the Intensive Program supported students with foundational literacy and numeracy gaps. Increased parent and teacher awareness of PAT expectations, along with the use of pacing charts and a more in-depth analysis of the previous year's PAT results, helped ensure more consistent coverage of curriculum outcomes. The use of mock PAT practice and field tests

also strengthened student readiness and familiarity with test formats. All of these strategies contributed to a solid Acceptable performance. At the same time, the results indicate that some areas, such as Excellence in Grade 9 Social Studies and ELAL, require continued attention to deepen higher-level skills beyond the mastery of essential concepts.

## Strategies

- Continue and refine the Intensive Program to support students with foundational literacy and numeracy gaps, using updated student data to guide targeted intervention.
- Strengthen teacher readiness for PAT expectations through focused workshops, collaborative planning sessions, and ongoing administrative follow-up to ensure alignment with reporting categories and test blueprints.
- Provide targeted support in Grade 9 Social Studies and ELAL by emphasizing thesis development, organized paragraph writing, and PAT-style constructed responses that require explanation, justification, and analysis.
- Deepen higher-level skills across grades through regular practice with extended responses, source interpretation, comparison tasks, and analysis of charts, maps, and diagrams to build readiness for the Standard of Excellence.
- Use PAT item analysis to guide instruction by reviewing detailed PAT reports (Blueprints and Courses folders), identifying weaker reporting categories and item types, and adjusting instruction accordingly.
- Maintain strong Grade 6 instructional routines, including pacing charts, assessments, mock tests, and other literacy and numeracy instructional practices.
- Provide targeted small-group support and enrichment to reinforce essential skills for some students while extending learning for those ready to pursue Excellence-level performance.

# 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	<a href="#">Student Learning Engagement</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">Citizenship</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	73.5	72.0	74.4	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	85.3	88.1	87.6	n/a	n/a	n/a
	<a href="#">PAT9: Acceptable</a>	87.5	59.4	74.3	51.2	52.7	54.0	Very High	Maintained	Excellent
	<a href="#">PAT9: Excellence</a>	16.7	18.8	16.5	10.0	10.1	10.5	Intermediate	Maintained	Acceptable

## Grade 6 EAL PAT Results:

Grade 6 aggregate Provincial Achievement Test (PAT) results are not available. Aggregate reporting is only possible for tests that have achievement standards and are administered to all students across the province. No Grade 6 tests administered in the 2024/25 school year met these criteria.

## Grade 9 EAL PAT Results:

	MAC Islamic School - Calgary C (EAL)					Measure Evaluation			Alberta (EAL)				
	2021	2022	2023	2024	2025	Achievement	Improvement	Overall	2021	2022	2023	2024	2025
N	n/a	n/a	7	8	6	n/a	n/a	n/a	n/a	6,575	7,162	7,405	7,682
Acceptable Standard %	n/a	n/a	89.3	59.4	87.5	Very High	Maintained	Excellent	n/a	54.8	55.3	52.7	51.2
Standard of Excellence %	n/a	n/a	14.3	18.8	16.7	Intermediate	Maintained	Acceptable	n/a	11.3	11.0	10.1	10.0

## EAL PAT Results Course By Course Summary:

	MAC Islamic School Calgary		Alberta	
	Acceptable Standard	Standard of Excellence	Acceptable Standard	Standard of Excellence
Social Studies 6	100%	42.9%	64.1%	18.5%
Social Studies 6 EAL	100%	50%	60.7%	15.2%
ELAL 6 EAL	n/a	n/a	n/a	n/a
Mathematics 6 EAL	n/a	n/a	n/a	n/a

	MAC Islamic School Calgary		Alberta	
	Acceptable Standard	Standard of Excellence	Acceptable Standard	Standard of Excellence
Social Studies 9	71.4%	7.1%	60.5%	17.1%
Social Studies 9 EAL	83.3%	16.7%	47.9%	10.4%
ELA 9	92.9%	7.1%	69.8%	11.1%
ELA 9 EAL	83.3%	16.7%	54.5%	4.7%
Science 9	92.9%	21.4%	68.6%	21.1%
Science 9 EAL	83.3%	16.7%	57.6%	13.8%
Mathematics 9	78.6%	14.3%	51.7%	14.0%
Mathematics 9 EAL	100%	16.7%	45.2%	11.6%

## Essential Findings:

### Grade 6 EAL Students:

#### ELAL 6 & Mathematics 6

Due to the small number of EAL students that wrote the ELAL and Mathematics PATs, results are not available.

#### Science 6:

The Science 6 PAT was not administered due to the new curriculum.

#### Social Studies 6:

100% of EAL and non-EAL students achieved the Acceptable Standard, outperforming the provincial Social Studies EAL average of 64.1%. This is an improvement from last year, in which 83.3% of students achieved the acceptable standard.

50% achieved the Standard of Excellence, outperforming the school's overall result of 42.9% and the provincial EAL average of 15.2%. This is also an improvement from last year, in which 44.4% of EAL students achieved the standard of excellence.

