

Annual Education Results Report (AERR)

**Al Mustafa Academy and
Humanitarian Society
2022-2023**



Message from the Board Chair

Assalaamualaykum,

It is our pleasure to introduce you to the Al Mustafa Academy and Humanitarian Society.

From humble beginnings to our current standing of serving close to 800 students, we have always been a community oriented school proud to meet the emergent needs of our community. Our goal is to provide a sound education to our youth based on Muslim and Canadian values. We pray that our students emerge as good citizens ready to serve this great nation in addition to being 21st century learners thriving in a rapidly changing world.

We have made and continue to make investments in our school including infrastructure upgrades, investment in resources and development of new programs which reflect the needs and aspirations of our community. Covid slowed down the pace of our activities but did not affect our enthusiasm or commitment. The aspirations of our dear students remain paramount, and their needs form the basis of all our plans.

We thank you for taking the time to review the information offered in this report which highlights our efforts as well as our challenges. We remain committed to reviewing the results of the report and work towards addressing the issues raised within it with sincerity, integrity and good spirit. It is our desire to continue to serve our community to the best of our abilities.

Yours in Education,

Syed Hasan
Board Chair

Accountability Statement:

The Annual Education Results Report for the 2021-2022 school years was prepared under the direction of the Al Mustafa Academy Board in accordance with its responsibilities under the Private Schools Regulation and the Education Grants Regulation.

This document was developed in the context of the provincial government's business and fiscal plans. We have used past AERR results, Assurance Survey Results along with locally obtained data to support the development of this AERR report. We are committed to implementing the strategies contained within it as well as revising it as necessary.

The Board approved this Annual Education Results Report on January 30, 2023.

Foundation Statements:

Vision

To build an environment of good behavior coupled with Islamic education, to instill strong values; while at the same time, building an extremely strong Academic and multicultural program.

Mission

To build an environment of excellent morals and strong academic standards while producing highly capable graduates excelling in all aspects of life.

A Profile of the School Authority:

Al Mustafa Academy and Humanitarian Society (Al Mustafa Academy) is a religious, social, cultural, and non-profit organization that provides services and programs designed to assist in the educational and spiritual development of the Muslim individual and family. A primary tenet of the Al Mustafa Academy is community involvement and service not only with the Muslim community but with every community regardless of faith or background.

Al Mustafa Academy is dedicated to humanitarianism and to providing a high quality Islamic and secular education rooted in Canadian and Albertan values to the Edmonton community.

Al Mustafa Academy's roots are deeply enshrined in the message and teachings of the Prophet Mohammad (Peace Be Upon Him). Its modern roots can be traced to the vigorous intellectual revivalist effort that took hold in Muslim societies starting in the early 20th Century. This revival aimed at reconciling faith with the challenges of modernity and providing a clear articulation of balance and moderation in understanding Islam. Al Mustafa Academy's core message concentrates on constructive engagement with society, focus on personal and communal empowerment, and organizational development.

Al Mustafa Academy is a wholly Canadian organization that operates only in Canada. Al Mustafa Academy cooperates with other like-minded organizations for the betterment of our members and the community as a whole. Al Mustafa Academy believes that maximizing the potential of every individual is a key to the proper development of the community.



Summary of Accomplishments:

1. **Enrollment:** We continue to attract students to both of our campuses from all over the City of Edmonton and throughout the year. We have seen growth in both our campuses. More students enrolled in our Quran memorization program this year. In keeping with our humanitarian vision our school continues to serve the needs of the most vulnerable in our community including refugees, students from single parent families, as well as those facing financial difficulties. Our policy remains not to refuse any child an education which is based on sound Muslim values due to financial circumstances.
2. **Renovations:** Both campuses have had significant renovations done including washroom upgrades, classroom refurbishments, and the purchase and set up of portables for the north campus.
3. **Transportation:** We are operating 23 buses covering 13 routes which bring the majority of our students to school from all over the city of Edmonton. We maintain an excellent safety record in the operation of our transportation system.
4. **Community Collaboration:** We continue to expand our collaboration with Muslim organizations across the city, and we have visited many of them to promote our school and its humanitarian mission to serve the educational needs of Muslim students in the Edmonton area. We also offer our facilities to community groups as part of our commitment to community engagement (e.g. cultural events, weekend classes, youth groups, sports groups, etc.). AMA is engaged with many Muslim organizations such as NCCM (National Council of Canadian Muslims), ICNA (Islamic Circle of North America), and ISNA (Islamic Society of North America) as well as IFSSA (Islamic Family and Social Services of Edmonton) that work with the Muslim population of Edmonton. We are also seeking to expand our collaborations with our FNMI partners through our FNMI liaison who has a strong working relationship with many Indigenous groups and organizations.
5. **Student Leadership:** Students deliver the Friday sermon and are also encouraged to participate in sports leadership programs within the school as well in after school programs organized or managed by the school.
6. **Extra-curricular Programs:** We have introduced Tae-Kwondo and self-defense classes especially for female students which are held at our south campus and delivered by a highly experienced instructor. Before school programs (8:00-8:30) that focus on extra academic support and Quran instruction are also offered for students at both our campuses. These are offered at no extra charge to our families in response to their appeal for additional Quran practice and academic practice opportunities for their children.
7. **Staff Professional Development:** We have regular professional development (PD) sessions for all our staff including certified teachers as well as Quran/Arabic/Islamic Studies instructors. These sessions cover teaching methodologies as well as information on the most upto-date theories in education, learning and teaching. These sessions are run by professional experts with postgraduate qualifications and long experience in the field. We are honored to host this year a series of lectures by the world renowned Islamic scholar Dr. Musharraf Husain,

the translator of the famous translation of the Quran, “The Majestic Quran”. This is truly a unique honor for any Islamic school!

9. School Committees: These committees help in the running of school activities and programs. They include:
- a. *Discipline Committee*: This committee handles all issues related to discipline such as bullying, violations of school regulations, and general misbehaviors. The committee assists in addressing incidents in a professional way for the safety and peaceful environment of the school. It consists of four staff members.
 - b. *Sports and Extra-Curricular Committee*: This committee handles all sporting and student recreational activities. It consists of three staff members. The Student Council also supports the activities of this committee.
 - c. *Health And Wellness Committee*: The role of this committee (consisting of 4 members) is to observe and monitor health issues in the school, ensure that standards of cleanliness are maintained, ensure that there are adequate supplies of health products (masks, sanitizers), as well as monitor other issues related to the physical, mental health and wellness of students, staff and visitors.
 - d. *Parent Committees*: The role of this committee is to advocate for the interests of the families of our students and to articulate their concerns. The Parent Committee advises the administration and board on matters impacting their children’s education, and provides assistance in the running of school activities.
 - e. *Student Council*: The council consists of an executive and is formed by election. It assists in activities in the school such as social activities, sports, VIP visits, etc. with guidance and direction from staff members.

Staff are invited to join specific committees to enhance their professional experience. The staff are encouraged to choose areas that interest them as well as areas that they can effectively contribute to.



Alberta Education Assurance Measures Overall

Summary: Fall 2021

Assurance Domain	Measure	Al Mustafa Academy & Human Soc			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	76.6	88.7	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	67.2	81.0	73.6	81.4	83.2	83.1	Low	Declined	Issue
	3-year High School Completion	87.5	63.2	63.2	83.2	83.4	81.1	High	Improved	Good
	5-year High School Completion	*	*	n/a	87.1	86.2	85.6	*	n/a	n/a
	PAT: Acceptable	34.2	n/a	37.2	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	3.4	n/a	9.8	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	27.6	n/a	47.6	75.2	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	0.0	n/a	23.8	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	73.2	88.3	79.2	89.0	89.6	90.3	Very Low	Declined	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	73.1	82.9	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	69.7	85.6	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	77.3	96.2	77.3	78.8	79.5	81.5	Intermediate	Maintained	Acceptable

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 and 2020/21 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Comments on the Overall Summary:

It is with concern that we note the decline in the numbers reported in these four domains, except in the areas of high school completion and parental involvement. In areas that reflect the opinion of participants (families, staff, and students) such as education quality, school environment, access to supports/services, etc., we believe that the numbers shown are reflective of the dissatisfaction on the part of these parties in other non-related school matters such as a review of financial obligations and transportation matters.

Many initiatives to address and improve structural matters of the school including financial obligations and transportation subsidies were introduced close to the time of the surveys. This resulted in many families and staff being upset at these necessary measures, and we believe this impacted their impression of the school and its efforts as reflected in their survey responses.

We note that overall parental involvement did not show a decline, and anecdotally we continue to receive praise from families and the community for our efforts and initiatives. Indeed, our enrollment numbers increased this year (2022-2023) confirming that many families continue to support our school and its programs. We interpret this support as an understanding and appreciation by the community of the efforts of the school. We remain proud of the fact that our high school graduation rates continue to be high, a trend that we hope to maintain.

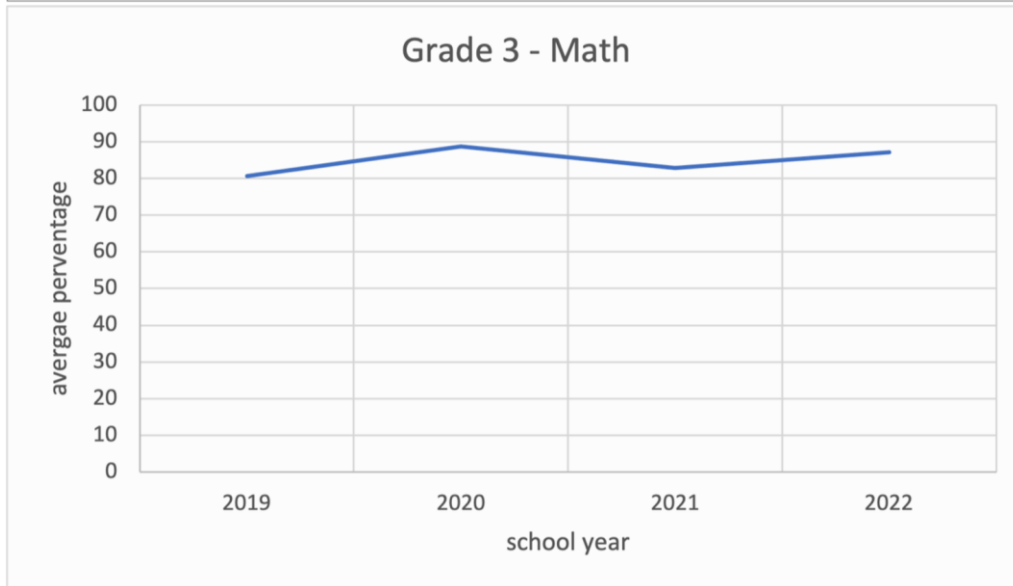
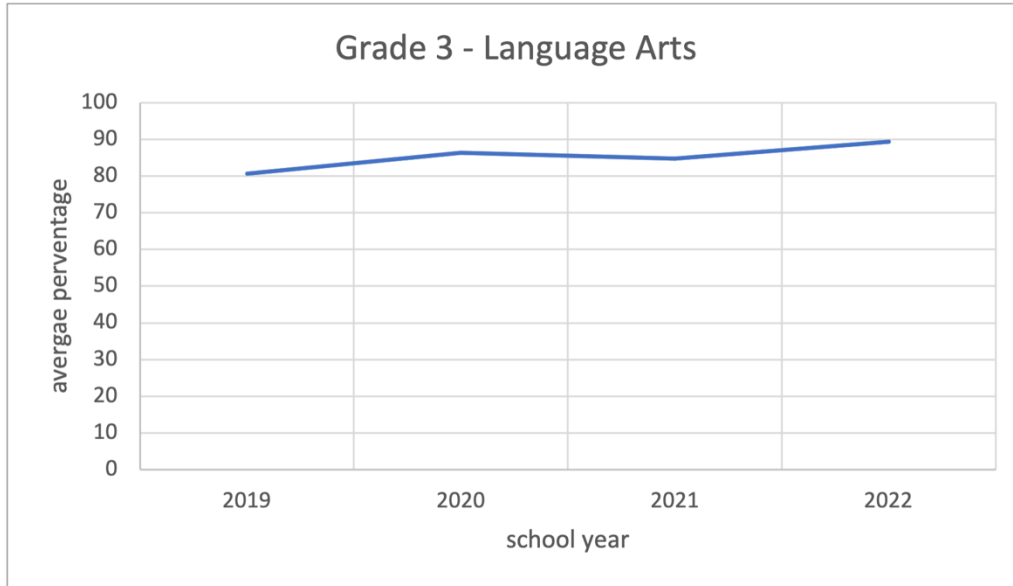
Domain One: Student Growth and Achievement



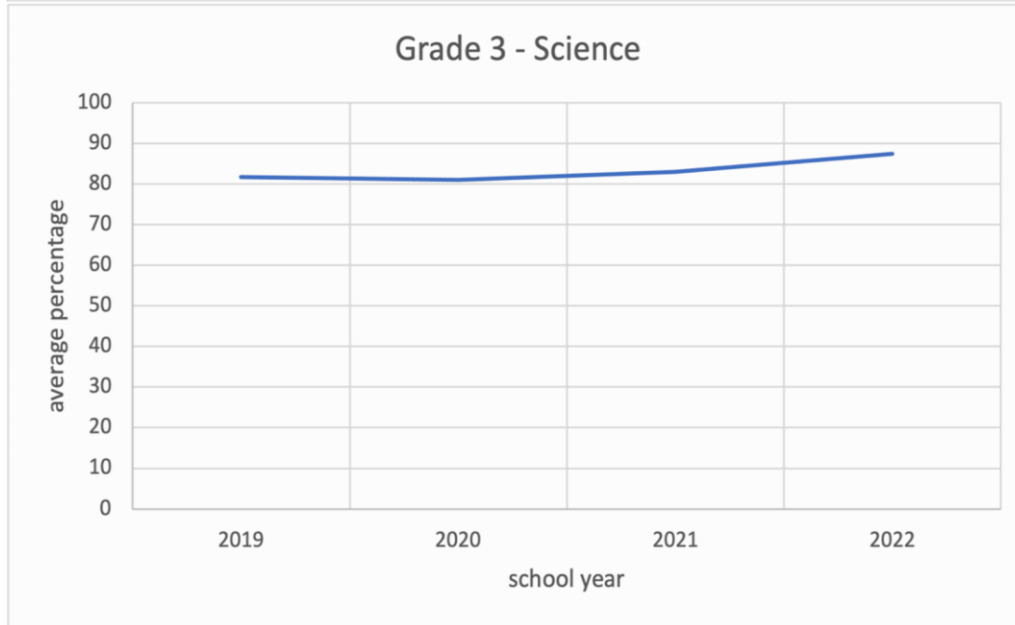
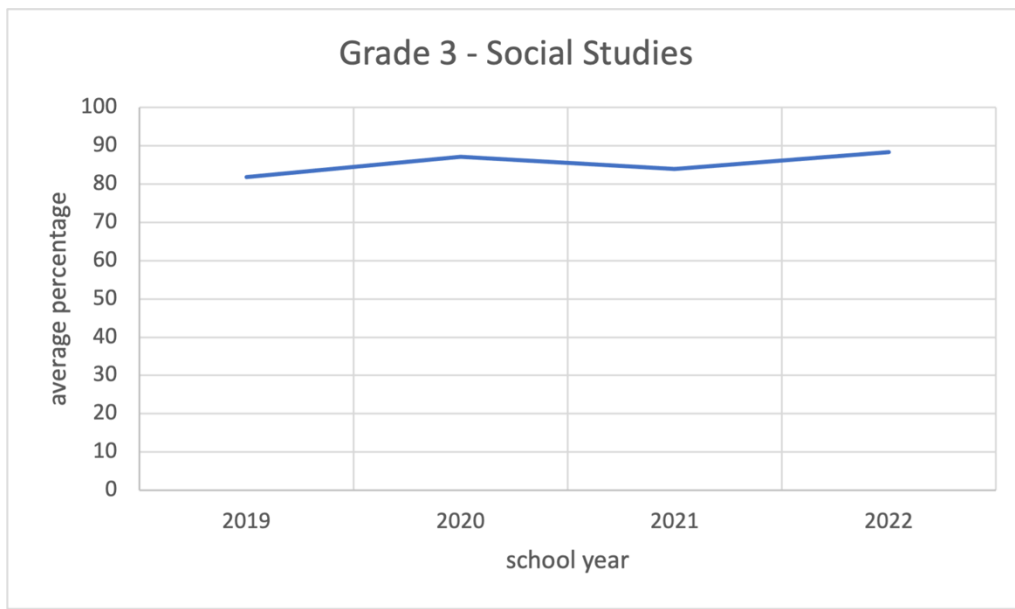
Measure 1: Local Measures
Report Card Analyses/ELL Gr. 12 Student Progress/SLA Analysis/ELL General
Analysis

