

Annual Education Results



Report (AERR)

**Al Mustafa Academy and
Humanitarian Society
2023-2024**

Message from the Board Chair

Assalaamualaykum, (Peace be with you)

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

From humble beginnings to our current standing of serving over 800 students, including some enrolled in satellite programs associated with the school, we are proud to meet the emergent needs of our community. This year, we have extended our Al Mustafa family to include more online and home schooling children. These families and the organizations that represent them chose Al Mustafa Academy as the school of choice to cover the academic portion of their programs. We are humbled by their decision as it remains our goal to provide a sound education to as many of our youth based on Muslim and Canadian values. Indeed, Al Mustafa Academy has seen an increase in enrollment even outside of these new initiatives.

We have made many investments in our school including infrastructure upgrades, investment in resources, and the development of new programs reflecting the needs and aspirations of our community. Washroom upgrades, new flooring, renovated learning spaces, are among upgrades that have been completed. We have also made significant investments in technology for students, and we continue to review our programming options.

Al Mustafa Academy was proud to welcome Dr. Musharraf Hussain as a board member and advisor this past October when he was invited by us to the Edmonton (as a distinguished guest and scholar). Dr. Hussain is an internationally known Islamic scholar, educator, academic and distinguished citizen from the United Kingdom (he holds an OBE DL). Among the many accomplishments of Dr. Musharraf is his critically acclaimed translation of the Quran, entitled “The Majestic Quran”. Dr. Musharraf is also a renowned Muslim educator in the UK having held senior positions with varied Muslim educational trusts including the Karimiya Institute in Birmingham and the Association of Muslim Schools. We are proud to note that Dr. Musharraf is currently reviewing our Quran, Arabic and Islamic study programs to inform us of better practices and to improve our syllabus. We look forward to his valuable contributions to Al Mustafa Academy.

We thank you for taking the time to review the information offered in this report. We remain committed to addressing the issues raised therein to the best of our abilities, and with the best of intentions. Our goal at Al Mustafa Academy is to be the school of choice for our community, this by the Grace of the Almighty.

Yours in Education,

Syed Hasan
Board Chair

Accountability Statement

The Annual Education Results Report for the 2022-2023 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 11, 2024.

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 are 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 due to financial circumstances. We are proud to announce that two satellite programs (homeschooling and online programs) have joined Al Mustafa Academy this year and have chosen us to manage their academic programs. We are proud of this association as we are now recognized as an established school that offers credible programming.
2. **Renovations:** Both campuses have had significant renovations done including washroom upgrades, classroom refurbishments, new flooring installations, air-vacuum system, and alarm system upgrades.
3. **Transportation:** We are operating 23 buses covering 13 routes which bring the majority of our students to our campuses 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. 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. We also participated in the provincial election campaign last year in coordination with local community 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:** Before school programs (8:00-8:30) that focus on extra academic support and Quran instruction are 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. We also offer extra academic support to eligible students

before and after school.

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 up- to-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 announce that a world-renowned Islamic scholar Dr. Musharraf Hussain, the translator of the critically renowned translation of the Quran, “The Majestic Quran” has joined Al Mustafa Academy as an advisor. This is truly a unique honor for any Islamic school! Dr. Musharraf will be involved in the review of our specialized programs (i.e. Quranic Studies, Arabic language and Islamic Studies). We are keen to benefit from his extensive knowledge and experience.



Alberta Education Assurance Measures Overall

Summary: Fall 2023

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	76.8	76.6	76.6	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	68.9	67.2	69.3	80.3	81.4	82.3	Low	Maintained	Issue
	3-year High School Completion	52.0	87.5	75.4	80.7	83.2	82.3	Very Low	Maintained	Concern
	5-year High School Completion	88.5	*	n/a	88.6	87.1	86.2	Intermediate	n/a	n/a
	PAT: Acceptable	38.4	32.8	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	4.1	2.9	n/a	16.0	17.7	n/a	Very Low	n/a	n/a
	Diploma: Acceptable	46.3	27.6	n/a	80.3	75.2	n/a	Very Low	n/a	n/a
	Diploma: Excellence	9.0	0.0	n/a	21.2	18.2	n/a	Very Low	n/a	n/a
Teaching & Leading	Education Quality	76.0	73.2	73.7	88.1	89.0	89.7	Very Low	Maintained	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	74.5	73.1	73.1	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	60.3	69.7	69.7	80.6	81.6	81.6	n/a	Declined Significantly	n/a
Governance	Parental Involvement	73.3	77.3	78.1	79.1	78.8	80.3	Low	Maintained	Issue

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 to 2021/22 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.
- 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 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 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.
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
 6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
 7. 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.
 8. 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 Exam 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:

We are gratified to note that overall we have either closely maintained our standing or in fact improved our ratings slightly in most measures. This trend bodes well for us even as we strive to improve the results in the future. Our aspiration is to match or even exceed the provincial average for all measures but it must be noted that our circumstance is unique and deserves notice. As a humanitarian society we open our doors to all students even those from marginalized backgrounds with learning challenges. This reality puts an unusual responsibility and stress on any educational system. Still, we are proud of our achievements over the years working with such students even as we have steadily improved our results while working with our limited resources and maintaining our mission to serve all who seek our services without reservation.

The details for these measures are found in the comment section of their respective categories. Generally speaking, the most urgent priority for us remains in ensuring that our parents and students are better informed of our efforts to provide a quality learning environment within our means and reality. The goal is that areas such as parental involvement and access to supports and services – which show a decline in the current survey – will yield better results in the future once the true picture of our efforts are better known to parents and students. Still, anecdotally we continue to receive praise from families and the community for our efforts and initiatives. Indeed, surveys conducted by the school last spring as well as this past November confirm that students, parents and staff are mostly satisfied with the efforts of the school. Indeed, our enrollment numbers increased this year (2023-2024) even as we gained two satellite programs, thereby confirming that many families continue to support our school and its programs. In fact, most of our families have had their children in our school for many years; they continue to return to Al Mustafa Academy! It is also important to bear in mind that more students brings with it more challenges. Also, that the community has come to appreciate that Al Mustafa Academy is a good choice for their children when it comes to them receiving a strong academic background along with a sound Islamic education program.