**Grade 9 EAL Students:****English Language Arts 9:**

83.3% achieved the Acceptable Standard, lower than the school's overall result of 92.9% but above the provincial EAL average of 54.5%. This is a significant improvement from last year, in which only 62.5% of EAL students achieved the acceptable standard.

16.7% achieved the Standard of Excellence, higher than the school's overall result of 7.1% and far exceeding the provincial EAL average of 4.7%. However, this is significantly lower than last year, in which 62.5% of EAL students achieved the standard of excellence.

**Science 9:**

83.3% achieved the Acceptable Standard, lower than the school's overall result of 92.9% and much higher than the provincial EAL average of 13.8%. This is a significant improvement from last year, in which only 50.0% of EAL students achieved the acceptable standard.

16.7% achieved the Standard of Excellence, slightly above the provincial EAL average of 13.8% but below the school's overall result of 21.4%. This is an improvement from last year, in which 12.5% of EAL students achieved the standard of excellence.

**Social Studies 9:**

83.3% achieved the Acceptable Standard, above the school's overall result of 71.4% and significantly above the provincial EAL average of 47.9%. This is an improvement from last year, in which 75.0% of EAL students achieved the acceptable standard.

16.7% achieved the Standard of Excellence, higher than the school's overall result of 7.1% and slightly above the provincial EAL average of 10.4%. This is an improvement from last year in which 12.5% of EAL students achieved the standard of excellence.

**Mathematics 9:**

100% achieved the Acceptable Standard, higher than the school's overall result of 78.6% and significantly higher than the provincial EAL average of 45.2%. This is a significant improvement from last year, in which only 50.0% of EAL students achieved the acceptable standard.

16.7% achieved the Standard of Excellence, slightly higher than the school's overall result of 14.3% and the provincial EAL average of 11.6%. This is slightly lower than last year, in which 25.0% of EAL students achieved the standard of excellence.



**Comments:**

Our EAL students have shown considerable improvement in all subjects this year, compared to last year. The only areas in which our scores declined were in the standard of excellence for ELA 9, and the standard of excellence for Mathematics 9. This demonstrates that our strategies have been very effective.

**Strategies:**

- Continue the intensive program for ELA 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 requiring additional supports on initial assessment(s) (beginning of year or January for Grade 1)	Total number of students identified as requiring additional supports on final assessment (end of year)
<b>Literacy</b>				
<b>KG</b>	PAST	27	8	5
	RAN	30	3	3
	LeNS	30	2	2
<b>Grade 1</b>	PAST	29	5	4
	RAN	29	4	2
	LeNS	28	7	5
	CC3	29	1	1
<b>Grade 2</b>	LeNS	31	7	6
	CC3	30	4	3
<b>Grade 3</b>	CC3	29	2	1
<b>Numeracy</b>				
<b>KG</b>	Alberta Numeracy Screening	30	2	1
<b>Grade 1</b>	Alberta Numeracy Screening	27	1	1
<b>Grade 2</b>	Alberta Numeracy	31	7	5

	Screening			
<b>Grade 3</b>	Alberta Numeracy Screening	28	3	3

The results are very similar to the previous year. There are less students requiring additional supports by the end of the school year compared to the beginning of the school year. This shows that our support strategies have been effective. This year, we focused on improving and enhancing the support strategies that were already in place the year before.

## Support Strategies

Summary of support strategies used for students identified as requiring additional supports at each grade level.

Literacy	Numeracy
<ul style="list-style-type: none"> <li>Enhanced Intensive Program for students identified as requiring additional supports</li> <li>Guided reading</li> <li>Leveled books on Raz Kids,</li> <li>Targeted professional learning for ELAL teachers</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 style="list-style-type: none"> <li>Enhanced Intensive Program for students identified requiring additional supports</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 assessment.</li> </ul>

### Enhanced Intensive Program:

Our Intensive Program, which was introduced last year, supported several students in improving their literacy and numeracy skills. After evaluating the program's strengths and areas for growth, we refined and expanded it for the current year. The program now places a greater emphasis on early intervention for younger students (primarily Grades 1–6), and participating students receive targeted instructional sessions for twice as much time as in the previous year. In addition, we enhanced communication with parents regarding student progress and increased expectations for parent involvement. We anticipate that these improvements will further strengthen student outcomes in literacy and numeracy.

## Other Measures to Assess Literacy:

### Fountas and Pinnell Reading Assessments Results

Grade	At or Above Grade Level	
	2023-2024	2024-2025
KG	55%	57%
Grade 1	54%	48%
Grade 2	43%	77%
Grade 3	40%	67%
Grade 4	48%	46%
Grade 5	26%	96%
Grade 6	25%	26%

Overall, our students have shown improvement compared to the previous year's results. This is another indication that our support strategies are having a positive effect on student achievement.

### 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
- More opportunities for reading, including leveled books for home reading in the lower grades.
- 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.