Report Card Analyses

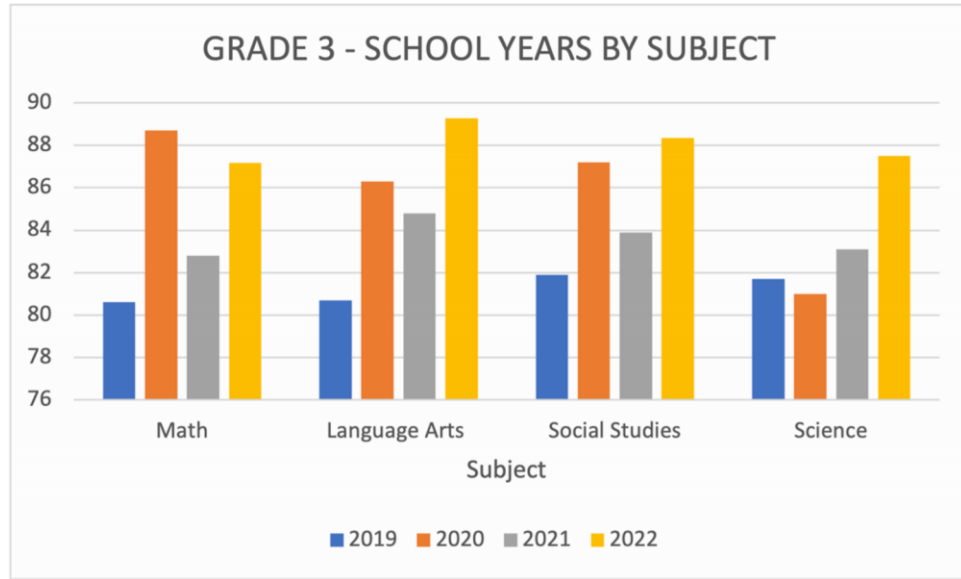
Grade 3



In LA improvement is clear, while in Math the results were stable.

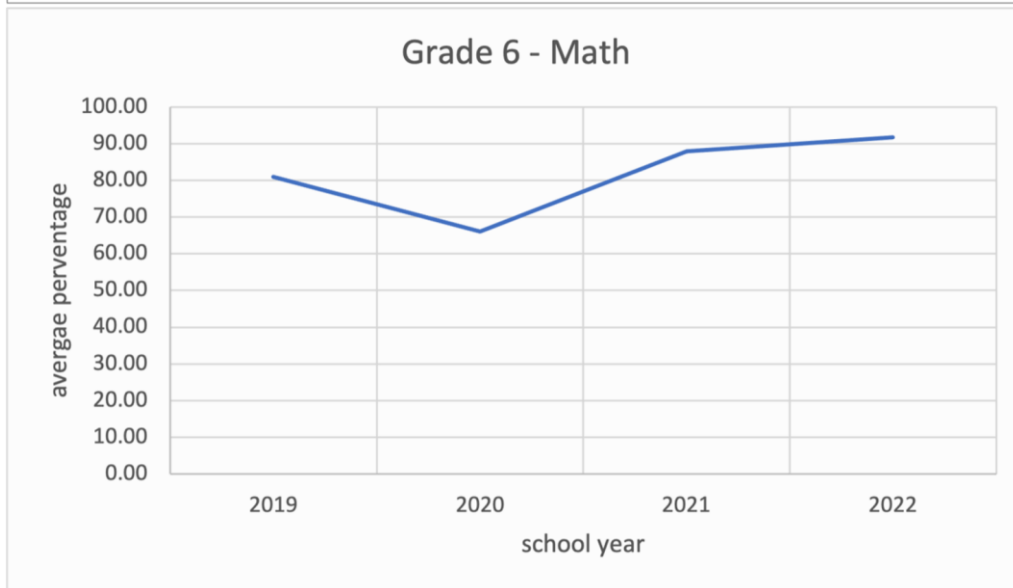
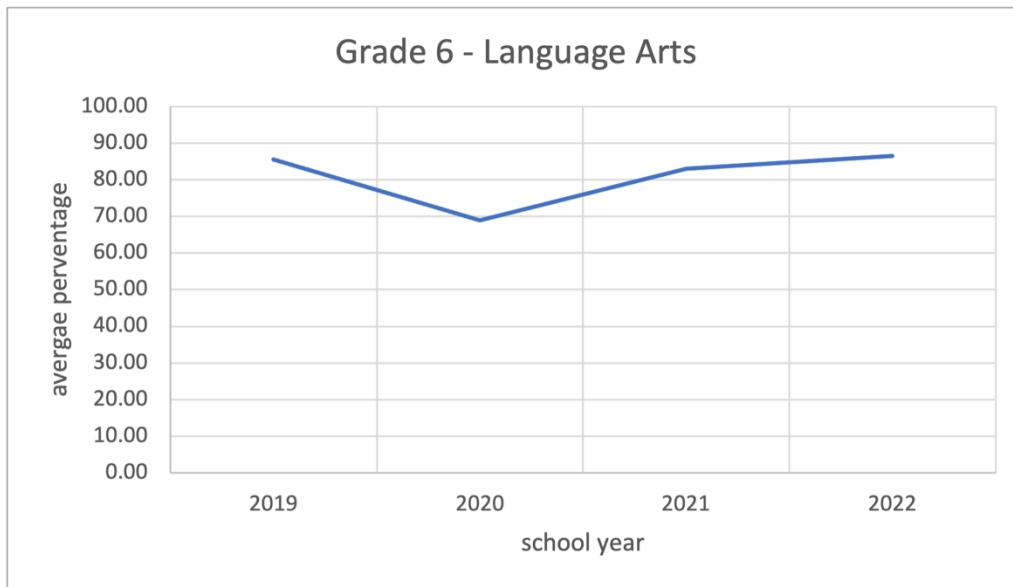


In Social Studies and Science, improvement is clear.



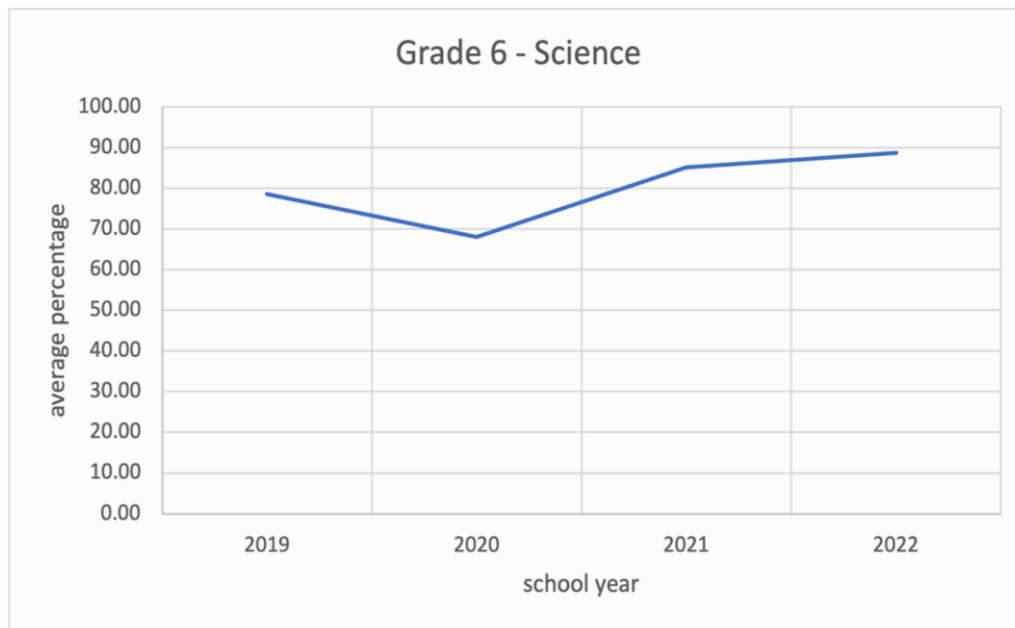
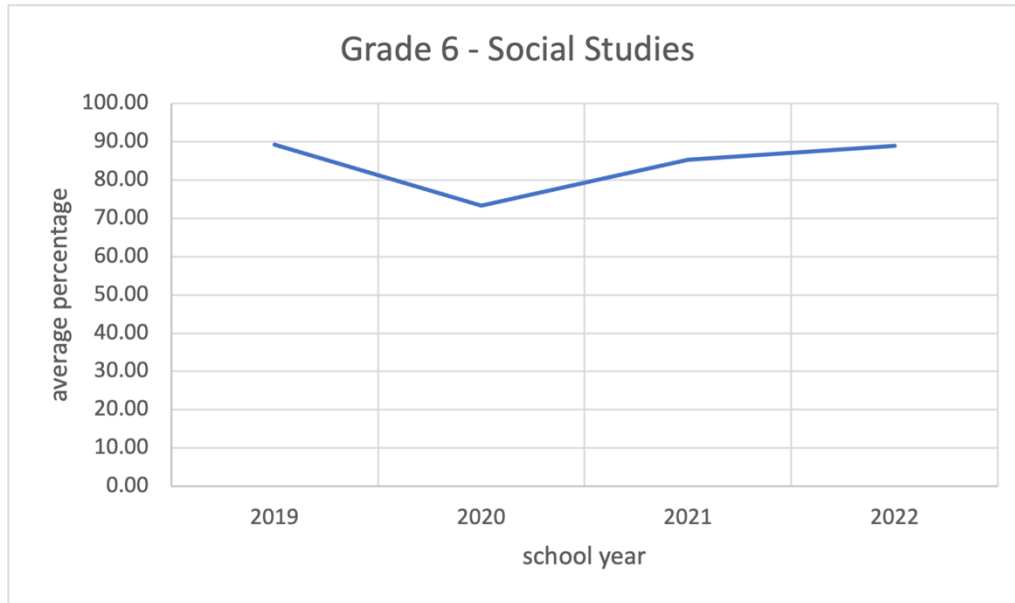
In conclusion, these graphs show that there is significant improvement in Grade 3 subjects from 2019 – 2022.

Grade 6



In the first Graph – Language Arts- the level went down in 2020, but improved again in 2021 and 2022. This might be due to Covid -19 effect.

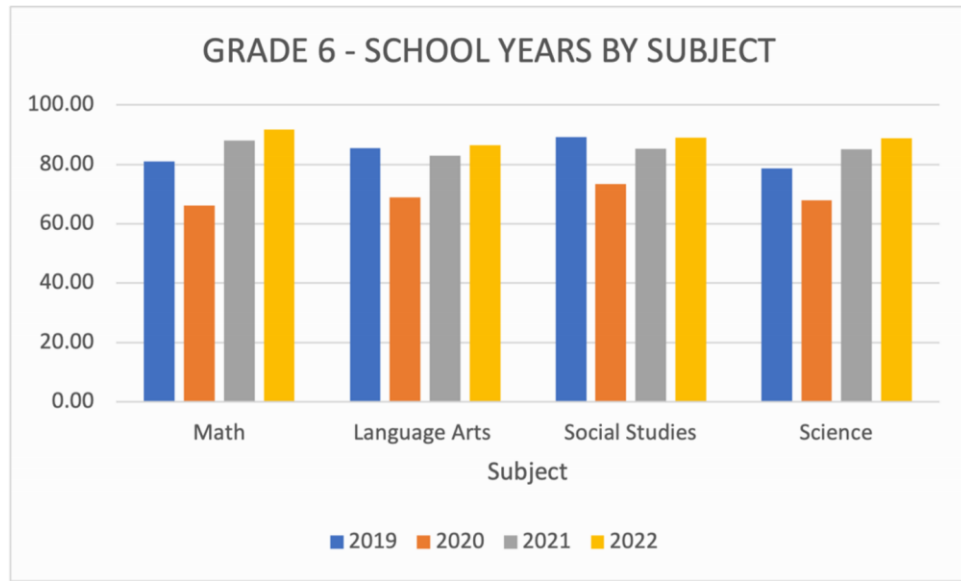
The second Graph - Math - shows more improvement in 2021 and 2022.



The Social Studies Graph shows decline in 2020, but went back to normal in 2022.

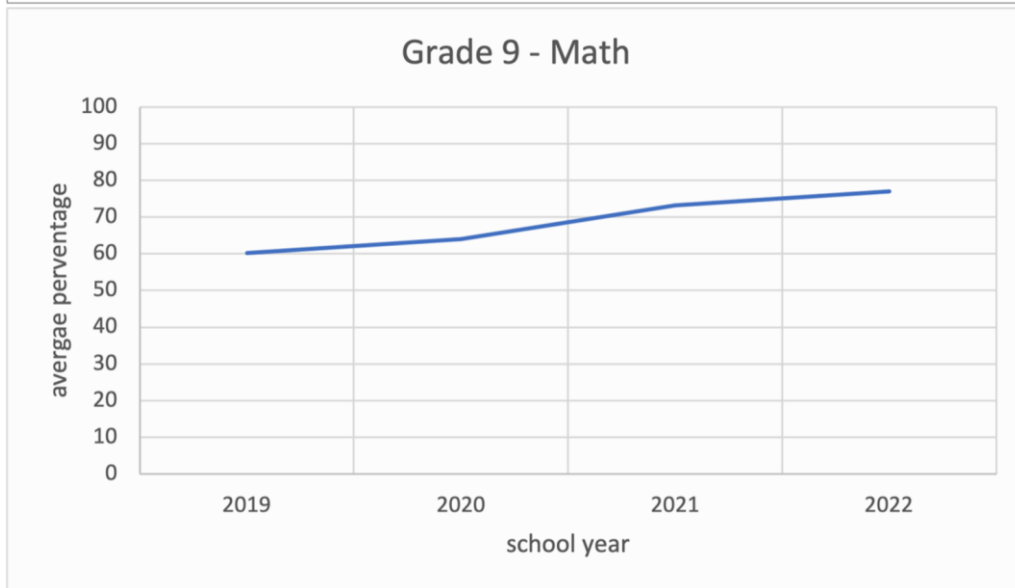
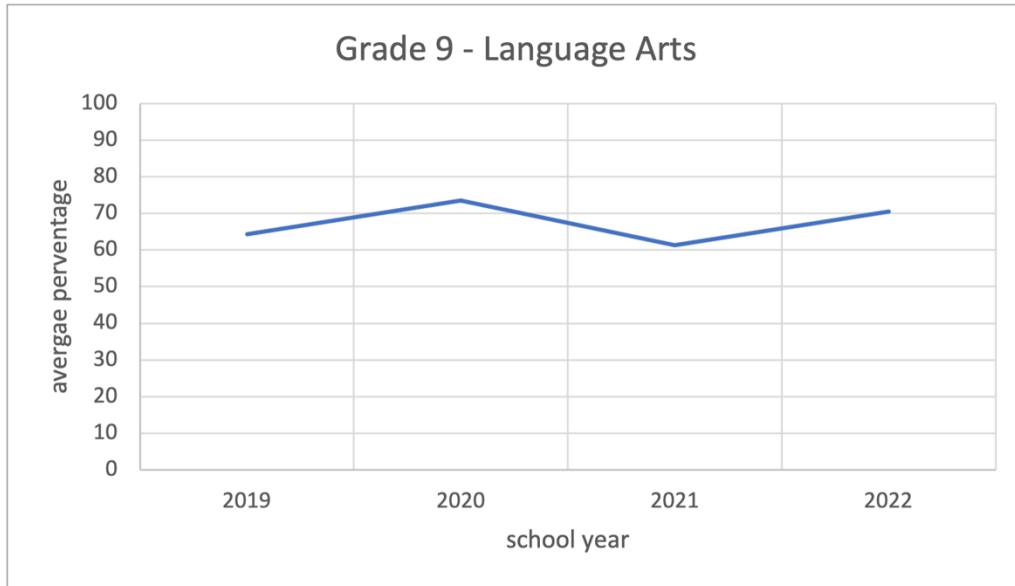
The Science Graph also shows decline in 2020, but it shows significant progress in 2022.