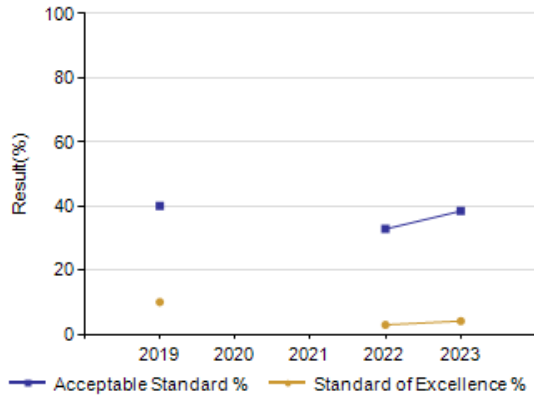
Domain One: Student Growth and Achievement



Provincial Achievement Test Results – By Number Enrolled Measure History

PAT Results By Number Enrolled Measure History													
	Al Mustafa Academy & Human Soc					Measure Evaluation			Alberta				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
N	41	n/a	n/a	87	119	n/a	n/a	n/a	104,012	n/a	n/a	109,520	115,580
Acceptable Standard %	40.0	n/a	n/a	32.8	38.4	Very Low	n/a	n/a	71.1	n/a	n/a	64.3	63.3
Standard of Excellence %	10.0	n/a	n/a	2.9	4.1	Very Low	n/a	n/a	20.8	n/a	n/a	17.7	16.0

Graph of Overall Provincial Achievement Test Results



Notes:

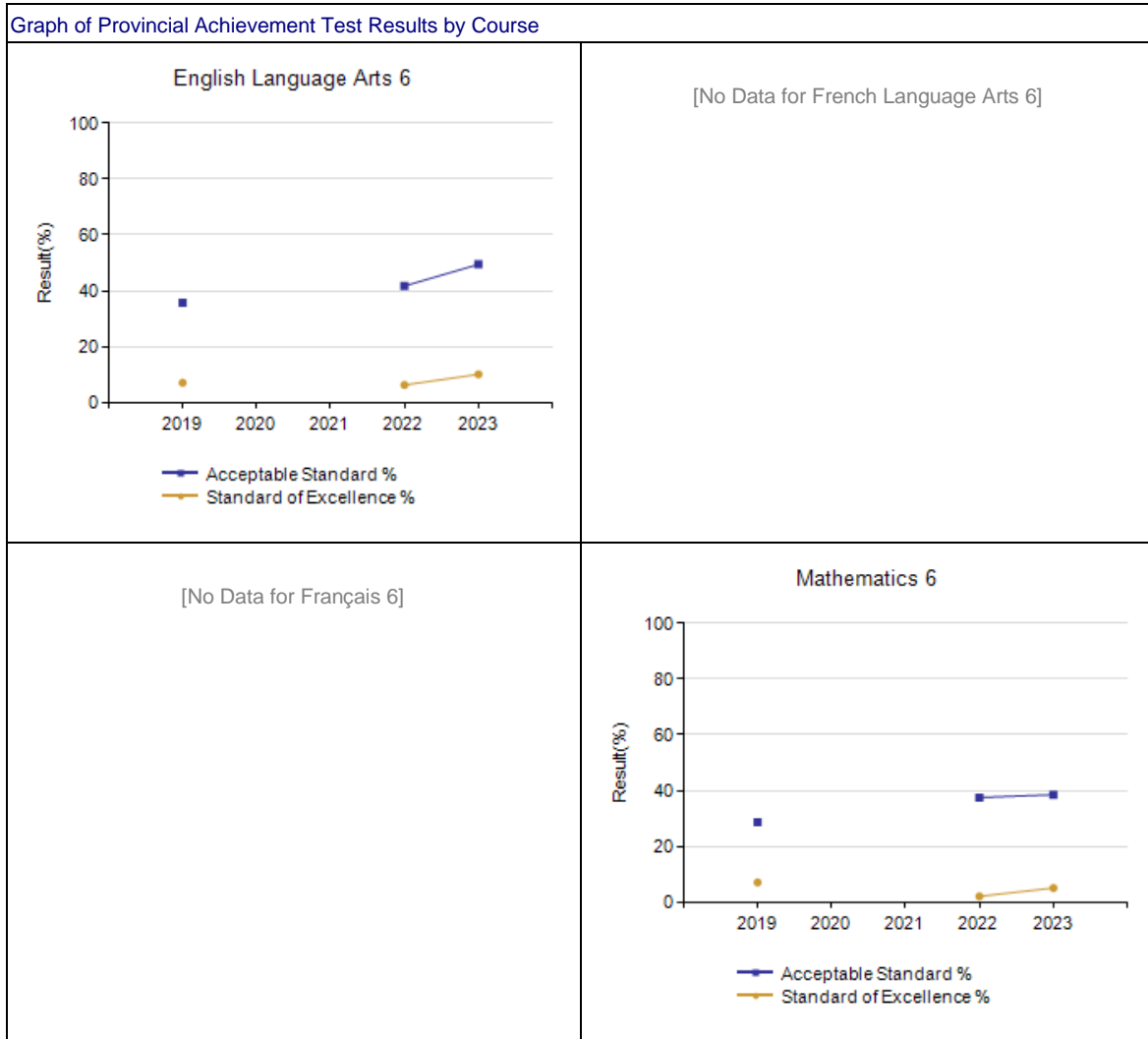
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
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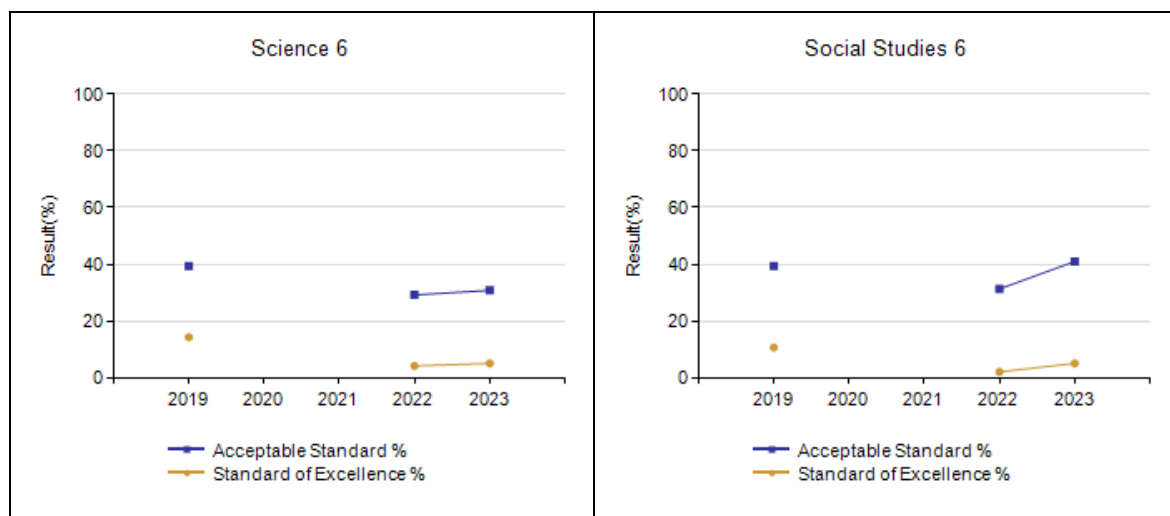
5. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
6. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Comments:

Both the “Acceptable Standard” as well as the “Standard of Excellence” show greater number of student participating in the provincial achievement tests. This is reflective of not only our increased enrollment but also an increase in the number of students eligible to participate in the provincial tests. The eligibility factor is significant for our school where a large number of students come from second language and marginalized backgrounds which historically may have limited their participation in these the provincial tests.

Provincial Achievement Test Results by Course – Grade 6



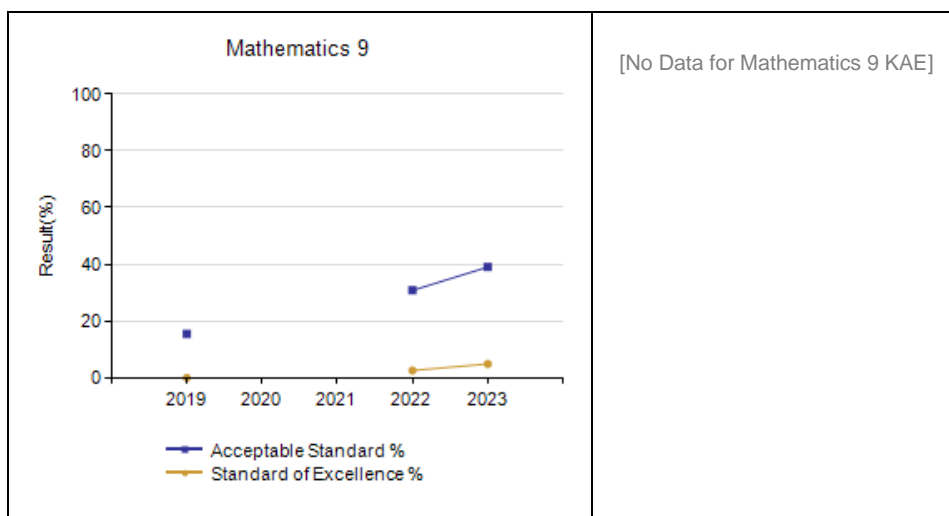


Comments:

- The Grade 6 PAT results have demonstrated improvement compared to last year, although they still notably fall below Alberta standards. This is particularly significant for us, considering that the number of students taking the PAT has increased by 37%. A detailed analysis of individual courses for Grade 6 reveals substantial progress in ELA and Social Studies. This accomplishment is noteworthy given the fact that sizable proportion of our students are immigrants facing substantial language barriers. The credit for this improvement is attributed to the effectiveness of our ELL program which is implemented across all levels.
- In particular, the focus on ELA and Social Studies results is underscored by stringent checks and balances incorporated into our internal testing processes, evident from our internal results. These measures aim to align our students with provincial standards. Recognizing the challenges faced by our diverse student body, we have adopted an inclusive approach, employing continuous assessment and differentiated instruction to support and uplift students further.
- While there have been significant strides in ELA and Social Studies, the results in mathematics and science on the PAT have not shown notable improvement. Acknowledging this, we have taken proactive measures to address these challenges. These initiatives include the implementation of STEM projects, collaborative professional development for teachers, and targeted support for conceptual understanding, particularly for our newcomer students.
- Continuous assessment and differentiated instruction strategies are being employed to meet the unique needs of each student in our diverse student body. As we actively address areas requiring improvement, we are optimistic about the trajectory of our students' academic achievements in the PAT next year.

Provincial Achievement Test Results by Course – Grade 9

Graph of Provincial Achievement Test Results by Course													
<p style="text-align: center;">English Language Arts 9</p> <table border="1"> <caption>English Language Arts 9 Data</caption> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2019</td> <td>48</td> <td>8</td> </tr> <tr> <td>2022</td> <td>42</td> <td>0</td> </tr> <tr> <td>2023</td> <td>52</td> <td>2</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2019	48	8	2022	42	0	2023	52	2	<p>[No Data for English Lang Arts 9 KAE]</p>
Year	Acceptable Standard %	Standard of Excellence %											
2019	48	8											
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2023	52	2											
<p>[No Data for French Language Arts 9]</p>	<p>[No Data for Français 9]</p>												



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Graph of Provincial Achievement Test Results by Course													
<p style="text-align: center;">Science 9</p> <table border="1"> <caption>Science 9 Data</caption> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2019</td> <td>70</td> <td>15</td> </tr> <tr> <td>2022</td> <td>35</td> <td>5</td> </tr> <tr> <td>2023</td> <td>30</td> <td>2</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2019	70	15	2022	35	5	2023	30	2	<p>[No Data for Science 9 KAE]</p>
Year	Acceptable Standard %	Standard of Excellence %											
2019	70	15											
2022	35	5											
2023	30	2											
<p style="text-align: center;">Social Studies 9</p> <table border="1"> <caption>Social Studies 9 Data</caption> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2019</td> <td>30</td> <td>15</td> </tr> <tr> <td>2022</td> <td>28</td> <td>5</td> </tr> <tr> <td>2023</td> <td>30</td> <td>5</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2019	30	15	2022	28	5	2023	30	5	<p>[No Data for Social Studies 9 KAE]</p>
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2022	28	5											
2023	30	5											