# Teaching and Leading

## Quality of Education

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

	MAC Islamic School - Calgary C													Alberta											
	2021		2022		2023		2024		2025					Measure Evaluation			2021		2022		2023		2024		2025
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%		
Overall	60	93.7	10	62.7	121	89.6	153	84.7	177	80.5	Very Low	Maintained	Concern	230,814	89.6	249,532	89.0	257,584	88.1	265,643	87.6	269,550	87.7		
Parent	13	94.9	10	62.7	20	84.2	18	76.9	43	77.9	Intermediate	Maintained	Acceptable	31,024	86.7	31,728	86.1	31,890	84.4	33,250	83.8	34,466	84.3		
Student	41	94.7	n/a	n/a	90	87.6	126	81.0	126	69.9	Very Low	Declined Significantly	Concern	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9	201,514	84.8		
Teacher	6	91.7	n/a	n/a	11	97.0	9	96.2	8	93.8	Intermediate	Maintained	Acceptable	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9	33,570	93.9		

### Essential Findings:

- Overall satisfaction remained relatively the same as the previous year.
- Parent satisfaction slightly increased this year.
- Student satisfaction declined significantly.

### Parents:

- Parent satisfaction increased from 77% last year to 78%, and a much higher number of parents participated in the survey this year.
  - o 84% of parents agree that students clearly understand what they are supposed to learn at school, compared to 83% the previous year.
  - o 65% of the parents agree that students find school work challenging, compared to 61% the previous year.
  - o 70% of parents agree that students find school work interesting, compared to 78% the previous year.
  - o 86% of parents agree that students are learning what they need to know, compared to 83% the previous year.
  - o 81% of parents are satisfied with the quality of education and quality of teaching that students are receiving at the school, compared to 78% last year.

### Students:

- Student satisfaction with the quality of education declined from 81% to 70%.
  - o Student satisfaction with the overall quality of education in grades 4-6 is much higher than grades 7-9.
  - o About 80% of students in grades 4-6 are satisfied with the quality of education. This is still significantly lower than the previous year, which was 90%.
  - o Grade 7-9 student satisfaction also decreased significantly, from 72% last year to 61% this year.

- 72% of junior high students reported being satisfied with the quality of education they are receiving at the school, compared to 61% satisfied with the quality of teaching.

#### **Teachers:**

- Teacher satisfaction with the quality of education at our school has remained consistent, at around 94%, which is similar to the provincial average.

#### **Comments:**

#### **Parents:**

The number of parents that participated in the survey more than doubled this year. This shows that our efforts to engage parents in the survey were successful. With this higher number of participants, the percentage of parents that are satisfied with the quality of education at our school still increased, which shows that the increase in satisfaction is meaningful and reflects a broader, more reliable measure of parent perceptions.

#### **Students:**

Students reported a lower satisfaction rate this year. To address the lower levels of student engagement and the decline in perceived usefulness of core subjects among students, the school will be implementing several targeted strategies:

#### **Strategies:**

##### **Strengthen Career and Future Pathway Connections:**

- Invite career advisors from universities to speak with students about the pathways from junior high to post-secondary education, and how these pathways connect to future career opportunities.

##### **Expand Career Exposure:**

- Bring in professionals from a variety of fields to discuss their work, the skills required, and the steps students can take in junior high and high school to pursue these careers. This will help students better understand the real-world relevance of core subjects.

##### **Enhance Instructional Practices:**

- Support teachers in incorporating new instructional approaches and enhancing the ones already in place, such as real-world problem-solving, hands-on activities, and collaborative learning to improve engagement and deepen learning.

##### **Strengthen Ongoing Feedback Loops:**

- Regularly gather feedback from students and parents to better understand their needs, interests, and challenges. This information will be used to adjust instructional approaches if necessary and improve communication about learning goals.

### **Improve Communication About Learning Relevance:**

- Ensure that teachers consistently highlight the purpose and real-world application of core subject content so students can better understand how the material connects to their lives and future aspirations.

### **Promote Student Voice and Participation:**

- Provide opportunities for students to contribute ideas about activities, projects, and learning approaches that they find meaningful, helping them feel more invested in their learning.

## **Pilot Questions:**

Although the results for these questions are not included in the results for this measure, it is worth commenting on the responses. The two questions were:

1. Students have opportunities to demonstrate what they have learned (I have opportunities to demonstrate what I have learned).
2. Students take responsibility for their own learning (I take responsibility for my own learning).

## **Results for Pilot Questions:**

### **Parents (grades 4-9)**

- Opportunities to demonstrate what they have learned: 86% agree, an 8% increase from the previous year.
- Students take responsibility for their own learning: 79% agree (this is the first year for this question)

### **Teachers (grades 4-9)**

- Opportunities to demonstrate what they have learned: 100% agree, an 11% increase from last year.
- Students take responsibility for their own learning: 75% agree

### **Students (Grades 7-9)**

This question was only asked for students in grades 7-9.

- I have opportunities to demonstrate what I have learned: 55% agree, down 8% from the previous year.
- I take responsibility for my own learning: 79% agree

A significant percentage of parents and teachers agree that students have opportunities to demonstrate what they have learned, and that percentage has been increasing over the past two years. This suggests that instructional practices are providing meaningful ways for

students to show their understanding through assignments, assessments, and classroom activities.