However, these results may be due to the Covid-19 crisis impacts on learning and teaching.

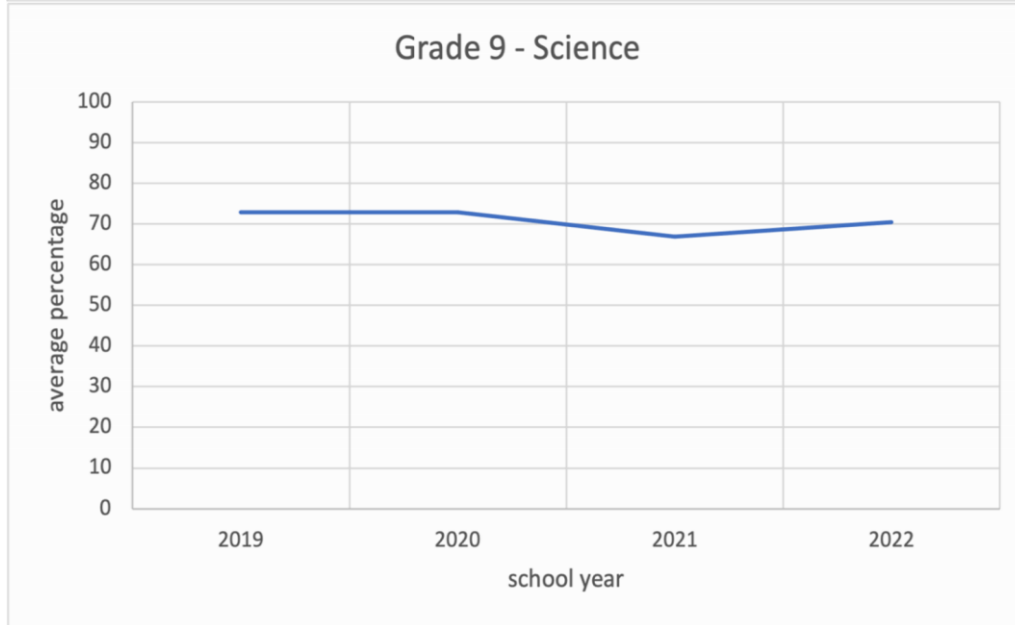
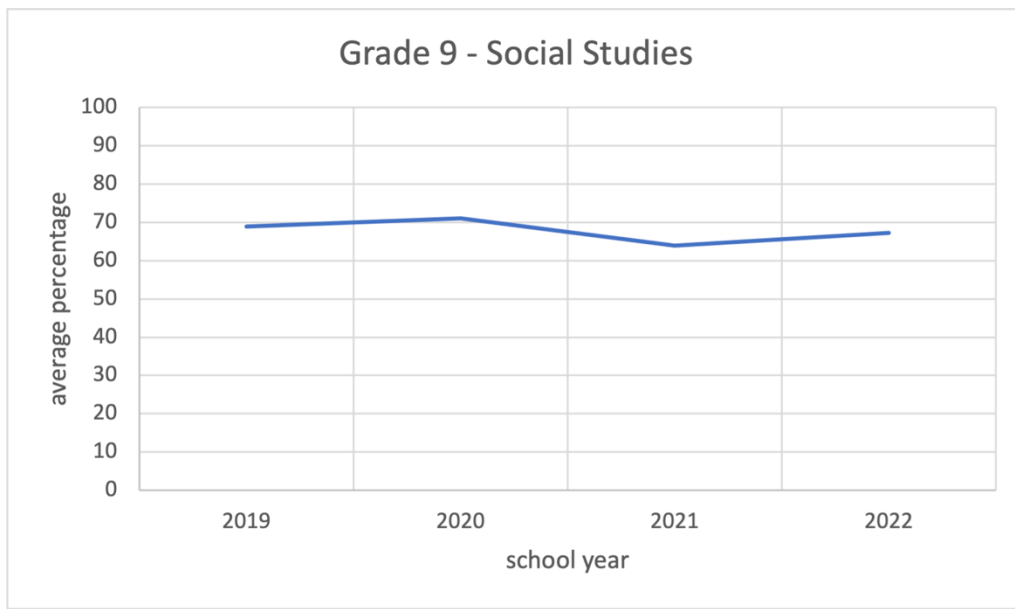


The graphs show that there is significant improvement in all Grade 6 subjects between 2019-2022.

Grade 9

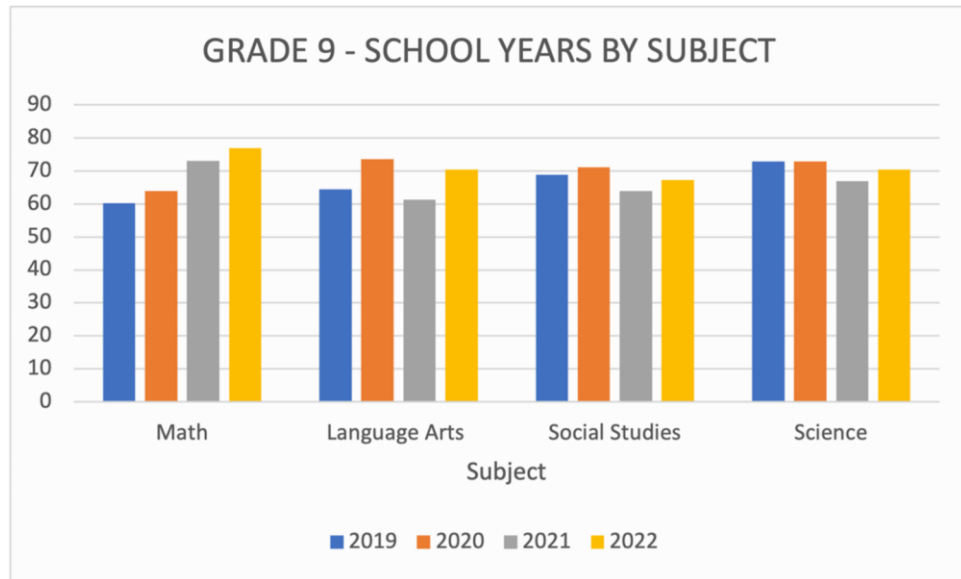


The LA results were not stable although they improved in 2022, but the Math results show significant improvement from 2019- 2022.



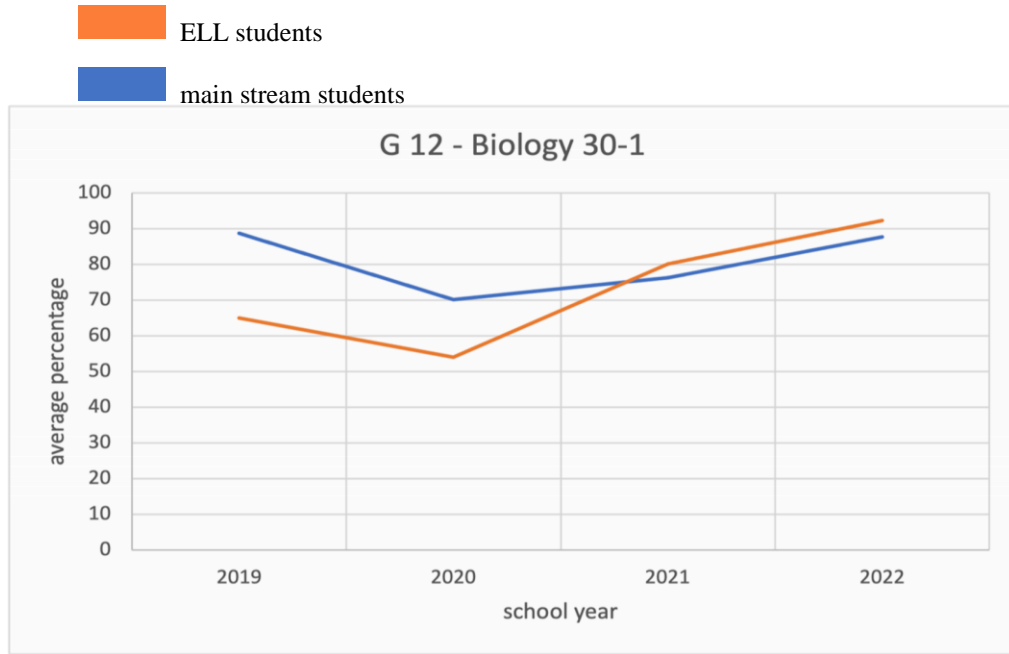
The Social Studies results were not stable with little changes. This might be due to the language requirement for Social Studies.

This also applies to Science levels for the same reason.



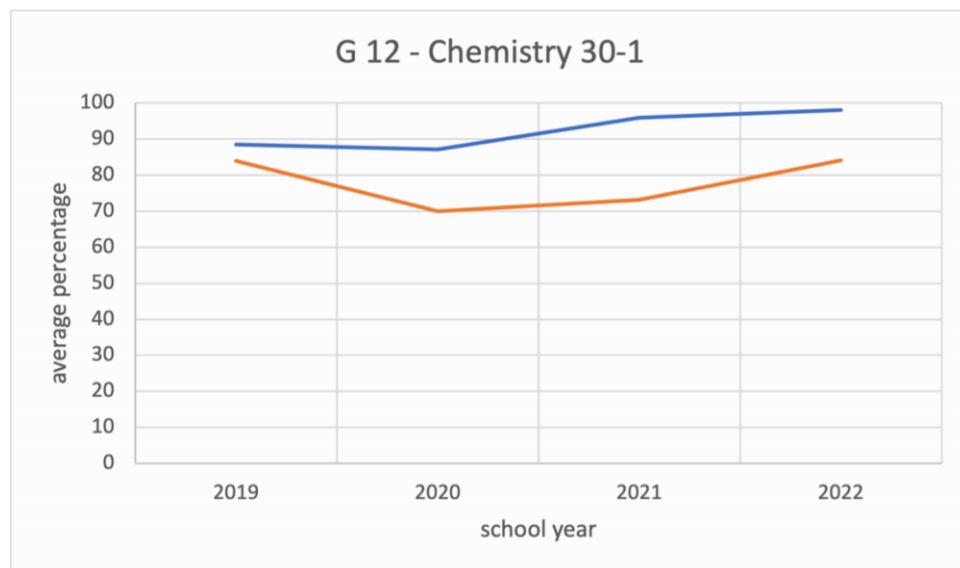
These graphs show that there is significant improvement in Math, while improvement in other subjects is limited or even stable in all years.

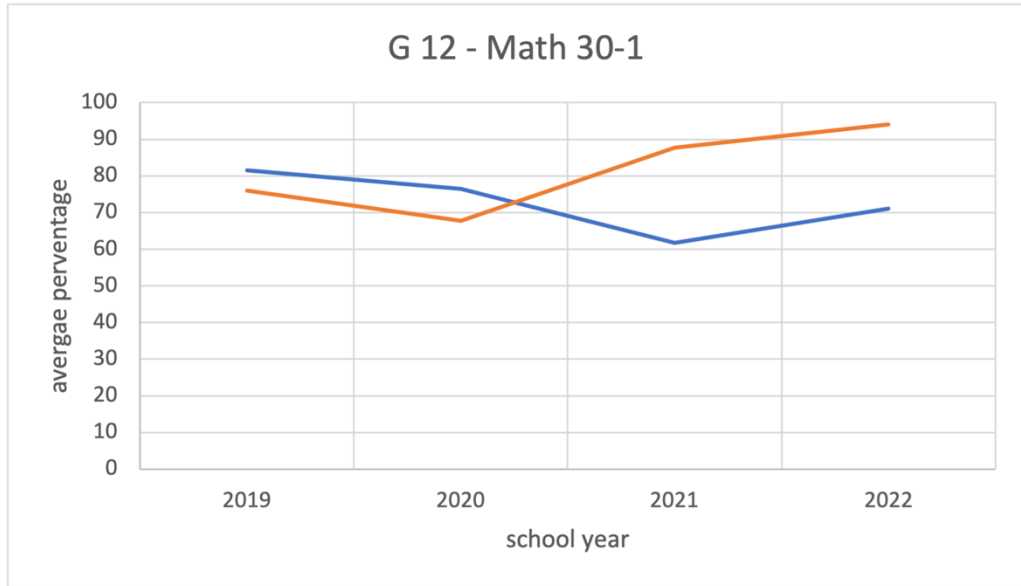
Grade 12



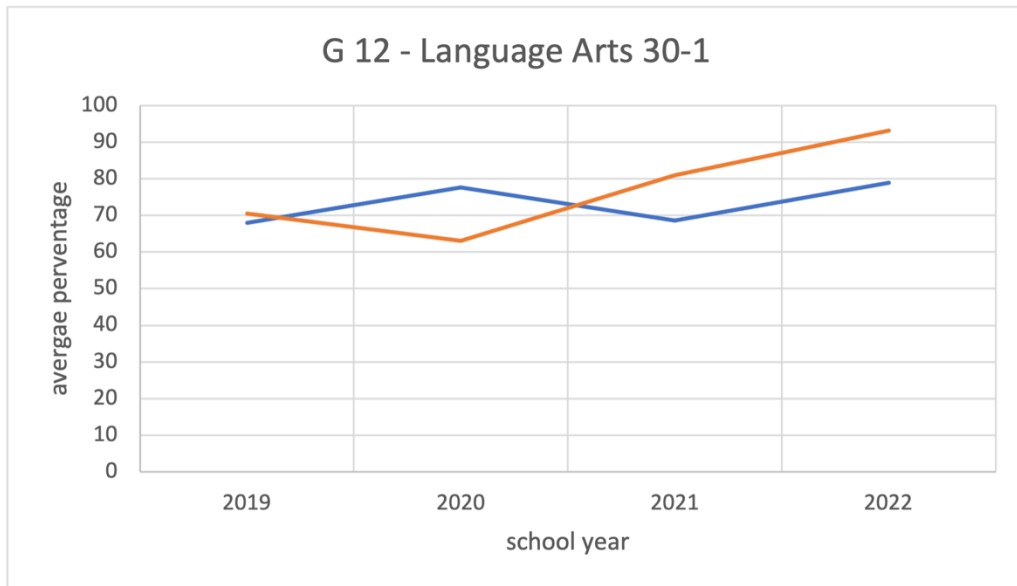
This graph compares between the levels of G 12 ELL students and Main stream ones in Biology 30-1.

It is clear that the ELL students have improved more than the Main stream students in 2021-2022.