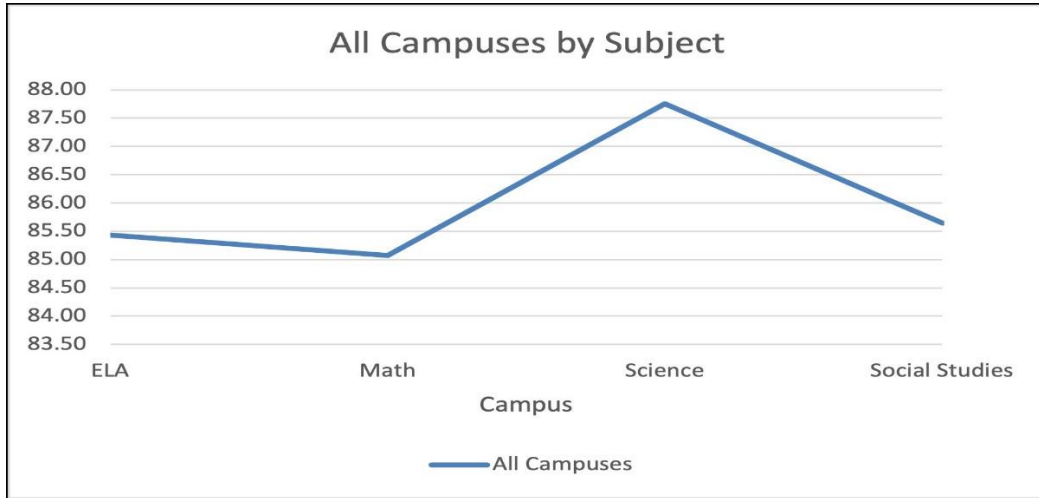
Comments:

- The PAT results for Grade 9 have demonstrated improvement in all courses except for science as compared to last year; however, they still fall noticeably below the Alberta standards.
- Our most significant challenge in Grade 9 has been the impact of the COVID-19 pandemic, resulting in a loss of two years for our students. Those particularly affected were hampered by the challenges of online learning, a situation exacerbated for our immigrant students who comprise 60% of our student body.
- This time, we are taking active measures to improve the results for all courses in Grade 9 with special significance to science. This includes specific steps include enhancing practical application through hands-on experiments, offering targeted teacher training on effective instructional techniques, and implementing additional support initiatives such as interactive workshops and supplementary resources for the teachers.

Measure 1: Local Measures

Report Card Analyses

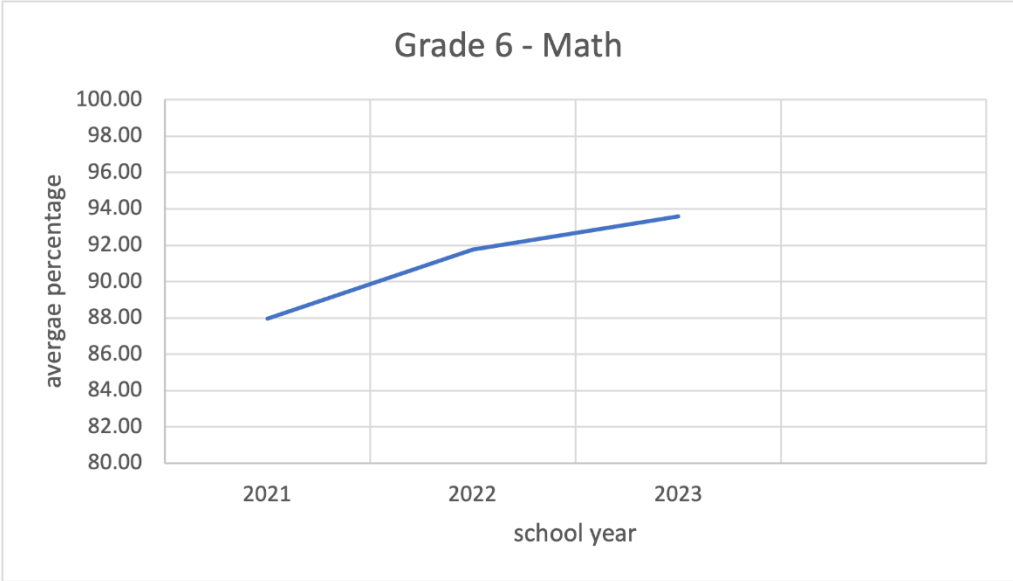
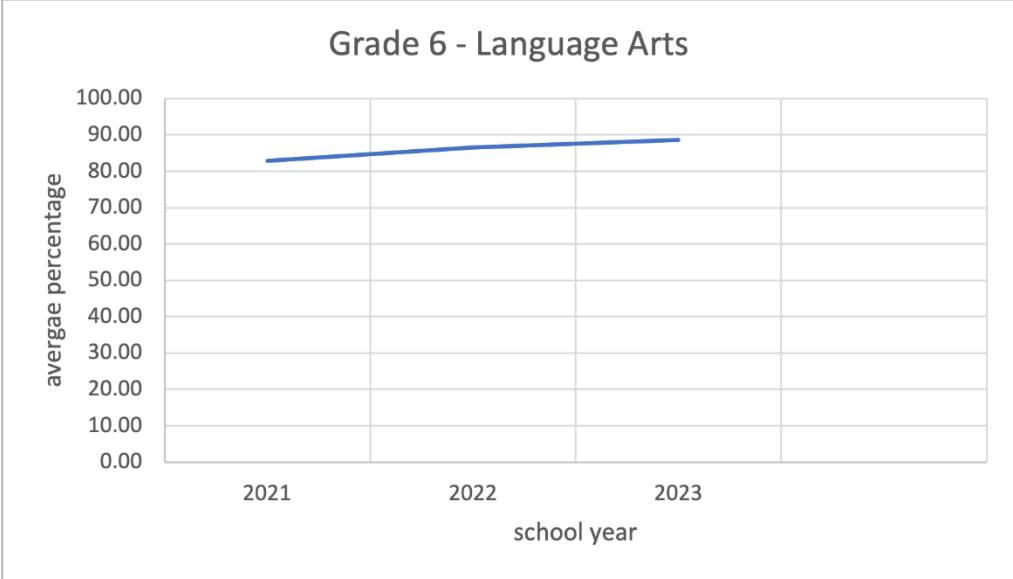
Grade 3