However, student responses indicate a different perception. Only 55% of students reported feeling they have opportunities to demonstrate their learning. This gap between adult and student perceptions highlights the need to further explore how learning opportunities are communicated and experienced at the student level. It may be that students are not fully recognizing informal demonstrations of learning, such as discussions, quick checks, or formative activities, as legitimate opportunities.

Regarding student responsibility for learning, 79% of students agreed that they take responsibility for their learning, which aligns closely with parent perceptions and is supported by 75% of teachers. As this is the first year this question has been asked, we cannot yet identify trends or changes over time, but the initial responses provide a useful baseline for monitoring in future surveys.

Moving forward, the school will focus on increasing transparency and clarity around learning tasks, helping students better identify when and how they are demonstrating their knowledge. Strengthening student voice and reflection practices may also help align student perceptions with the intentions of teachers and the experiences observed by parents.



# Learning Supports

## Learning Supports

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

School: 2178 MAC Islamic School - Calgary Chapter

Province: Alberta



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

	MAC Islamic School - Calgary C													Alberta											
	2021		2022		2023		2024		2025					Measure Evaluation			2021		2022		2023		2024		2025
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%		
Overall	60	97.5	10	73.1	121	88.6	153	84.0	177	79.8	Very Low	Maintained	Concern	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0	269,282	84.4		
Parent	13	100.0	10	73.1	20	93.6	18	86.8	43	83.3	Intermediate	Maintained	Acceptable	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3	34,452	85.2		
Student	41	92.6	n/a	n/a	90	77.5	126	69.9	126	61.6	Very Low	Declined Significantly	Concern	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2	201,268	75.7		
Teacher	6	100.0	n/a	n/a	11	94.8	9	95.2	8	94.6	Intermediate	Maintained	Acceptable	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6	33,562	92.3		

## Essential Findings

### 1. Overall Interpretation

The school continues to provide a welcoming, caring, respectful, and safe learning environment, but 2025 shows mixed results across groups.

- Overall score dropped slightly (84.0 → 79.8), placing the school in the Concern category.
- Parent and Teacher results remain strong, both in the Acceptable range with maintained performance.
- Student results declined significantly (69.9 → 61.6), pulling down the overall measure.

Parents and teachers continue to rate the environment highly, while students report lower levels of belonging, peer respect, and feeling welcome.

### 2. Parent Results

Parents remain positive and consistent.

Parents consistently affirm:

- Strong relationships with teachers
- A welcoming school environment
- Safe and respectful interactions

Parents remain confident in the school as a welcoming, caring, respectful, and safe school, and scores remain high in safety, fairness from adults, and teacher care.

### 3. Teacher Results

Teachers consistently perceive the school environment as safe, welcoming, respectful, and caring for students.

### 4. Student Results

Student Grade 4-6 WCRSLE (2024-2025)

Question	2024 (Top 2 Box)	2025 (Top 2 Box)	Essential Findings
Are you treated fairly by the adults at your school	63	61	Slight decline; still mid-range.
At school, do most students care about each other	60	47	Meaningful decline; Lower perception of caring among classmates.
At school, do most students respect each other	60	49	Decline; peer respect needs support.
At school, do you feel like you belong	80	69	Significant decline; major concern.
Do other students treat you well	78	70	Still positive overall; slight decline.
Do you feel safe at school	88	74	Strong but declining; important to address; still mid-range.
Do you feel safe on the way to and from school	88	86	Very strong and stable.
Do you feel welcome at school	74	70	Mid-range with slight decline.
Do your teachers care about you	70	71	Slight improvement; positive indicator.

### Student Grade 7-9 WCRSLE (2024-2025)

Question	2024 (Top 2 Box)	2025 (Top 2 Box)	Essential Findings
At school, I feel like I belong	66	51	Significant decline; major concern.
At school, students care about each other	56	52	Moderate decline; peer support weakening.
At school, students respect each other	51	35	Large decline; peer respect needs focused support.
I am treated fairly by adults at my school	44	38	Slight decline; fairness remains low overall.
I feel safe at school	74	66	Decline but still moderate; important to monitor.
I feel safe on the way to and from school	91	91	Very strong and stable.
I feel welcome at my school	75	61	Notable decline; belonging and climate need support.
My teachers care about me	66	53	Decline; teacher–student connection weakened.
Other students treat me well	83	74	Still strong overall; slight decline.

## Comments

### Overview

The results show strong and stable confidence among parents and teachers in the school’s welcoming, caring, respectful, and safe learning environment. At the same time, student responses declined across several areas, particularly in belonging, peer relationships, and feeling welcome, contributing to the lower overall WCRSLE score in 2025. These patterns highlight the need to strengthen student connection and relational supports while continuing to build on the positive foundation identified by adults in the school community.

## **Parent and Teacher Feedback**

Parent ratings remained stable across grade groupings, reflecting confidence in the school's culture, supervision, and teacher–parent relationships.

Teachers also express strong confidence in the school's environment, reinforcing the strength of the school's adult culture and relational practices.

## **Student Feedback**

Student responses present a different pattern, with several key indicators declining in 2025. Students continue to feel safe at school and report generally favorable treatment from peers. However, significant decreases in belonging, feeling welcome, peer caring/respect, and teacher–student connection signal areas that require attention.