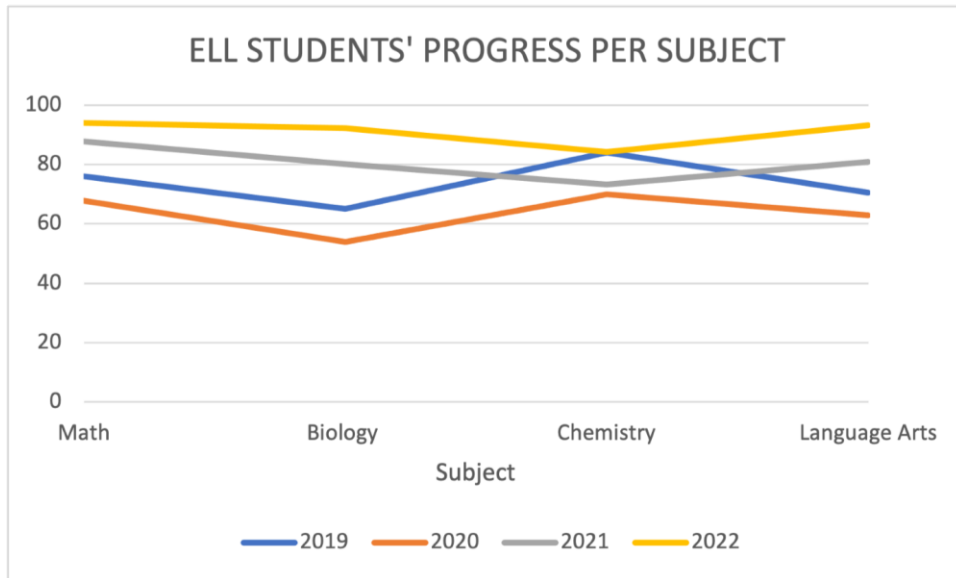


This graph compares between the levels of Gr.12 ELL students and Main stream students in Chemistry 30-1. Although the Main stream students’ level is higher in all four years, it is clear that the ELL students’ level stayed stable.

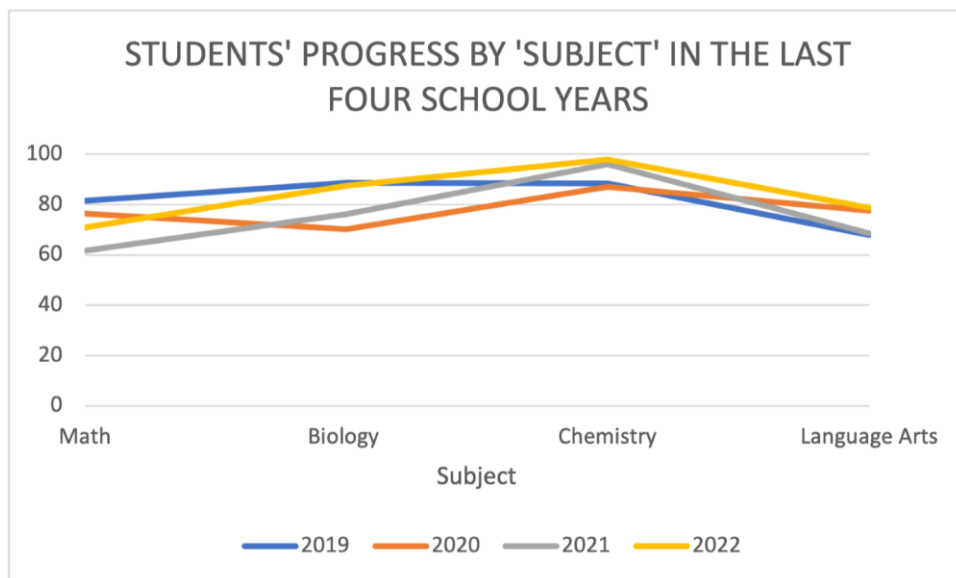


1. The Math graph shows significant improvement in G 12 Math 30-1 from 2019-2022. It is clear that the progress of the ELL group is better than those in the Main stream one.
2. The LA results are also similar to the Math results.

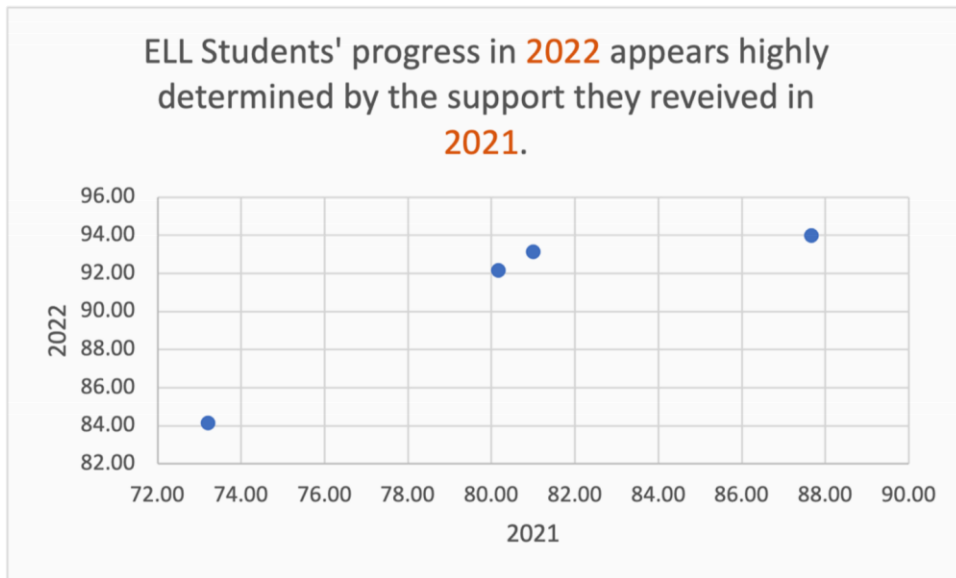
ELL (English Language Learner) Gr. 12 Student Progress:



It is clear from this graph that there is significant improvement and progress in ELL Grade 12 results in 2021 and 2022 compared with 2019 & 2020.



This graph shows that there is significant progress in Chemistry in the four years.



This graph shows that the ELL students' progress in 2022 is higher than that of 2021. This might be due to their preparation in 2021.

A Comparison Between Grade 12 ELL Students' Results and Regular Students' Results in 4 Years:

Grade 12 Average Percentile				
Subject	2019	2020	2021	2022
Math	81.58	76.54	61.75	71.01
Biology	88.75	70.13	76.2	87.63
Chemistry	88.45	87.1	96	98.00
Language Arts	68	77.58	68.57	78.86

Grade 12 ELL Students Average Percentile				
Subject	2019	2020	2021	2022
Math	75.93	67.75	87.67	94.00
Biology	65	54	80.17	92.19
Chemistry	84.02	70	73.20	84.18
Language Arts	70.5	63	81.00	85.6

Comment:

It is evident from the average percentile of student scores in STEM subjects that our ELL students already possess a substantial level of knowledge that has continued to grow over the four past school years. Furthermore, their English language proficiency does not significantly impede their growth. In STEM subjects, the average percentile has increased significantly over the four school years in a manner that is parallel to non-coded peers. Throughout the four academic years, our ELL Program contributed to the growth of students learning.

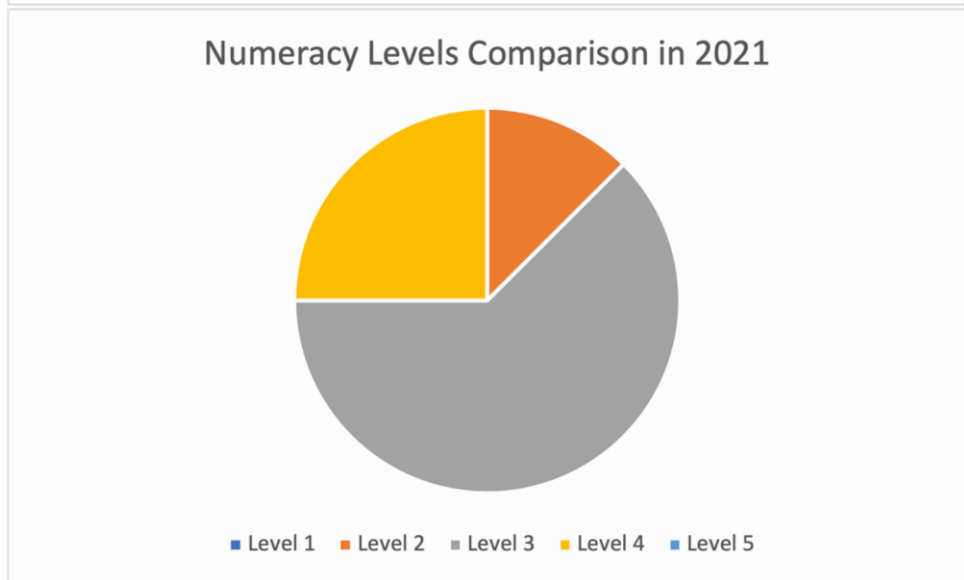
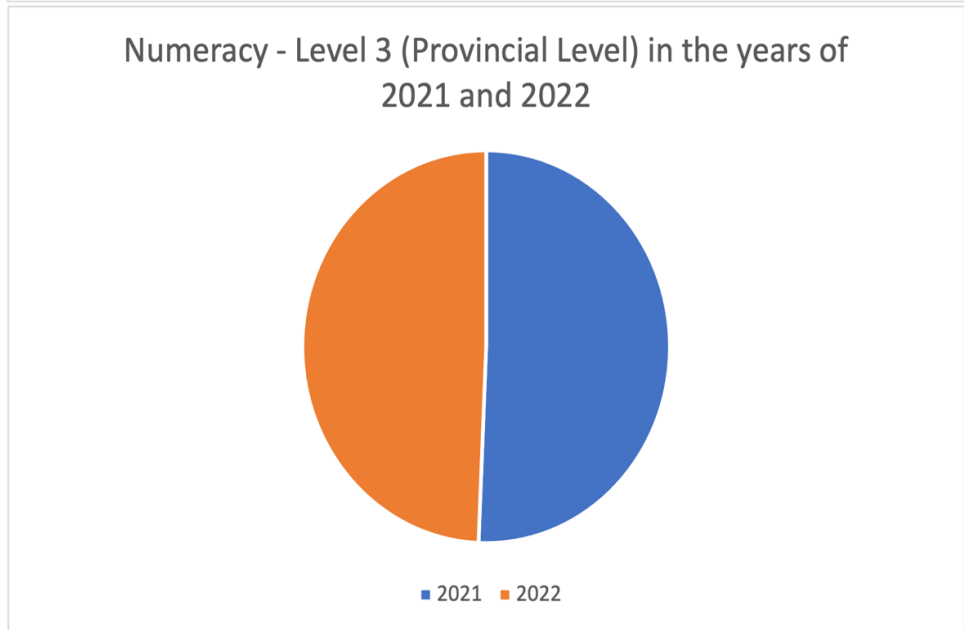
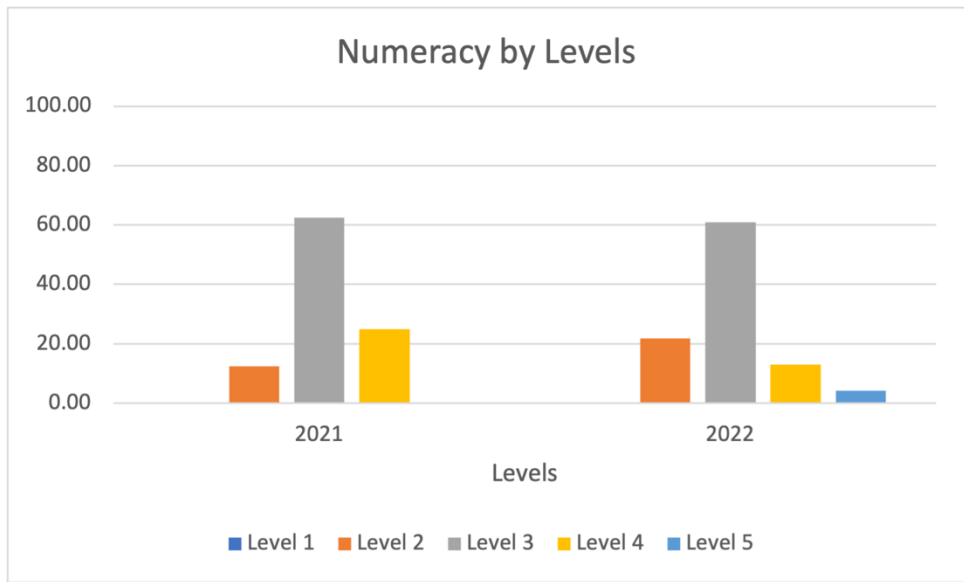
CONCLUSION REGARDING ELL HIGH SCHOOL STUDENTS RESULTS:

In conclusion, the findings mentioned above confirm the importance and positive role of the ELL Program. It shows its significant impact on students in most of the subjects and all grades. It also encourages Al-Mustafa Academy to continue with this program for its significant positive benefits on the pulled out students attending the program. It also encourages us to implement this program in other situations such as new students coming to Canada whose English is very poor. It is a very useful program for all of these groups and stages.

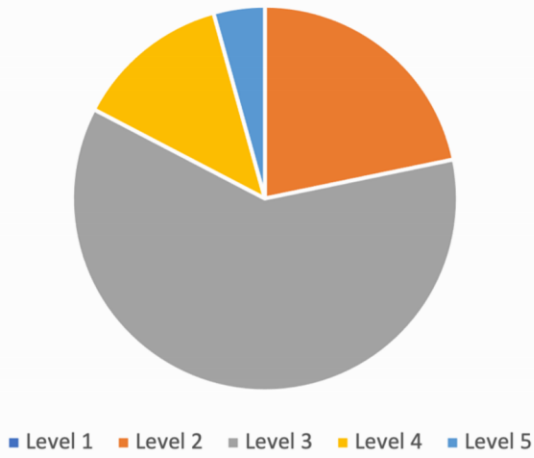
SLA (Student Learning Achievement) Fall 2022 Results

Grade 3 Average Percentile - Numeracy		
Levels	2021	2022
Level 1	0.00	0.00
Level 2	12.50	21.74
Level 3	62.50	60.87
Level 4	25.00	13.04
Level 5	0.00	4.30

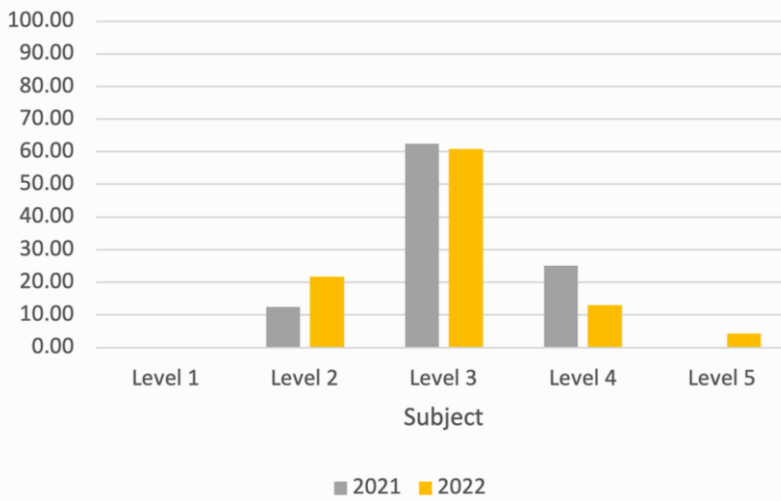
Grade 3 Average Percentile - Literacy		
Levels	2021	2022
Level 1	4.00	0.00
Level 2	24.00	8.33
Level 3	64.00	70.83
Level 4	8.00	20.83
Level 5	0.00	0.00