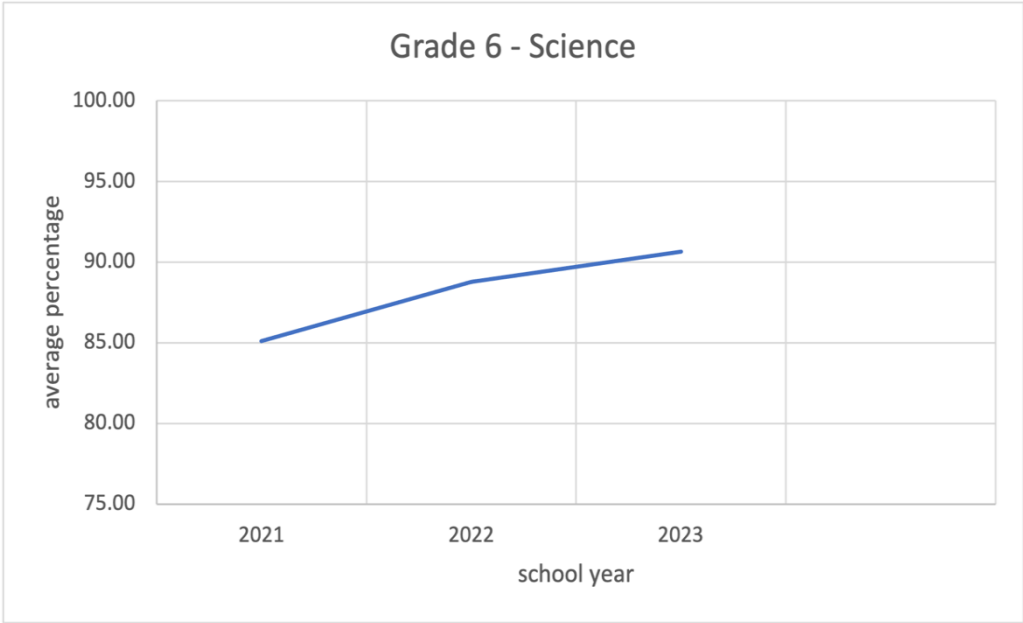
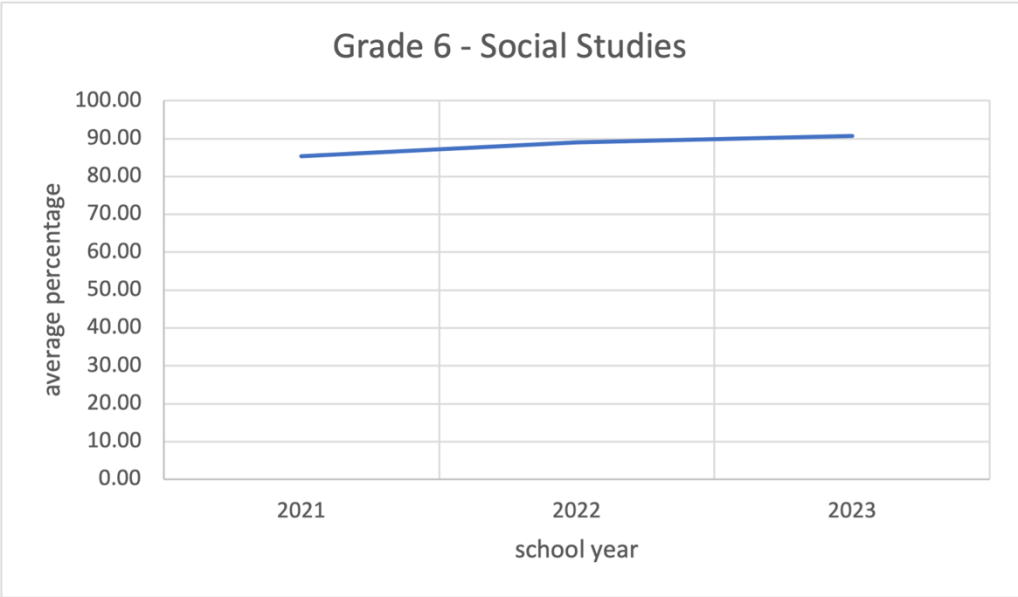


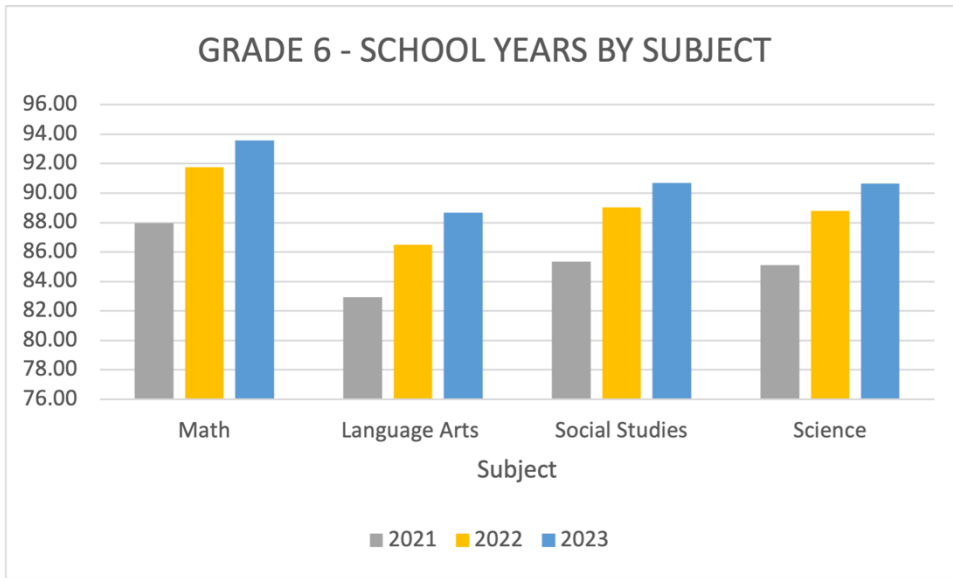
Comments:

- An analysis of the grade 3 results internally across both campuses reveals that our students have performed exceptionally well in Science this year compared to ELA, Mathematics, and Social Studies.
- This positive trend in science achievement has been accomplished through a strong emphasis on integrating project-based learning. The approach involves teaching the subject comprehensively and then incorporating the new curriculum, which focuses on more hands-on learning—a method highly appreciated by our students.
- Despite variations in subject performance, our students have consistently achieved high percentages across all subjects, a testament to the expertise of our experienced staff in both campuses.