## **Summary**

While parent and teacher perceptions highlight a strong and caring school culture, student data point to emerging relational and climate challenges. Strengthening belonging, peer relationships, and classroom connection will be essential priorities moving forward. The school will continue to build on the strong adult foundation while intentionally addressing the areas identified through student feedback.

## **Areas for Improvement**

- Student Perceptions and Belonging: Student results declined across belonging, feeling welcome, peer caring, and peer respect. Strengthening relational culture, peer interactions, and classroom connection is needed, particularly in Grades 7–9.
- Teacher Turnover and Stability: Staff changes during the year affected classroom consistency and student connection. Continued support for onboarding, stability, and smooth transitions remains important. This impacts how teachers implement and use our Tarbiya Framework and Student Management system.
- Consistency in Teacher Practices: Some staff, including newer teachers, continue refining classroom management and relationship-building. Increased support and coaching will help ensure consistency in fairness and climate across classrooms.
- Clarify of Schoolwide Expectations: Some school routines and expectations may not have been fully clear to students, contributing to perceptions of inconsistency. More transparent communication and predictable routines will support fairness and a sense of belonging.

## Strategies

- Increase direct engagement from school leadership in classroom walkthroughs, student interactions, and real-time support to reinforce positive relationships and a welcoming school climate.
- Provide targeted professional development on relationship-building, fairness, and consistency to strengthen teacher–student connections, especially in classes experiencing staff transitions.
- Support teachers in fostering positive peer interactions through structured relationship-building activities, class norms, and restorative approaches that encourage respect and responsibility.
- Reinforce Tarbiya-aligned behavior expectations and expand recognition systems that highlight care, respect, and collaboration. Celebrate students who demonstrate these values through assemblies and classroom acknowledgements.
- Ensure clear and consistent communication of schoolwide expectations to students and parents so that routines feel predictable and supportive.
- Provide coaching and mentorship for newer teachers to strengthen classroom management, relational practices, and consistency across grade levels.
- Continue partnerships with programs like WEP to promote student well-being and support self-regulation and resilience.

## Learning Supports

### H.1 Access to Supports and Services - Measure History

School: 2178 MAC Islamic School - Calgary Chapter

Province: Alberta



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

	MAC Islamic School - Calgary C														Alberta									
	2021		2022		2023		2024		2025		Measure Evaluation				2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	
Overall	60	86.9	10	54.0	121	81.9	153	73.9	176	74.2	Very Low	Maintained	Concern	230,761	82.6	249,570	81.6	256,994	80.6	264,733	79.9	268,786	80.1	
Parent	13	87.7	10	54.0	20	89.7	18	69.7	43	75.7	Intermediate	Maintained	Acceptable	30,936	78.9	31,684	77.4	31,847	75.7	33,177	75.4	34,400	75.5	
Student	41	86.5	n/a	n/a	90	70.7	126	63.0	125	54.3	Very Low	Declined	Concern	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7	200,841	78.7	
Teacher	6	86.7	n/a	n/a	11	85.5	9	88.9	8	92.5	High	Maintained	Good	30,194	88.7	30,951	87.3	32,342	86.2	32,040	85.6	33,545	86.0	

### Combined Parent Table – Access to Supports and Services (Top 2 Box %)

Question	All 2024	All 2025	4–6 2024	4–6 2025	7–9 2024	7–9 2025
Appropriate supports/service available	72	74	78	76	67	72
Teachers are available to help your child	76	81	88	80	67	82
You can get the support you need from school	72	74	78	76	67	71
Your child can access programs/service to get help	67	78	78	76	56	81
Your child can get help with non-academic problems	61	71	78	70	44	73

Combined Student Table – Access to Supports and Services (Top 2 Box %)

Question	4–6 (2024)	4–6 (2025)	7–9 (2024)	7–9 (2025)
Help with non-academic problems is available	51	51	49	43
It is easy to get help with school work when needed	70	59	64	44
Teachers are available to help when needed	85	68	60	60

## Essential Findings

- The school's overall Access to Supports and Services score increased slightly from 73.9% in 2024 to 74.2% in 2025, but remains below the provincial average of 80.1%. The measure continues to receive a Concern evaluation due to lower student satisfaction levels.
- Parent satisfaction improved from 69.7% to 75.7%, bringing parent perceptions closer to the Alberta rate of 75.5% and maintaining an Acceptable evaluation.
- Student satisfaction declined from 63.0% to 54.3%, remaining significantly below the provincial average of 78.7%. This continues to be the primary factor lowering the overall measure. The 3-year rolling average for students also sits well below the province (62.7% vs. 79.1%).
- Teacher satisfaction remains very strong at 92.5%, exceeding the provincial average of 86.0% and maintaining a High achievement rating.
- The overall 3-year rolling average for the school (76.7%) remains below Alberta's 80.2%, indicating a consistent and ongoing gap primarily driven by student responses.

## More about Parents:

- Parent satisfaction for Grades 4–6 declined slightly to 75.6%, but remains close to the Alberta average of 75.5%, while Grades 7–9 showed a strong improvement from 60.0% to 75.9%, now aligning with provincial results.