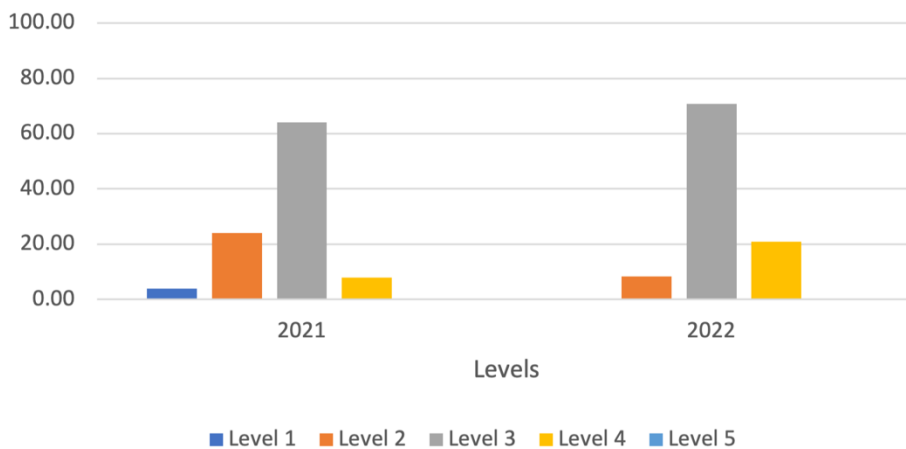
Numeracy Levels Comparison in 2022



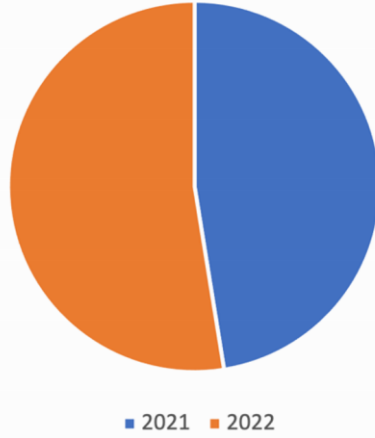
GRADE 3 - SCHOOL YEARS BY NUMERACY



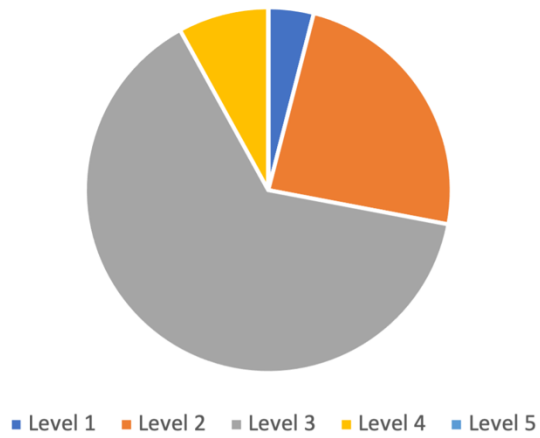
Literacy by Levels

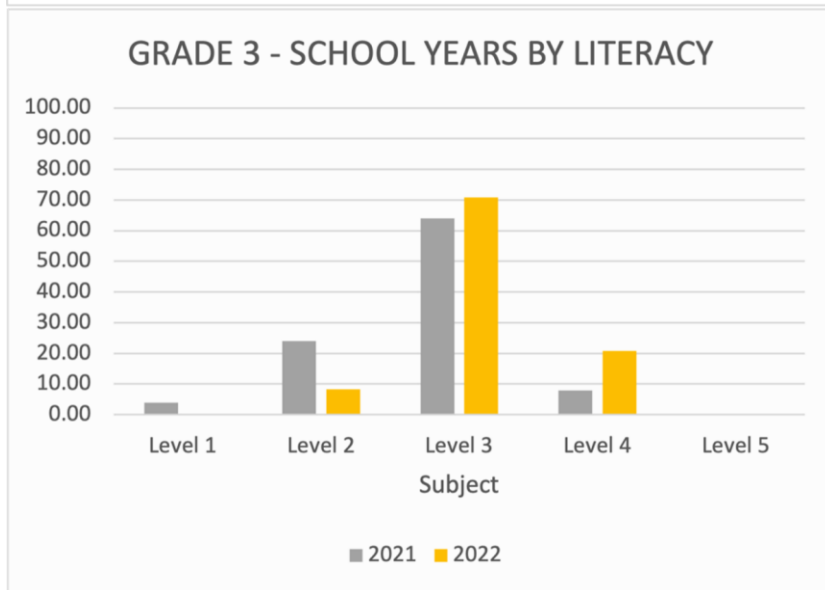
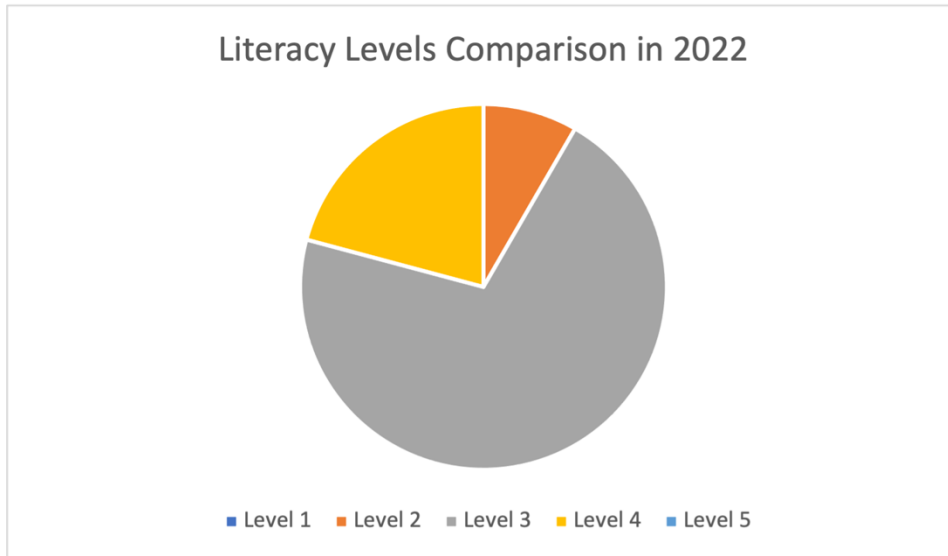


Literacy - Level 3 (Provincial Level) in the years of 2021 and 2022



Literacy Levels Comparison in 2021





It is clear from the graphs that the majority of the SLA students in 2021 and 2022, fall mainly in Level 3 in Numeracy and Literacy. Level 4 comes next. This means that there is improvement in the SLA results.

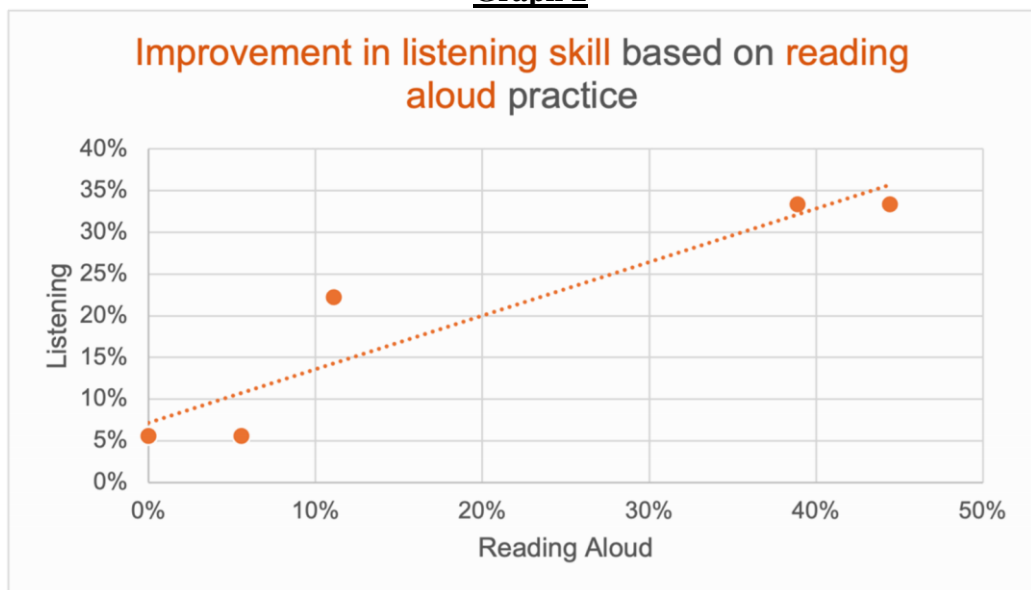
ELL (English Language Learner)
2021-2022
STUDENT PROGRESS (General)
ELL 2021-22 Required Graphs

Graph 1



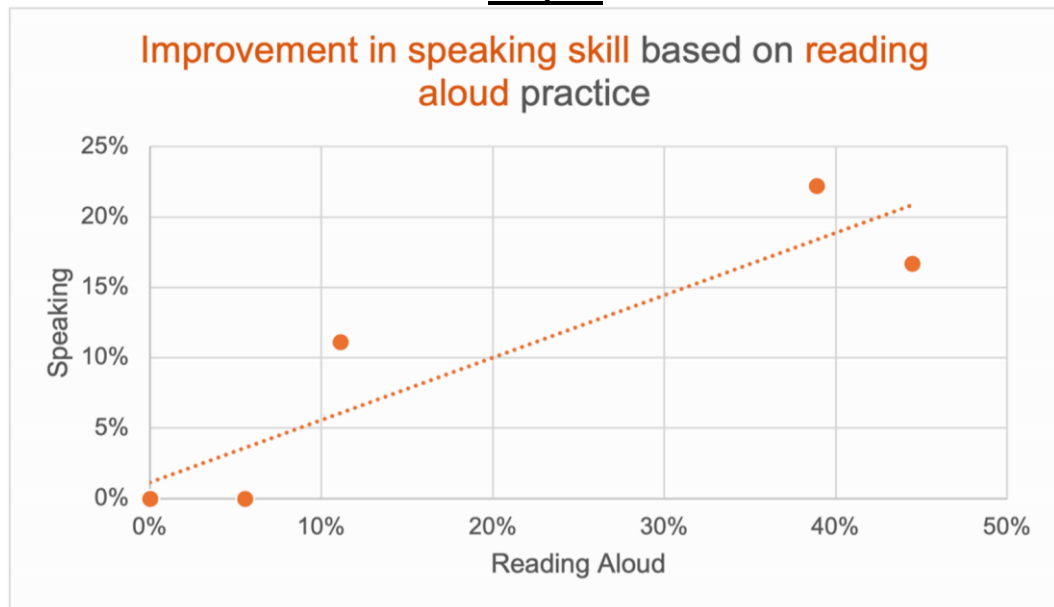
Graph 1 shows that there is significant improvement of around 22% at the Reading Comprehension and Listening. In the other skills, there is some improvement ranging between 5% and 10%.

Graph 2



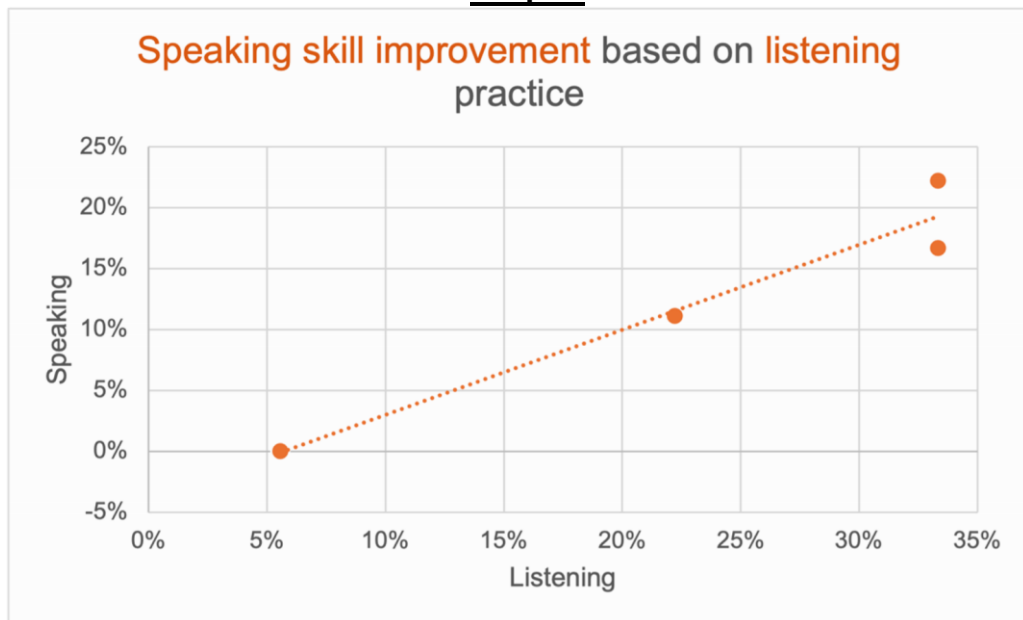
Graph 2 shows that there is significant improvement of 36% at listening based on reading aloud.

Graph 3



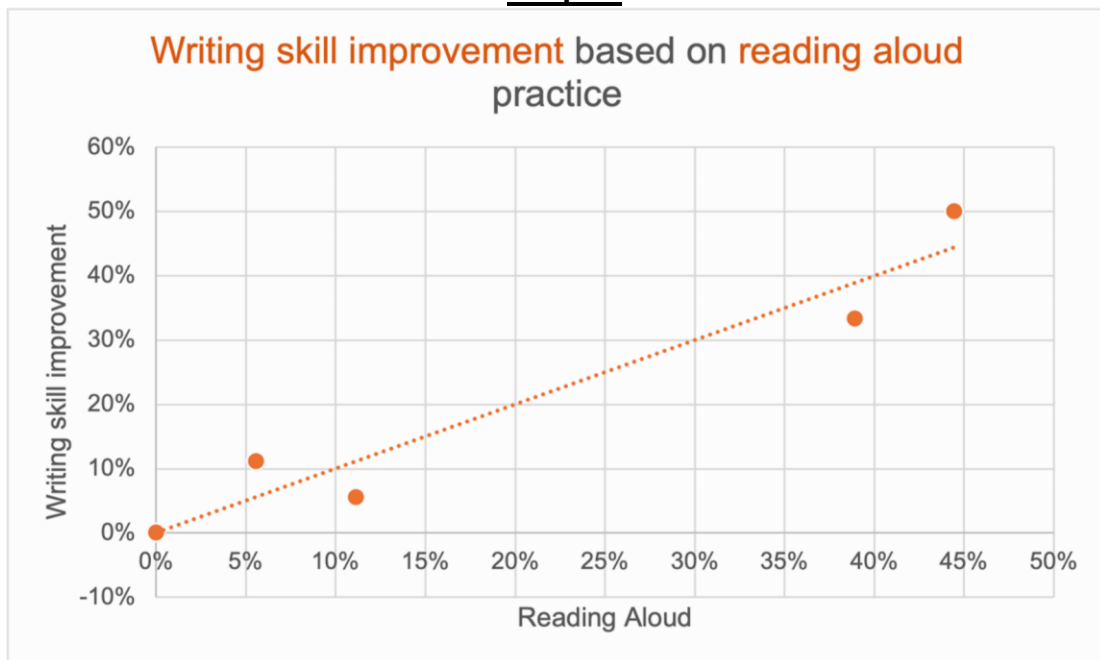
Graph 3 shows significant improvement of about 21% at speaking based on reading aloud.

Graph 4



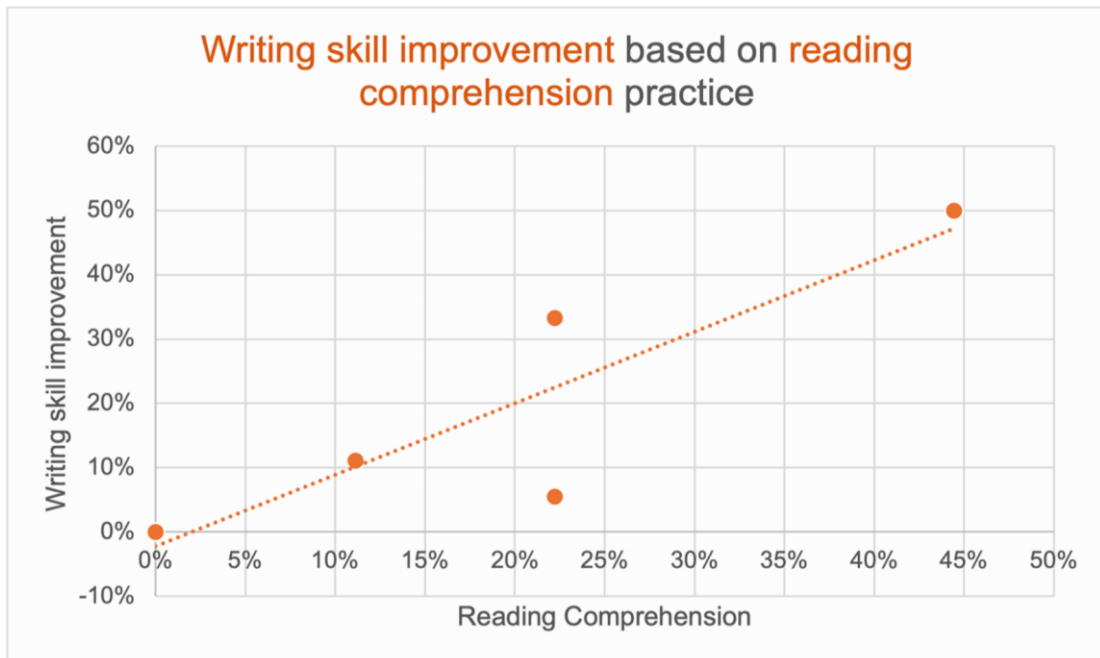
Graph 4 shows significant improvement of about 19% at writing based on listening practice.