Grade 6





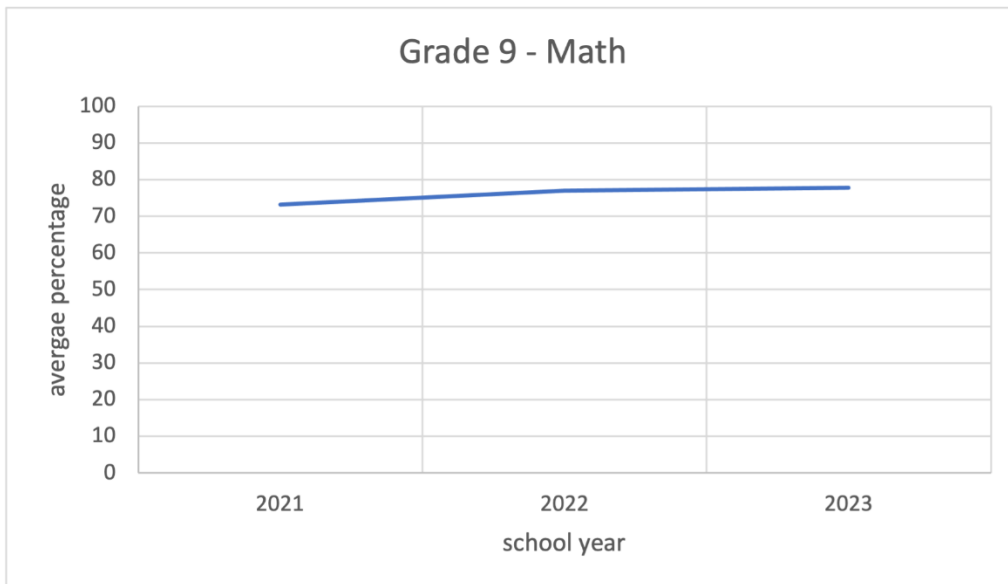
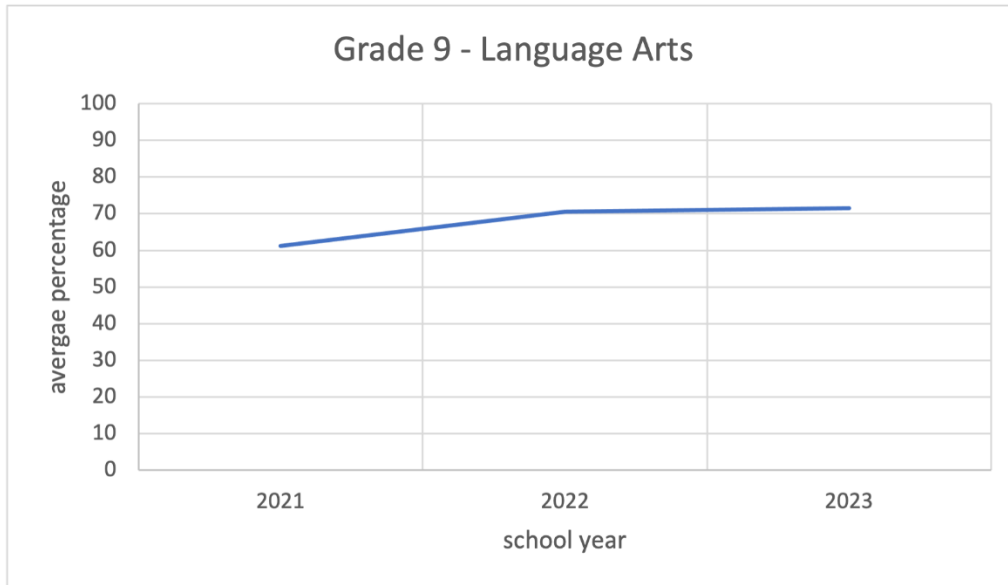