- Parent-All results improved across all five indicators. Increases are especially noticeable in:
  - o Access to programs/services for schoolwork (67 → 78)
  - o Non-academic help (61 → 71)
  - o Teacher availability (76 → 81)
- Grade 4–6 parent satisfaction remains strong and stable as most indicators remain in the mid-to-high 70s. Some indicators dipped slightly, though.
- Grade 7–9 parent satisfaction shows significant improvement and the largest gains from 2024 to 2025.
  - o Access to programs/services (56 → 81)
  - o Non-academic support availability (44 → 73)
  - o Teacher availability (67 → 82)

### **More about Students:**

- Student feedback shows different needs across grade levels, with Grades 4–6 at 59.2% and Grades 7–9 at 49.4%.
- Most student indicators show lower satisfaction in 2025 compared to 2024.
- The results suggest that younger students experience a stronger connection with teachers but are finding it harder to get help with schoolwork when they need it.
- These trends indicate that older students are experiencing greater difficulty accessing support, both academic and non-academic.

## **Comments**

### **What Worked Well**

Teachers continue to demonstrate strong confidence in the school's support structures, with satisfaction levels remaining high. This reflects consistent availability, responsiveness, and instructional clarity.

Parent perceptions also strengthened in 2025, especially in Grades 7–9, suggesting that communication, follow-up, and visibility of supports improved compared to the previous year. These improvements were supported by efforts to clarify expectations, engage families more frequently, and ensure support systems were more accessible to parents across grade groups.

Younger students (Grades 4–6) continue to report a relatively stronger sense of teacher availability and connection, indicating that relationship-building efforts in the elementary division remain effective.



## Areas for Improvement

Despite improvements among parents and continued teacher satisfaction, student satisfaction, particularly in Grades 7–9, remains a concern. Older students reported increased difficulty accessing both academic and non-academic supports, pointing to gaps in how middle school learners experience help-seeking, availability of adults, and clarity around where to go for support. These declines also highlight challenges in teacher–student connection at the middle school level, where routines, expectations, and communication require additional reinforcement.

Younger students also showed declines in ease of accessing academic help, suggesting that classroom demands or support processes may not always feel accessible during busy periods of the school day. Also, students need to know when help is available, where to go to get help, and who they can approach.

School transitions, staffing changes, and adjustments to routines may have contributed to inconsistencies in how students experienced support throughout the year. Strengthening non-academic supports, including emotional, social, and behavioral guidance, remains essential to ensure students feel supported beyond their academic needs. It is to help ensure students feel cared for in all aspects of their school life.

## Strategies

- Implement targeted support for Grades 7 to 9 that focuses on emotional regulation, peer relationships, time management, and stress management. Use small-group sessions and regular check-in routines to create more direct and accessible pathways for older students.
- Increase student voice and leadership opportunities in both divisions through roles such as Prefects, volunteers, and peer mentors. These roles will strengthen a sense of belonging, confidence, and community connection.
- Provide parents with clear, regular communication about support systems, including who to contact, how students can access help, and which resources are available.
- Always share positive examples with the school community to strengthen everyone's confidence in the systems applied and used.
- Offer continued professional development for teachers to strengthen their ability to identify and address non-academic needs.
- Strengthen supervision and availability during times when students typically seek support, especially in the middle school grades.
- Expand partnerships with external providers such as WEP and Providence to increase the range of services available for both academic and non-academic needs.

- Reinforce the purpose of the school's support systems, including the Student Management System, by presenting them as structures for growth, clarity, and accountability.

# Governance

## C.1 Parental Involvement - Measure History

Government

School: 2178 MAC Islamic School - Calgary Chapter

Province: Alberta

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

	MAC Islamic School - Calgary C													Alberta											
	2021		2022		2023		2024		2025					Measure Evaluation			2021		2022		2023		2024		2025
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%		
Overall	19	95.1	10	64.0	31	85.8	27	81.1	51	78.9	High	Maintained	Good	60,919	79.5	62,412	78.8	63,935	79.1	64,949	79.5	67,669	80.0		
Parent	13	90.2	10	64.0	20	77.3	18	78.8	43	77.7	Very High	Maintained	Excellent	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4	34,316	75.6		
Teacher	6	100.0	n/a	n/a	11	94.3	9	83.3	8	80.0	Low	Maintained	Issue	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6	33,353	84.3		

## Essential Findings

- The school's overall Parental Involvement result decreased from 81.1 percent in 2024 to 78.9 percent in 2025. Although slightly lower, the result remains close to the Alberta average of 80.0 percent and remains within the Good evaluation range.
- Parent satisfaction stayed strong and stable, shifting only from 78.8 percent to 77.7 percent. This remains higher than Alberta's parent result of 75.6 percent, indicating consistent confidence among families in their involvement in school decision-making.
- Teacher satisfaction decreased from 83.3 percent in 2024 to 80.0 percent in 2025. While still positive, the decline suggests that teachers experienced a reduced sense of parent engagement compared to the previous year.
- The school's three-year averages for overall and parent satisfaction remain strong and closely aligned with provincial levels, while teacher satisfaction shows a gradual decline but continues to stay above the Alberta three-year average.
- Parent satisfaction remains strong across grade groups, with Parent-All and Grade 4 to 6 results staying above provincial levels and Grade 7 to 9 stabilizing close to the Alberta average after last year's decline.