Graph 5



Graph 5 shows significant improvement of 48% at writing based on reading aloud.

Graph 6

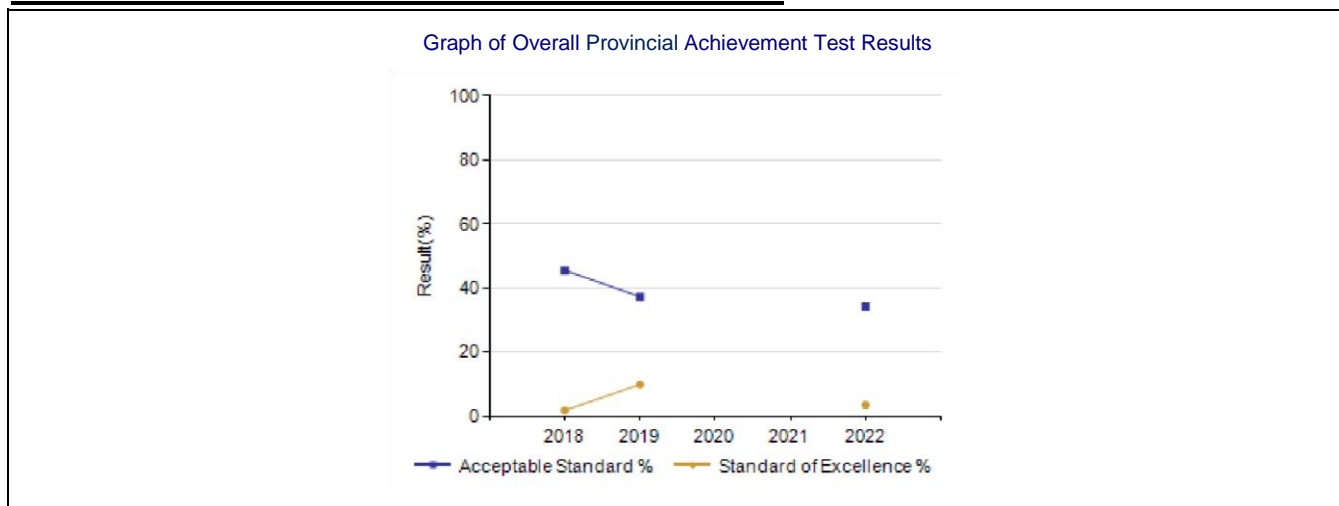


Graph 6 shows significant improvement of about 48% at writing based on reading comprehension practice.

Regarding First Nations, Metis and Inuit Students:

Al Mustafa Academy has only a few students that are self-identified as First Nations, Metis and Inuit (FNMI). Therefore, their data values have been suppressed because their numbers are fewer than 6.

Measure 2: Provincial Achievement Test Results



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
3. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19, as well as by the COVID19 pandemic in 2019/20. Caution should be used when interpreting trends over time.
4. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

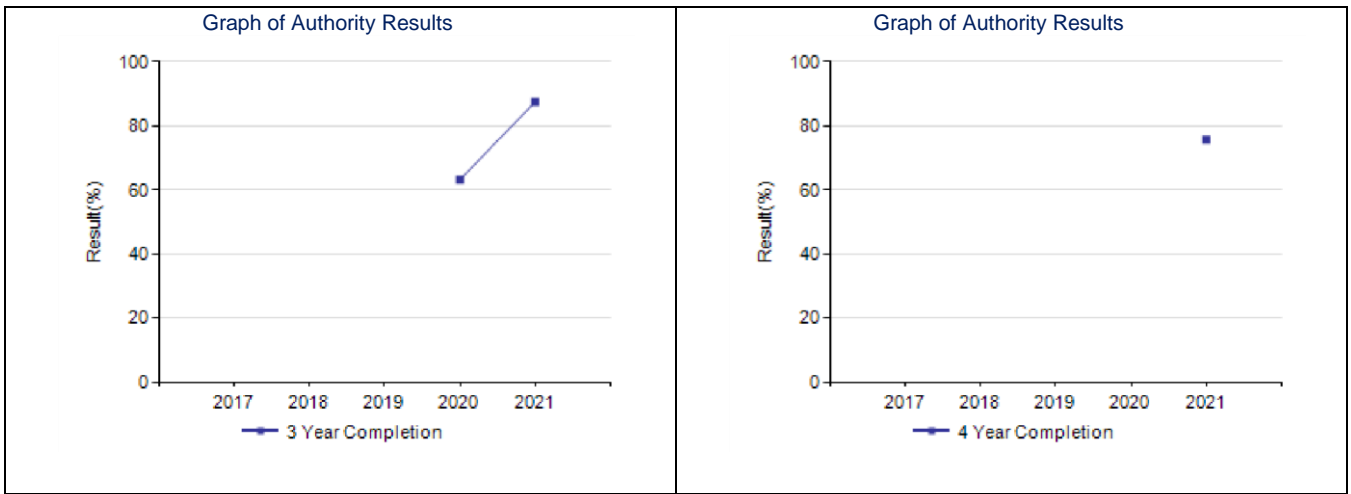
Comments On Provincial Achievement Test Results:

- This was the first PAT experience after Covid and many students experienced test anxiety
- Some of our students come from marginalized and traumatized backgrounds and the unique experience of writing the PAT's impacted their performance
- The Acceptable standard remained stable while the level of excellence declined.
- Additional PAT preparation practices for students are in place to achieve better results this year. Teachers are provided extra resources and training to pursue this goal. Our inquiries inform us that many students experienced challenges managing the style of questioning used in the PAT exams.

Measure 3: High School Results - Diploma Examination, Completion Rates, Rutherford Eligibility

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.

	Authority										Province												
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%		
3 Year Completion	n/a	n/a	1	*	3	*	8	63.2	8	87.5	High	Improved	Good	44,982	78.7	44,978	79.7	45,354	80.3	46,245	83.4	47,675	83.2
4 Year Completion	n/a	n/a	n/a	n/a	1	*	3	*	8	75.6	Low	n/a	n/a	44,841	83.0	44,994	83.3	44,980	84.0	45,351	85.0	46,242	87.1
5 Year Completion	n/a	n/a	n/a	n/a	n/a	n/a	1	*	3	*	*	*	*	43,736	83.8	44,842	85.2	44,988	85.3	44,972	86.2	45,344	87.1



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the 2019/20 and 2020/21 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.

COMMENT ON HIGH SCHOOL RESULTS:

- We are generally pleased with these results but we need to improve outcomes for the four year graduation rate.
- Al Mustafa received a significant number of Syrian refugee students in 2016 who are now graduating from our high school program. While they have made significant strides in their education with our support, they do continue to face challenges in learning. This impacts our graduation rates and overall levels of accomplishments.

Measure 4: Citizenship

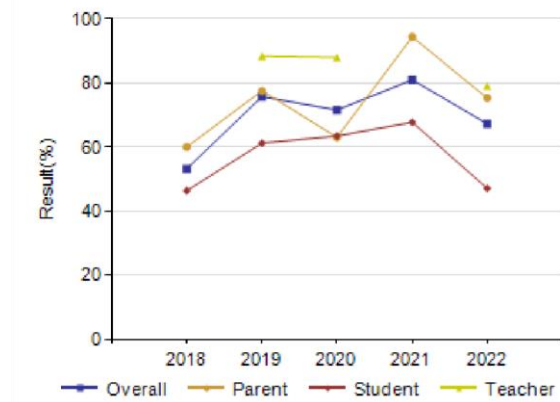


Citizenship – Measure Details

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

	Authority										Measure Evaluation			Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	70	53.2	149	75.7	217	71.5	169	81.0	300	67.2	Low	Declined	Issue	253,727	83.0	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4
Parent	9	60.0	8	77.5	15	63.0	29	94.4	44	75.3	High	Maintained	Good	35,482	81.7	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4
Student	61	46.4	127	61.2	192	63.4	140	67.7	233	47.1	Very Low	Declined Significantly	Concern	185,623	73.9	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1
Teacher	n/a	n/a	14	88.4	10	88.0	n/a	n/a	23	79.1	Very Low	Maintained	Concern	32,622	93.4	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7

Graph of Authority Results



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures in 2019/20. Caution should be used when interpreting trends over time.

Citizenship measure – Comment on results:

- Our commitment is to develop in our students a strong sense of civic consciousness.
- We regularly invite civic leaders, politicians and community leaders to address our students to discuss matters relating to civil society, democracy and community engagement.
- We believe that these messages of civic consciousness are especially important to our newcomer and refugee students who are well represented at both our campuses.
- The qualities of citizenship are mentioned regularly in our Friday congregational prayers and in other messaging to students
- We need to find out why there is not a sense among all our respondents that AMA promotes citizenship despite all our efforts to promote it as explained above

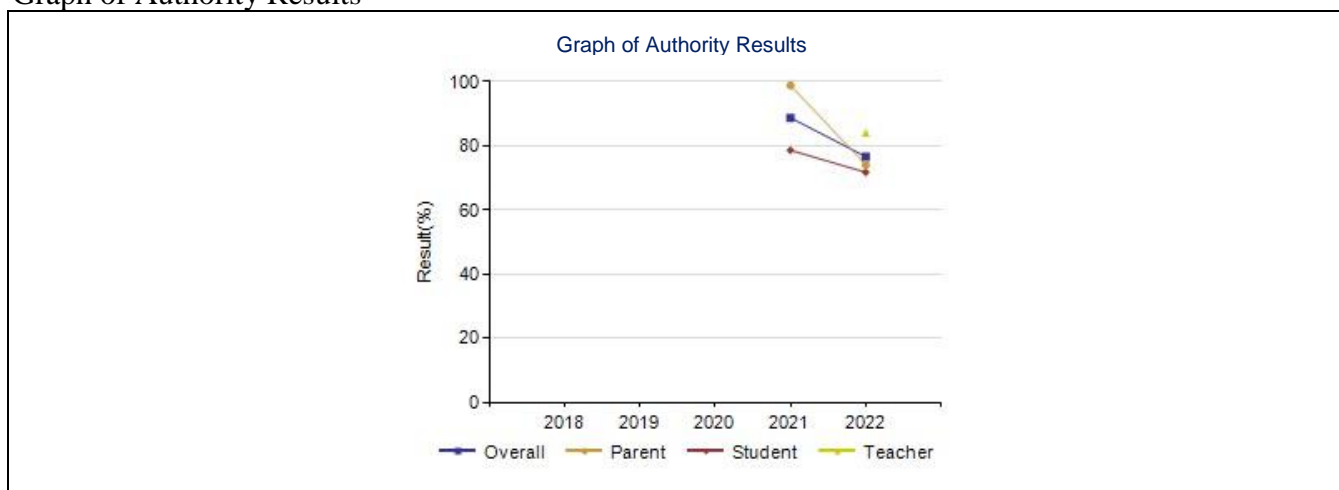
Measure 5: Student Learning Engagement

Student Learning Engagement – Measure Details

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

	Authority										Measure Evaluation			Province													
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022					
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	n/a	n/a	n/a	n/a	169	88.7	300	76.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1
Parent	n/a	n/a	n/a	n/a	n/a	n/a	29	98.8	44	74.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7
Student	n/a	n/a	n/a	n/a	n/a	n/a	140	78.6	233	71.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	23	84.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5

Graph of Authority Results



Notes:

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

Student Learning Engagement – Comment on Results

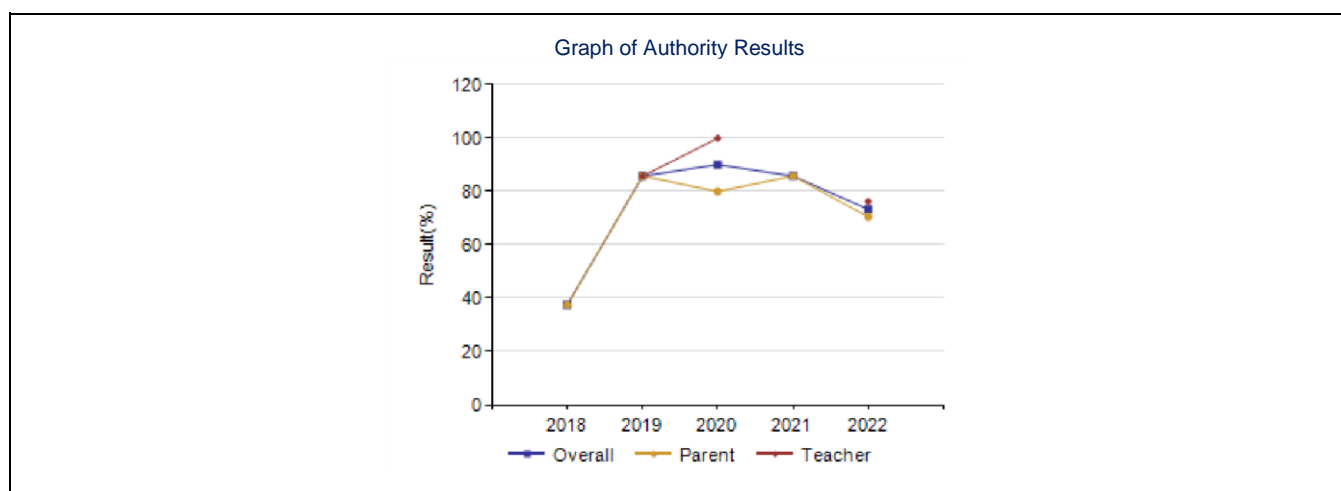
- Al Mustafa Academy was able to quickly respond to the emergent learning needs posed by the Covid-19 crises by setting up online learning protocols and support services quickly and efficiently.
- We supported many families by donating computers and offering technical support
- We provided hard copies of learning materials to students and even facilitated the home delivery of these items to families that were unable to obtain them from school
- The low numbers reported among the respondents with the exception of the teachers is worthy of further inquiry. We remain satisfied that we maintained a high standard of student engagement with strong efforts by staff to ensure that their students were properly engaged in learning. This impression is confirmed by the strong results shown by teachers (84% of them responded positively).