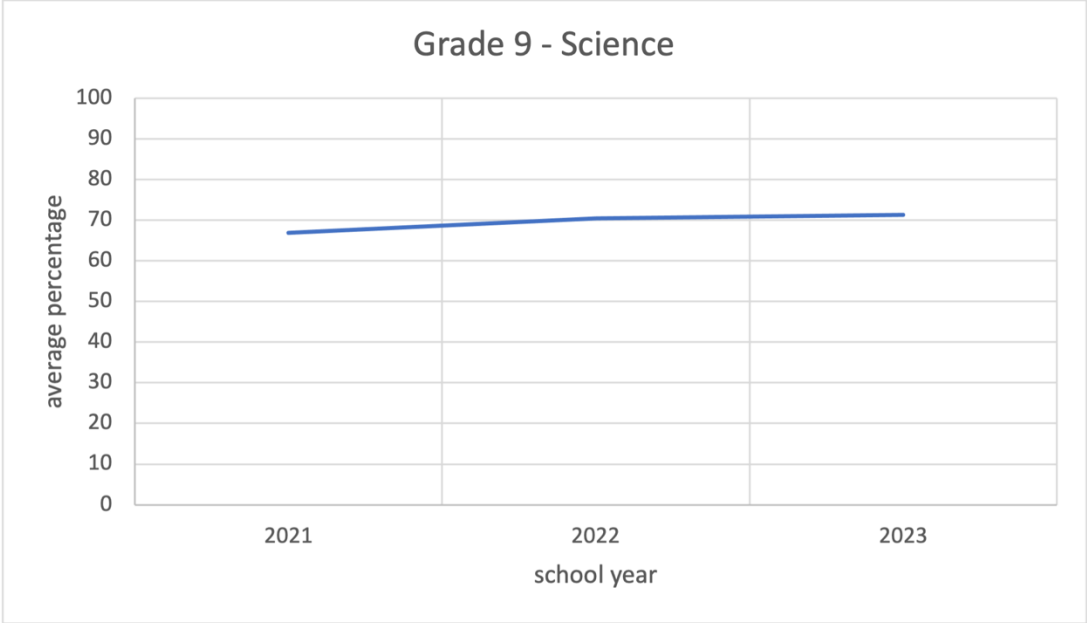
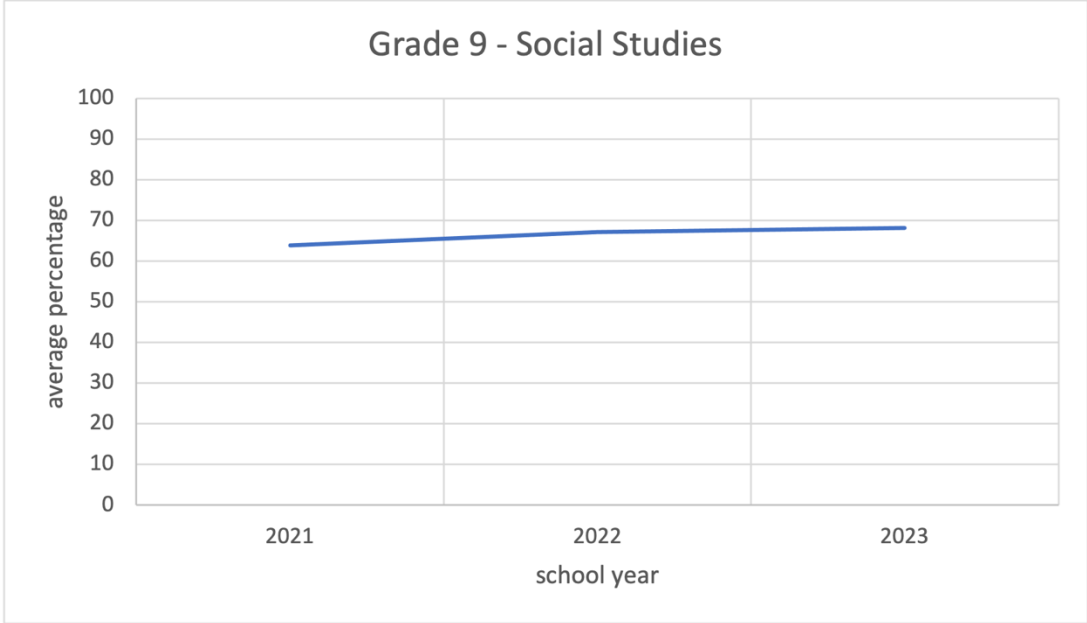
Comments:

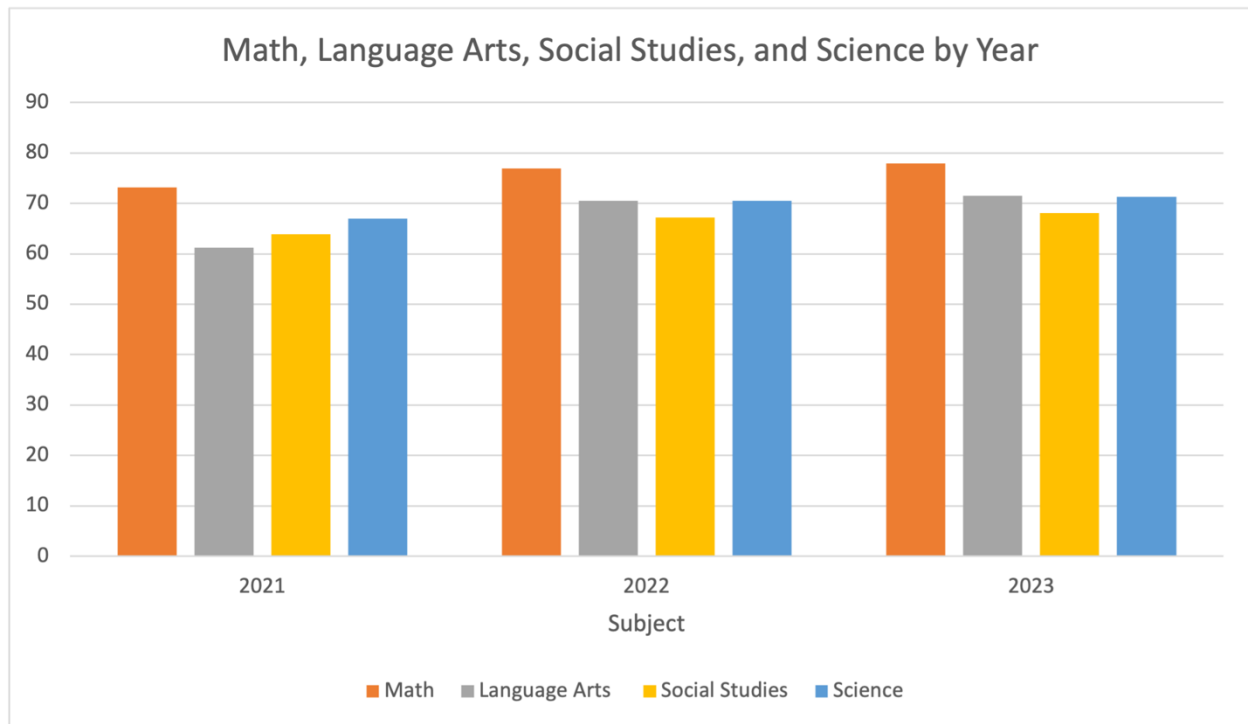
The graphs of the internal results underscore a substantial upswing in the performance of all Grade 6 subjects between 2021 and 2023.

- Post-COVID, strategic PAT preparations were implemented to elevate results, accompanied by empowering teachers with additional resources and training.
- In the internal results, notable improvements have been observed in mathematics and science. This progress can be attributed to dynamic experiential learning methods and the seamless integration of these subjects, aimed at enhancing understanding. Our particular focus on these two subjects stems from the identification of a weaker area within the group of subjects, prompting us to allocate special attention to strengthen the foundation in mathematics and science.
- However, in ELA and Social Studies, while progress is evident, it doesn't quite align with the remarkable strides made in science and mathematics. This distinction is attributed to our notable demographic, whereby 60% of our students comprising of immigrants, especially Syrian refugees, face significant language challenges. Despite these hurdles, their improvement is discernible, reflected in the upward trend in results.
- Teachers will persist in their efforts through dynamic formative continuous assessment, occasional retesting, differentiated instruction, and dedicated ELL support, among other measures, to enhance internal results. The improvement achieved internally will subsequently be reflected in better PAT scores in the future.