## Questions Analysis

- Parent involvement results remain strong overall, with Parent-All and Parent 4 to 6 responses showing consistent stability across most questions.
- Parents of Grades 7 to 9 students demonstrated notable improvements in areas related to having their input considered and feeling involved in decisions about the school, suggesting stronger engagement and communication at the middle school level.
- Involvement in decisions about a child's overall education decreased across all groups, indicating a potential area for renewed focus.
- Opportunities for involvement remained steady for Parent-All and Parent 4 to 6, while slight declines among Parent 7 to 9 suggest that some families in the upper grades

may still be seeking clearer or more accessible avenues to participate in school decision-making.

## Comments

Parent satisfaction remains strong and reflects effective communication and clear opportunities for involvement. Teacher satisfaction showed a slight decrease, indicating an opportunity to continue strengthening collaboration between staff and families. Although the teacher result is lower than the provincial average, the difference is not significant, especially given the small sample size of eight teacher respondents.

Parents of Grades 7 to 9 showed higher satisfaction this year, indicating continued progress in middle school communication and involvement. Results for Grades 4 to 6 remain consistently strong. The small decline in involvement in decisions about a child's overall education across parent groups does not indicate negative feedback, but it highlights an opportunity to strengthen communication about learning pathways and academic planning.

## Strategies

- Streamline weekly teacher meetings by focusing discussions on student learning needs and coordinating parent communication needs.
- Use the weekly staff newsletter to share school-wide updates on learning priorities and involvement opportunities.
- Provide teachers with simple communication templates for updates, meeting requests, and follow-ups to ensure consistent and clear communication with parents.
- Launch targeted middle school engagement initiatives to sustain the positive gains in Grades 7 to 9 satisfaction.
- Send short targeted surveys to parents and teachers in December to measure satisfaction with communication, involvement, and decision-making, and use the results to guide mid-year adjustments.
- Increase visibility of involvement opportunities for Grades 7 to 9 through grade-specific communication.
- Share regular or periodic updates that clarify learning priorities and upcoming decision-making points.

# 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											Alberta									
	2021		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	11	100.0	9	92.3	8	95.7	Very High	Maintained	Excellent	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1	32,856	81.7
Teacher	5	*	11	100.0	9	92.3	8	95.7	Very High	Maintained	Excellent	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1	32,856	81.7

## Essential Findings:

Teachers continue to report being very satisfied with the professional development opportunities provided by the school.

## 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. We will continue to tailor the professional learning experiences based on the needs of the school.

## 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 and the school's priorities.
- Follow up and work with teachers on achieving their goals from their professional 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													Alberta											
	2021		2022		2023		2024		2025					Measure Evaluation			2021		2022		2023		2024		2025
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%		
Overall	17	100.0	8	72.7	31	84.8	27	78.8	50	82.0	High	Maintained	Good	59,478	82.1	60,822	81.0	62,032	80.4	62,712	79.9	65,274	80.8		
Parent	11	100.0	8	72.7	20	76.7	18	66.7	42	73.9	High	Maintained	Good	29,693	75.3	30,314	74.6	30,381	73.4	31,458	73.3	32,542	74.5		
Teacher	6	100.0	n/a	n/a	11	92.9	9	90.9	8	90.0	High	Maintained	Good	29,785	88.9	30,508	87.4	31,651	87.3	31,254	86.6	32,732	87.1		

## Essential Findings:

Overall, we maintained our achievement in this area. Parent satisfaction increased from 67% to 74%.

## Comments:

Two questions were asked for this measure. The first question states: High school students demonstrate the knowledge, skills and attitudes necessary for learning throughout their lifetime.

It seems this question may have confused many respondents, since we don't have any high school students. Only 27 out of 42 parents answered it, and 2 out of 8 teachers answered it.

15% of the parents that answered the question selected "Don't Know", which led to a lower percentage of satisfied parents.

The second question states: Your child is taught the knowledge, skills and attitudes necessary for learning throughout their lifetime.

79% of parents, and 100% of teachers expressed satisfaction in this area.

## 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													Alberta									
	2021		2022		2023		2024		2025					Measure Evaluation			2021		2022		2023		2024
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	28	81.9	10	46.7	76	77.3	84	68.6	105	71.0	Low	Maintained	Issue	157,680	81.9	172,339	82.9	179,589	82.9	184,554	82.8	190,222	83.0
Parent	13	79.8	10	46.7	20	80.6	18	64.3	43	76.0	Intermediate	Maintained	Acceptable	30,817	81.7	31,625	82.4	31,780	82.2	33,145	82.3	34,368	82.4
Student	9	70.7	n/a	n/a	45	64.5	57	53.3	54	58.6	Very Low	Maintained	Concern	96,676	74.9	109,776	76.9	115,487	77.4	119,382	76.7	122,315	77.0
Teacher	6	95.2	n/a	n/a	11	87.0	9	88.1	8	78.4	Low	Maintained	Issue	30,187	89.2	30,938	89.3	32,322	89.3	32,027	89.2	33,539	89.5

### Essential Findings:

Overall, satisfaction in this area increased compared to the previous year. Parent and student satisfaction increased. However, there was a drop in teacher satisfaction with the opportunity for students to receive a broad program of studies.