Measure 6: Preparation for Work

Work Preparation – Measure Details

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

	Authority										Measure Evaluation			Province									
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	85	37.5	217	85.7	240	90.4	287	85.8	673	73.5	Intermediate	Declined	Issue	65,186	82.4	66,088	83.0	68,221	84.1	58,109	85.7	59,488	84.9
Parent	85	37.5	77	85.7	150	80.0	287	85.8	474	70.5	High	Maintained	Good	33,176	74.6	33,423	75.2	34,944	76.4	28,862	77.8	29,553	77.3
Teacher	n/a	n/a	14	85.7	90	100.0	n/a	n/a	21	76.9	Very Low	Declined	Concern	32,010	90.3	32,665	90.8	33,277	92.2	29,247	93.7	29,935	92.5



Notes:

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

Preparation for Work – Comment on Results

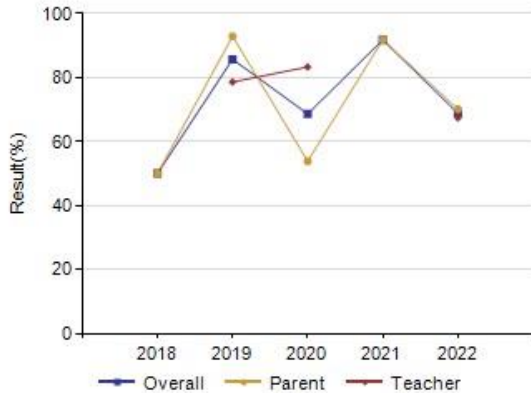
- Parents regularly express to us anecdotally confidence that their children are taught attitudes and behaviors that are important to their success in the workplace
- Al Mustafa Academy provides students, especially our senior students, opportunities to explore and present their skills by engaging them in school and community projects
- We also invite community members and Al Mustafa alumni to discuss their professional lives, serving as examples to our students
- We invite students and their families to use our community farming plots to grow fruits and vegetables to promote a sense of self-reliance in them and to instill in them a proper work ethic
- The lower ratings expressed by respondents, despite the significant efforts made by the school in this area, will be further investigated and addressed

Measure 7: Preparation for Lifelong Learning

Lifelong Learning – Measure Details

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.																							
	Authority										Measure Evaluation			Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	8	50.0	21	85.7	24	68.6	28	91.8	65	68.8	Intermediate	Maintained	Acceptable	66,144	70.9	66,943	71.4	69,182	72.6	59,478	82.1	60,822	81.0
Parent	8	50.0	7	92.9	15	53.8	28	91.8	43	70.1	High	Maintained	Good	33,714	64.0	33,876	64.0	35,454	64.6	29,693	75.3	30,314	74.6
Teacher	n/a	n/a	14	78.6	9	83.3	n/a	n/a	22	67.4	Very Low	Maintained	Concern	32,430	77.8	33,067	78.8	33,728	80.6	29,785	88.9	30,508	87.4

Graph of Authority Results



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. A "N/A" response was added to the AEA survey in 2020/21, allowing respondents to clearly indicate when a question was not applicable. Unlike "Don't Know", a response of "N/A" does not count towards the total number of responses in the survey result. Caution should be used when interpreting trends over time.

Lifelong Learning – Comment on Results

- Al Mustafa Academy strives to impart on our students the virtue of being lifelong learners by referring to our religious and cultural values (i.e. learning and the pursuit of knowledge are exalted virtues in the Islamic and Prophetic traditions)
- We showcase the lifelong learning practices of our staff as an example to students to emulate (some of our staff are pursuing post graduate degrees, extra qualification courses, etc.)
- The message of pursuing learning and seeking knowledge is expressed regularly to our students in Friday sermons religious classes and other forums
- While our current results show a decline they still are at a higher level than in some previous surveys (e.g. in 2018, 2020).

Measure 8: Rutherford Eligibility Rate – Measure Details

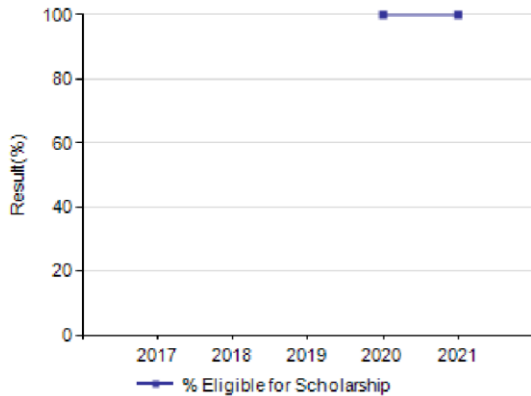
Percentage of Grade 12 students eligible for a Rutherford Scholarship.

	Authority										Measure Evaluation			Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Rutherford Scholarship Eligibility Rate	n/a	n/a	1	*	3	*	7	100.0	7	100.0	Very High	Maintained	Excellent	60,127	63.4	60,559	64.8	58,970	66.6	59,357	68.0	58,631	70.2

Rutherford eligibility rate details.

Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2017	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2018	1	*	*	*	*	*	*	*	*
2019	3	*	*	*	*	*	*	*	*
2020	7	7	100.0	6	85.7	4	57.1	7	100.0
2021	7	6	85.7	6	85.7	4	57.1	7	100.0

Graph of Authority Results



Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Starting in 2018/19, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.
- Participation in the 2019/20 and 2020/21 Diploma Exams was impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Rutherford Eligibility Rate – Comment on results

- We are proud of the results in this category
- Al Mustafa Academy takes very seriously the responsibility of ensuring that our students graduating from high school have a good chance of succeeding in their future plans, and we have made significant efforts to support this goal.

Domain Two: Teaching and Leading



Professional Development Session for all teachers on a PD Day

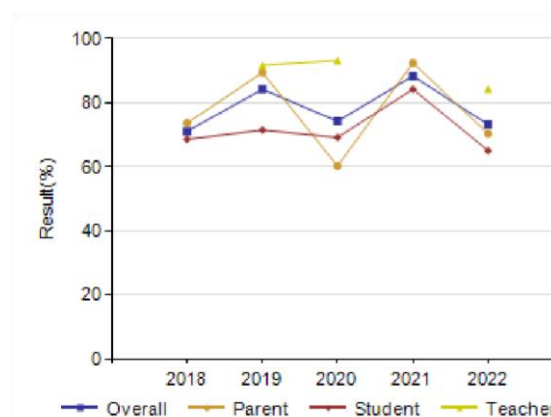
Measure 1: Overall Quality of Basic Education

Education Quality – Measure Details

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

	Authority										Measure Evaluation			Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	72	71.0	149	84.2	217	74.2	169	88.3	295	73.2	Very Low	Declined	Concern	254,026	90.0	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0
Parent	9	73.6	8	89.4	15	60.2	29	92.4	45	70.3	Low	Maintained	Issue	35,499	86.0	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1
Student	63	68.5	127	71.4	192	69.1	140	84.2	227	65.0	Very Low	Declined	Concern	185,888	88.2	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9
Teacher	n/a	n/a	14	91.7	10	93.2	n/a	n/a	23	84.4	Very Low	Maintained	Concern	32,639	95.8	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0

Graph of Authority Results



Notes:

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

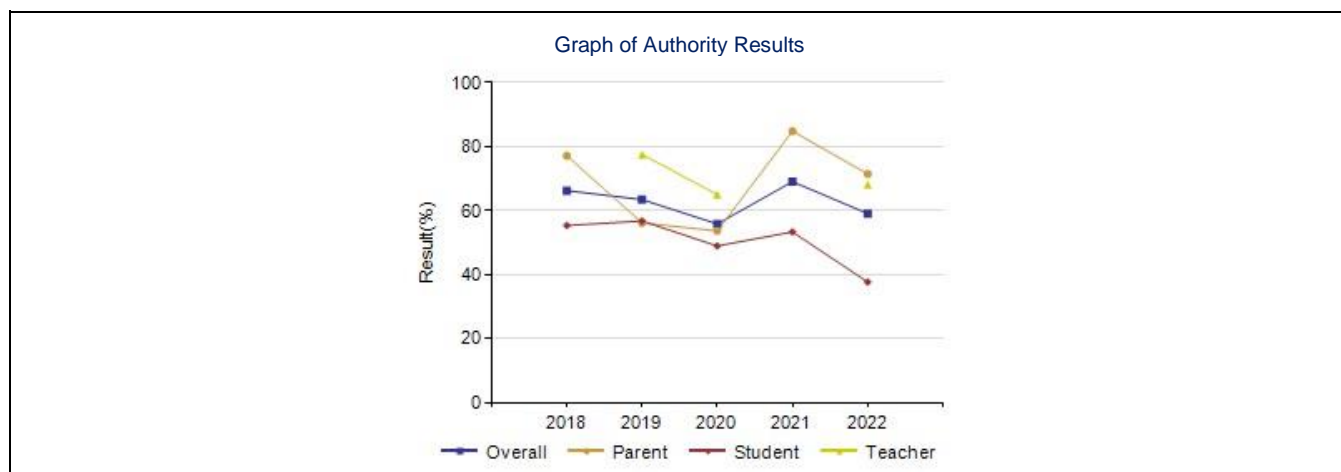
Education Quality – Comment on Results

- Al Mustafa Academy was able to quickly respond to the emergent learning needs posed by the Covid-19 crises by setting up online learning protocols and support services quickly and efficiently.
- We provided and maintained resources to sustain proper learning throughout the Pandemic, even to the extent of providing home delivery of learning materials to our families who were not able to get them from school
- Our increased enrollment this year is testimony to the fact that families in our community have confidence that Al Mustafa Academy will educate their children with the Alberta Curriculum as well as provide a sound Islamic education
- We have recently introduced extra programs in Quranic education as well as invested in more resources and upgraded facilities (e.g. purchased Chromebooks, set up high school science lab, portables). We trust that the negative impression given in this survey will be reversed by the next survey when the impacts of these investments are realized

Measure 2: Program of Studies – Measure Details

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.

	Authority										Measure Evaluation			Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	46	66.2	89	63.4	112	55.8	69	69.0	167	59.0	Very Low	Maintained	Concern	175,907	81.8	181,846	82.2	184,393	82.4	157,680	81.9	172,339	82.9
Parent	9	77.1	81	56.1	15	53.6	29	84.8	45	71.4	Intermediate	Improved	Good	35,489	79.9	35,252	80.1	36,901	80.1	30,817	81.7	31,625	82.4
Student	37	55.3	67	56.7	87	48.9	40	53.3	99	37.6	Very Low	Declined Significantly	Concern	107,780	77.2	113,304	77.4	113,541	77.8	96,676	74.9	109,776	76.9
Teacher	n/a	n/a	14	77.5	10	65.0	n/a	n/a	23	68.1	Very Low	Maintained	Concern	32,638	88.4	33,290	89.1	33,951	89.3	30,187	89.2	30,938	89.3



Notes:

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

Program of Studies – Comment on Results

- Al Mustafa had two very successful after school sports programs last year: FreePlay in the north campus (we were the only private school in Edmonton to get this service!) and a “Sports Academy” at the south campus. Both of these programs served variety of sports and activities and they were offered free of charge to students
- Parents appreciate the efforts made by the school to provide a variety of options for our students despite our modest circumstances. Al Mustafa Academy offers bursaries to many families as part of our humanitarian mission, and is therefore limited in our financial capacity to offer the widest range of programs and opportunities. We offer our students the best that we can afford.
 - The Covid Pandemic impacted our ability to provide the broadest range of programs for our students. Many activities that are usually popular with students were put on hold due to the Pandemic.

- Our staff is encouraged to offer their talents to enhance the learning and working environment of the school
- This year we established city level competition soccer teams for our students in addition to purchasing a variety of sports equipment for their use





Domain Three: Learning Supports

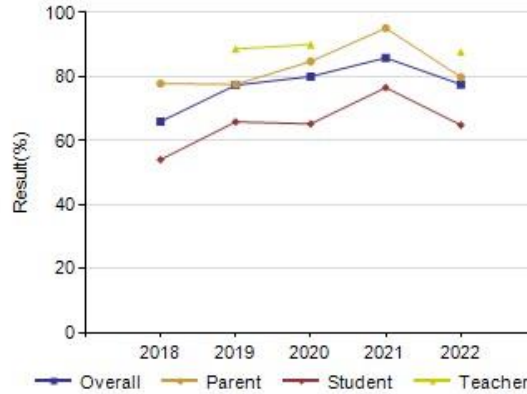
Measure 1: Welcome, Caring, Respectful and Safe Schools

Safe and Caring – Measure Details

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.

	Authority										Measure Evaluation			Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	70	65.9	149	77.3	216	80.0	169	85.8	300	77.5	Very Low	Maintained	Concern	253,494	89.0	265,382	89.0	264,204	89.4	230,987	90.0	249,835	88.8
Parent	9	77.8	8	77.5	15	84.7	29	95.1	44	79.8	Intermediate	Maintained	Acceptable	35,486	89.4	35,247	89.7	36,899	90.2	30,969	90.5	31,707	89.5
Student	61	54.0	127	65.8	191	65.2	140	76.5	233	64.8	Very Low	Maintained	Concern	185,384	82.5	196,856	82.3	193,364	82.6	169,813	84.0	187,165	82.5
Teacher	n/a	n/a	14	88.6	10	90.0	n/a	n/a	23	87.7	Very Low	Maintained	Concern	32,624	95.0	33,279	95.1	33,941	95.3	30,205	95.4	30,963	94.3

Graph of Authority Results



Notes:

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

Safe and Caring – Comment on Results

- Al Mustafa Academy made investments in the security systems of our campuses
- We sought and got approval of a school bus drop off zone for our north campus to improve the safety of our students as well as the neighbourhood
- We maintain a proper supervision schedule of students at all times
- The importance of caring and respecting others are promoted regularly in our Friday sermons, religious studies classes and in assemblies. There is zero tolerance for insensitive behavior towards others. Students are given consequences for inappropriate behavior.
- Respect for all is promoted and expected. This is regularly mentioned in Friday sermons, religious classes as well as on other opportunities

- It is our ethical responsibility to ensure that everyone is treated fairly in school. Any violation of this standard is seriously addressed
- Religious scholars in our school have an important role in supporting us to ensure that these values are practiced and enforced
- Students, staff and parents are reassured that violations of these values will be addressed seriously, promptly and without prejudice

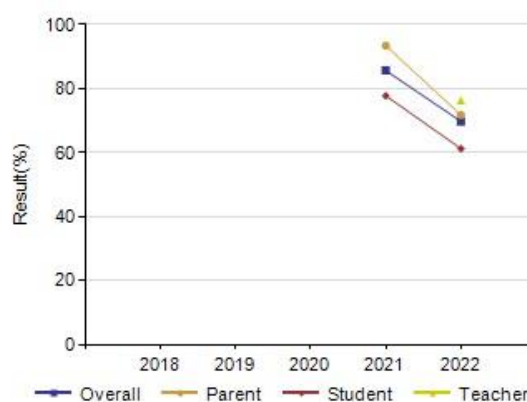
Measure 2: Access to Learning Supports and Services

Access to Learning Supports & Services – Measure Details

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

	Authority										Measure Evaluation			Province													
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022					
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%				
Overall	n/a	n/a	n/a	n/a	n/a	n/a	168	85.6	300	69.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	29	93.4	44	71.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4
Student	n/a	n/a	n/a	n/a	n/a	n/a	139	77.7	233	61.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	23	76.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3

Graph of Authority Results



Notes:

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

Access to Learning Supports and Service – Comments on Results

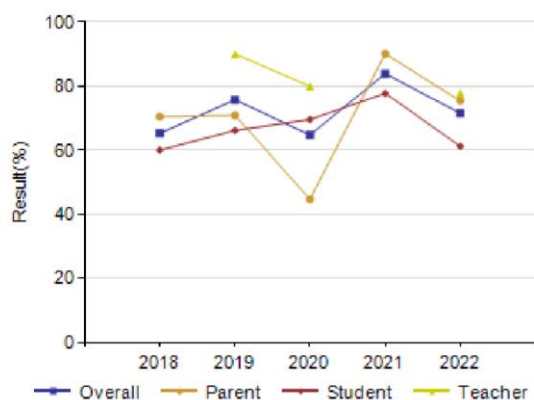
- Al Mustafa continues to seek out resources, partnerships and efficiencies in our learning system to provide the best learning environment for our students within our means
- We work closely with our PUF service provider to offer free resources and information to families in all the primary grades (i.e. grades one to three) which will be of benefit to them and their children. This is especially appreciated by the many marginalized families that we serve.
- Many of our staff volunteer their extra time to tutor students free of charge
- The school has offered extra-curricular programs (e.g. sports, Quran) free of charge to our students
- We have a half hour of extra support time daily before the regular school schedule. During this time teachers provide mainly literacy support to students, but they may also provide support in other subject areas.
- Assessment tools were purchased to inform us of student levels in different subject areas