- A deeper look at the results shows that parents are relatively satisfied with their children's opportunities to learn another language (88% satisfaction rate).
- Parent satisfaction with opportunities for students to learn about health increased to 86% this year, compared to 78% last year.
- Parent satisfaction with opportunities for students to participate in physical education increased to 76%, compared to 69% last year.
- Parent satisfaction with opportunities for students to learn art increased to 74% this year, compared to 67% last year.
- Some of the questions that were asked showed that parents are dissatisfied with the lack of availability of certain subjects at our school
  - o 53% parent satisfaction with opportunities for students to learn about drama. A significant increase from last year, in which parents reported only 11% satisfaction
  - o 69% parent satisfaction with opportunities for students to learn about technology. A significant increase from last year, in which parents reported 53% satisfaction in this area.
- Grade 7-9 students demonstrated high satisfaction with opportunities to learn another language (79%).
- 33% 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 (33%) 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											Alberta											
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	60	87.5	10	50.0	121	84.1	153	73.3	175	72.9	Very Low	Maintained	Concern	230,686	82.7	249,524	81.9	256,932	81.2	264,651	80.6	268,717	80.5
Parent	13	87.2	10	50.0	20	87.7	18	67.9	42	76.9	Intermediate	Maintained	Acceptable	30,874	76.7	31,643	75.3	31,805	73.7	33,110	73.5	34,352	73.5
Student	41	86.5	n/a	n/a	90	70.7	126	63.0	125	54.3	Very Low	Declined	Concern	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7	200,841	78.7
Teacher	6	88.9	n/a	n/a	11	93.9	9	88.9	8	87.5	Very Low	Maintained	Concern	30,181	91.2	30,946	90.3	32,322	89.9	32,025	89.5	33,524	89.4

### Essential Findings:

- Teachers are satisfied with the accessibility of programs for at-risk students. 88% of teachers reported being satisfied – which is aligned with the provincial average.
- 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. Satisfaction increased by almost 10% this year.
- 81% of parents agree that teachers are available to help their children when needed – a 5% increase from last year.
- There was a slight decline in satisfaction for parents of grade 4-6 students.
  - o 80% of parents agree that teachers can help when their child needs it, compared to 88% last year.
  - o 76% of parents agree that their child can easily access programs and services at school to get help with school work, compared to 78% last year.
  - o 70% agree that their child can get help at school with problems unrelated to school work, compared to 78% last year.
- Parents of grade 7-9 students showed much higher satisfaction with support for at-risk students compared with last year.
  - o Teachers are available to help students: Increase from 67% to 82%
  - o Students can easily access programs to get help with school work: Increase from 56% to 81%
  - o Students can get help at school with problems that are not related to school work: Increase from 44% to 73%
- Overall, grade 4-6 student satisfaction decreased.
- Overall, grade 7-9 student satisfaction decreased.

## Comments:

- It is important to note the number of parent participants in the survey is much higher this year. Participation of parents of grade 4-6 parents tripled, and participation of parents of grade 7-9 students doubled.
- 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 are continuing to implement 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 fields to get life and career advice
- Extra focus on developing positive relationships with students.

## 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											Alberta												
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	
Overall	60	98.1	10	75.5	121	91.0	153	85.3	177	83.1	Intermediate	Maintained	Acceptable	230,987	90.0	249,835	88.8	257,278	87.5	265,150	87.1	269,159	87.3	
Parent	13	100.0	10	75.5	20	95.9	18	87.8	43	85.8	High	Maintained	Good	30,969	90.5	31,707	89.5	31,879	88.1	33,225	88.0	34,446	87.9	
Student	41	94.3	n/a	n/a	90	80.7	126	74.6	126	68.4	Very Low	Declined	Concern	169,813	84.0	187,165	82.5	193,049	81.5	199,865	80.4	201,157	80.6	
Teacher	6	100.0	n/a	n/a	11	96.4	9	93.3	8	95.0	High	Maintained	Good	30,205	95.4	30,963	94.3	32,350	93.0	32,060	92.9	33,556	93.4	

## Essential Findings:

Overall, we maintained acceptable achievement in this area.

### Parents

- A higher percentage of parents reported that they agree that teachers care about their child.
- A higher percentage of parents reported that they agree that their child is treated fairly by adults at school.
- All other responses remain relatively similar to last year.

### Students

There was a decline in student agreement that students are safe at school.

- 72% of grade 4-6 students reported agreement that students are safe, learning the importance of caring for others, etc.
- Grade 7-9 students' agreement that students are safe, learning the importance of caring for others, and treated fairly in school continues to decline.

## 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 two years ago. It is still relatively new, and students are still adjusting to it. These systems include an improved student management 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 2024-2025