Measure 3: Programs for At Risk Students

Program of Studies - At Risk Students – Measure Details

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.																							
	Authority										Measure Evaluation			Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	71	65.2	149	75.7	217	64.7	168	83.9	300	71.5	Very Low	Maintained	Concern	253,515	84.2	265,362	84.7	264,165	84.9	230,686	82.7	249,524	81.9
Parent	9	70.4	8	70.8	15	44.7	29	90.1	44	75.4	Intermediate	Improved	Good	35,439	77.0	35,184	77.8	36,846	78.1	30,874	76.7	31,643	75.3
Student	62	60.0	127	66.1	192	69.5	139	77.7	233	61.2	Very Low	Declined	Concern	185,470	81.7	196,933	81.9	193,409	82.2	169,631	80.2	186,935	80.1
Teacher	n/a	n/a	14	90.0	10	80.0	n/a	n/a	23	77.9	Very Low	Maintained	Concern	32,606	94.0	33,245	94.5	33,910	94.4	30,181	91.2	30,946	90.3

Graph of Authority Results



Notes:

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2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

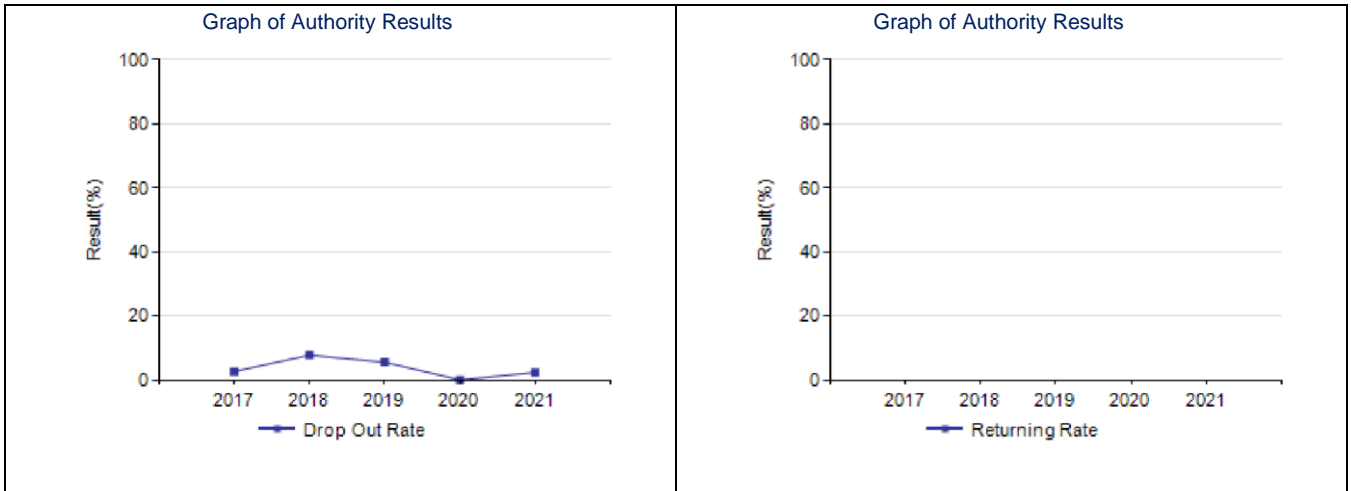
Programs for At Risk Students – Comments on Results

- Al Mustafa Academy is proud of its role in serving the needs of some of the most vulnerable children in our community including refugees, orphans, children from single parent families as well as others from marginalized backgrounds
- We strive to provide the best learning environment which is also culturally relevant to our students within our means
- Teachers and parents recognize the impact of our efforts and, despite a decline in the numbers in their responses in many measures, they remain generally satisfied with the effort of the school in offering programs for at risk students

Measure 4: Drop Out Rate

Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18																							
	Authority										Measure Evaluation			Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Drop Out Rate	19	2.6	19	7.7	32	5.5	31	0.0	38	2.3	Very High	Maintained	Excellent	182,062	2.3	182,832	2.6	184,812	2.7	186,228	2.6	189,713	2.3
Returning Rate	n/a	n/a	3	*	2	*	2	*	n/a	n/a	n/a	n/a	n/a	7,626	19.9	6,800	22.7	6,750	18.2	6,720	18.1	6,408	17.3



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Starting in 2018/19, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

Drop Out Rate – Comment on results

- We are very proud of this result which reflects our commitment to ensuring that students and their families find Al Mustafa Academy a beneficial learning environment
- Our goal is to ensure that our dropout rate remains low with no students choosing to leave our school
- We strive to ensure that the willingness of students to remain in our school remains strong

Fall 2022 Supplemental Alberta Education Assurance Measures - Overall Summary

Measure	Al Mustafa Academy & Human Soc			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	n/a	n/a	56.6	n/a	n/a	n/a
Drop Out Rate	2.3	0.0	4.4	2.3	2.6	2.6	Very High	Maintained	Excellent
In-Service Jurisdiction Needs	66.7	n/a	82.5	83.7	84.9	85.1	Very Low	Maintained	Concern
Lifelong Learning	68.8	91.8	77.2	81.0	82.1	72.0	Intermediate	Maintained	Acceptable
Program of Studies	59.0	69.0	59.6	82.9	81.9	82.3	Very Low	Maintained	Concern
Program of Studies - At Risk Students	71.5	83.9	70.2	81.9	82.7	84.8	Very Low	Maintained	Concern
Rutherford Scholarship Eligibility Rate	100.0	100.0	100.0	70.2	68.0	66.4	Very High	Maintained	Excellent
Safe and Caring	77.5	85.8	78.6	88.8	90.0	89.2	Very Low	Maintained	Concern
Satisfaction with Program Access	57.1	72.1	55.9	72.6	71.8	74.1	Very Low	Maintained	Concern
School Improvement	64.4	78.9	73.3	74.2	81.4	81.3	Very Low	Declined Significantly	Concern
Transition Rate (6 yr)	*	n/a	n/a	60.3	60.0	59.8	*	n/a	n/a
Work Preparation	73.3	85.7	87.9	84.9	85.7	83.5	Intermediate	Declined	Issue

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. Caution should be used when interpreting trends over time.

Domain Four: Governance

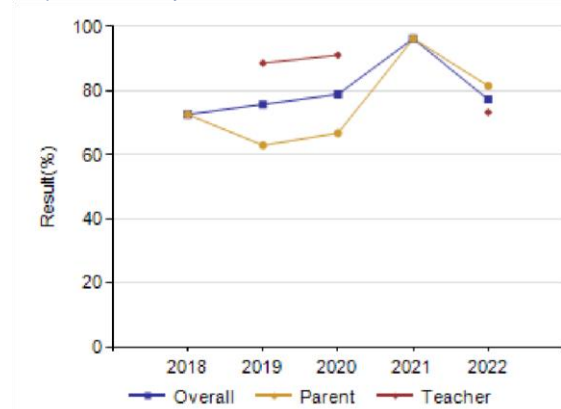
Measure 1: Parental Involvement

Parental Involvement – Measure Details

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

	Authority										Measure Evaluation			Province									
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	8	72.5	21	75.7	24	78.9	28	96.2	67	77.3	Intermediate	Maintained	Acceptable	67,509	81.2	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8
Parent	8	72.5	7	62.9	15	66.7	28	96.2	44	81.5	Very High	Improved	Excellent	34,998	73.4	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3
Teacher	n/a	n/a	14	88.6	9	91.1	n/a	n/a	23	73.2	Very Low	Declined	Concern	32,511	88.9	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2

Graph of Authority Results



Notes:

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2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Parental Involvement – Comment on Results

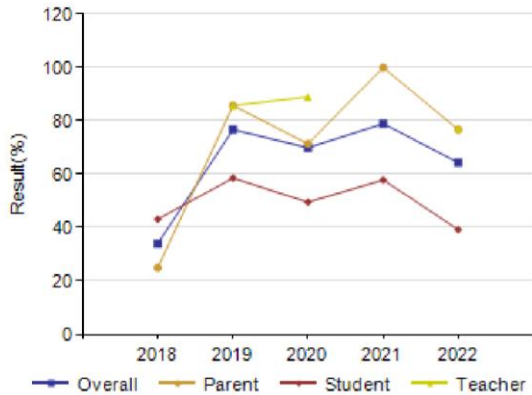
- Al Mustafa Academy invites parents to be involved in their children’s learning
- We are a community based school with an “open door policy of communication”
- The community is always welcome to talk to our administration, and even our board, on an informal basis and many families use this opportunity regularly. This is how we maintain a strong bond with the community
- The Pandemic strained our ability to maintain this level of communication and this may have impacted the results of the survey
- We provide regular and timely updates to our families through various means including social media

Measure 2: School Improvement
School Improvement – Measure Details

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

	Authority										Measure Evaluation			Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	68	34.0	148	76.7	215	69.9	159	78.9	292	64.4	Very Low	Declined Significantly	Concern	251,246	80.3	263,364	81.0	262,079	81.5	224,041	81.4	243,980	74.2
Parent	8	25.0	7	85.7	14	71.4	24	100.0	43	76.7	High	Maintained	Good	34,237	79.3	34,159	80.3	35,896	80.0	28,016	81.7	30,147	70.0
Student	60	43.1	127	58.6	192	49.5	135	57.9	227	39.2	Very Low	Declined Significantly	Concern	185,106	80.2	196,592	79.4	192,917	79.6	167,992	79.1	185,107	76.3
Teacher	n/a	n/a	14	85.7	9	88.9	n/a	n/a	22	77.3	Intermediate	Maintained	Acceptable	31,903	81.5	32,613	83.4	33,266	85.0	28,033	83.4	28,726	76.3

Graph of Authority Results



Notes:

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2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

School Improvement – Comment on Results

- Parents and teachers do recognize the efforts and improvements that the school has made (as evidenced anecdotally) even though there is a decline in their response numbers for this survey
- We note with concern that this issue does not resonate with our students. We are committed to working harder to ensure that our students properly understand the investments made on their behalf to make the school a good learning environment for them
- Covid impacted our ability to address emergent needs in the manner and speed desired

Financial Results

AL MUSTAFA ACADEMY & HUMANITARIAN SOCIETY PERFORMA STATEMENT OF REVENUES AND EXPENSES for the Years Ending August 31 (in dollars)

	Actual 2021/2022	Budget 2022/2023		Budget 2023/2024
<u>REVENUES</u>				
Alberta Education fees / Tuition fees	4,280,781	5,014,513		5,766,690 Instruction
fees 666,110	984,102	1,180,922		
Gifts and donations	541,983	324,686	373,389	
TOTAL REVENUES	5,488,874	6,323,301	7,321,001	
<u>EXPENSES</u>				
Certificated salaries	1,775,424	1,998,846	2,238,708	
Certificated benefits	124,072	120,529	132,582	
Non-certificated salaries and wages 1,004,085	1,486,601	1,635,261		
Non-certificated				
Benefits 69,549	96,914	106,604		
Rent 308,555	785,565	864,122		
Services, contracts and supplies 1,860,884	1,643,397	1,857,039		
TOTAL EXPENSES	5,142,569	6,131,852	6,834,315	
SURPLUS(DEFICIT) OF REVENUES OVER EXPENSES	346,305	191,449		486,686

Timelines and Communication

This document was approved by the Board of Al Mustafa Academy and Humanitarian Society on January 30, 2023 and is accessible to interested parties at:

<https://almustafaacademy.ca/node/138>

Whistleblower Protection

Al Mustafa Academy had no 2021-22 actions under the *Public Interest Disclosure (Whistleblower Protection) Policy*.

Concluding Comments by the Principal

Assalaamualaykum (Peace be With You),

Thank you for taking the time to read the Annual Education Report (AERR) for the Al Mustafa Academy. It represents a frank and sincere discussion of our school.

Our goal is to offer the Edmonton Muslim community a quality learning experience for their children in a safe and caring Muslim environment. We are proud of our humanitarian mission that supports the idea of not denying any child the opportunity to get quality education in a Muslim environment due to tight financial circumstances. We are proud to serve some of the most marginalized people in our community including refugees, orphans, and single parent families.

The information in this document includes reports and analysis on local measures undertaken by the school such as report card analysis, SLA and ELL progress results. It also reflects the opinions of our stakeholders which we take very seriously. We are committed to addressing the gaps in understanding expressed by our families, students and staff regarding the different measures reported. We remain confident of our efforts to maintain a good school and learning environment, even as we believe that some of the negative results shown are more reflective of the dissatisfaction on the part of some families, teachers and even students in other non-related school issues such as financial and transportation matters.

We are proud to announce that we have addressed many of the goals outlined in our Education Plan submitted last year, especially those that were prioritized to be addressed this academic year (i.e. in 2022-2023). The following is a brief summary of the commitments we made in our 2022-2027 EDUCATION ASSURANCE FRAMEWORK report and our efforts to address them.

We have italicized the results for your easy reference and convenience.

A. Local and Societal Context:

1. Identify and respond to the priorities expressed by the local Islamic community for a quality learning environment for Muslim children. **** *Expanded the Quran program; more memorization classes before school.*
2. Enhance learning programs, expand extracurricular opportunities, invest in resources, upgrade infrastructure and facilities, and provide more counseling supports. **** *washrooms upgraded, renovations in classrooms done, portable purchased and set up, Chromebook tablets purchased, computer lab set up (north campus), science lab set up and materials purchased(south campus).*
3. Improve academic outcomes as well as increase proficiencies in the specialized subject areas i.e., Quran, Islamic Studies and Arabic. **** *Quran program expanded, ELL pullout support schedule set up, tutorial programs for weak students*
4. Increase the language proficiency of ELL students as per the criteria outlined in the Alberta Education Benchmarks of English language proficiency. **** *latest results show higher levels of achievements*

B. Student Growth and Achievement

1. Provide resources to staff in order for them to pursue improved results for all students in all subject areas. *****new K-3 curriculum materials purchased, science lab investments, Chromebook tablets purchased, assessment materials purchased, online resources purchased as per staff needs*
2. Increase opportunities for students to display their knowledge and skills through a variety of platforms. *****Chromebooks purchased, computer lab expanded, art materials purchased*
3. Expand interactions with FNMI community partners to provide more opportunities for our students to be better informed about First Nations and their current context. ***** established a partnership with an Indigenous Cultural Liaison Worker from the River Cree Nation to work with our staff and students to build FNMI awareness and appreciation.*
4. Expand extra-curricular opportunities for students. *****Taekwondo and self-defense classes for girls established, nasheed/singing program, intramural sports, city level competition soccer teams established*
5. Structural reforms of program delivery models (e.g., ELL and special education programs). *****ELL pull out program refined; professional service provider delivering services for PUF as well as coded students; service provider offering workshops and information for families*

C. Learning Supports

1. Engage in a thorough review of learning supports that are required to ensure a quality and effective learning environment. *****investment in multiple resources (technology, learning resources, teacher resource materials), more PD offered to staff, sports equipment purchased*
2. Invest in resources to meet the immediate needs of our learning goals. ***** Chromebooks purchased, Gr. 1-3 supports for the new curriculum, more Quran support staff hired, infrastructure investments*

We are proud to note that so far this year, and in response to demands from families, we have expanded our before school programs to provide our students extra support in academics and Quran. This is at no extra cost to our families! We have increased our enrollment in the Quran memorization program. Many of our students are English language learners and Al Mustafa Academy has made significant investments in training and staff to advance their skills in the English language including instituting a pull out program of language support.

We have also collaborated with a local Cree Nation representative to work with us to build awareness and appreciation of our Indigenous neighbours. We have also upgraded facilities and purchased equipment to create a better learning environment for our students. (e.g. washroom renovations, installation of extra portables at our north campus). We continue to offer our staff professional development to ensure that they are well informed about best teaching practices in order to properly benefit and improve the academic results of our students.

We trust that with our sincere effort and with the support of our community and our education partners that we will continue to offer our students a proper and Islamic learning environment. We pray to God Almighty to accept our efforts in His way, Ameen.

Yours in education,
Ebrahim H. Dhooma
Principal