Grade 9



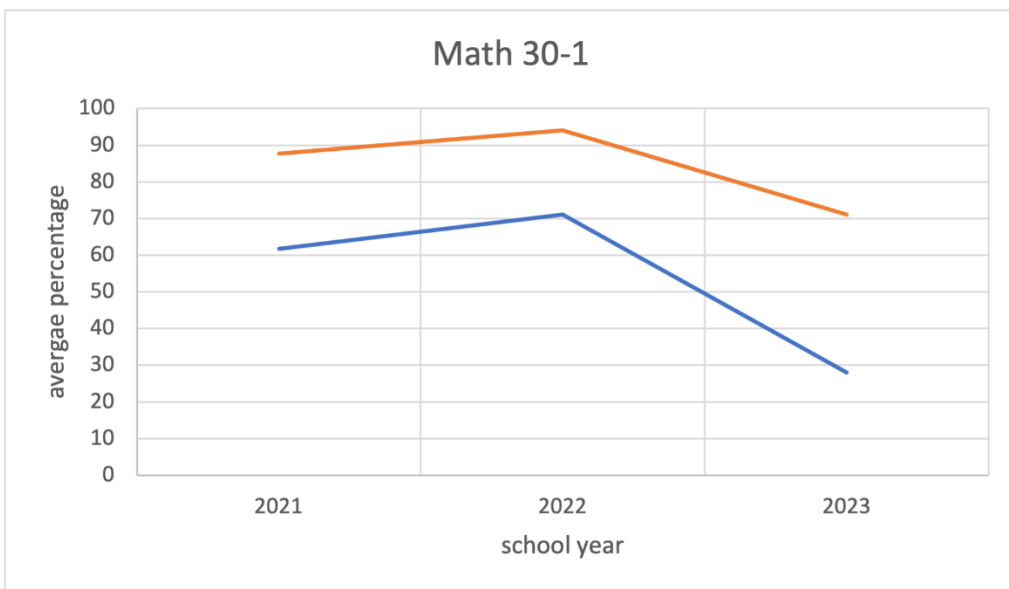
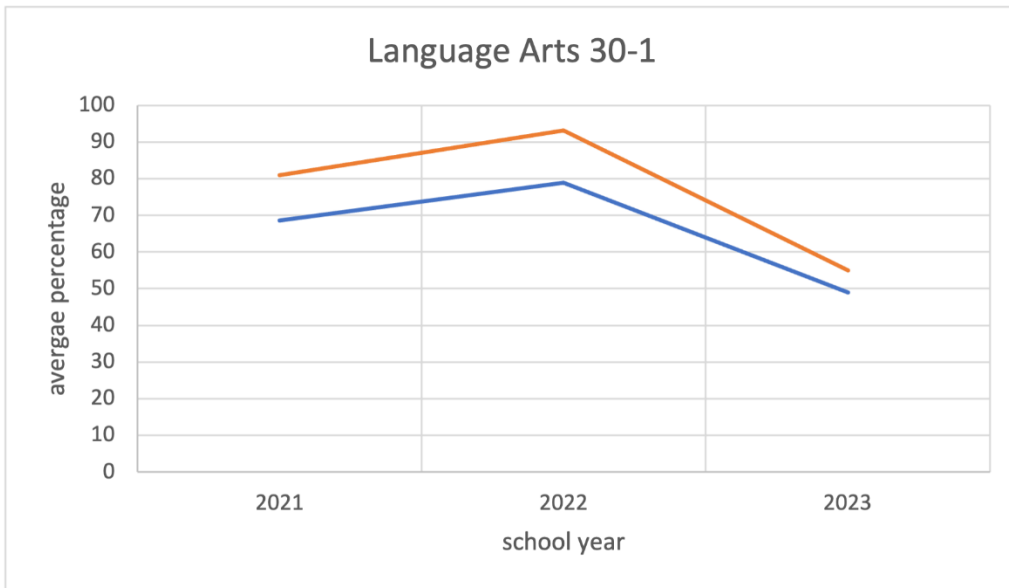


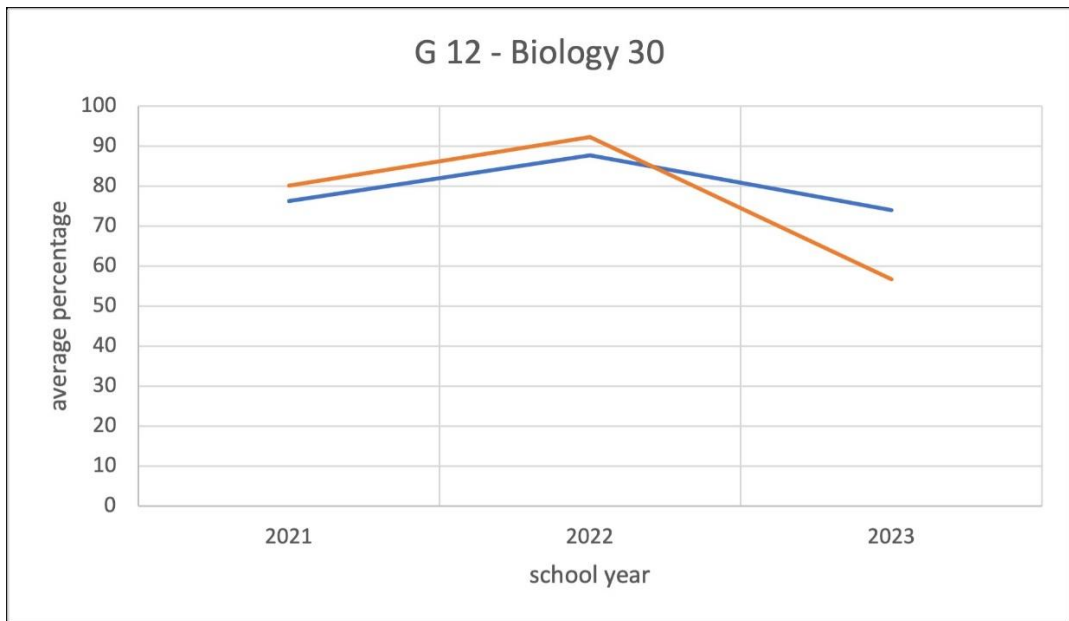
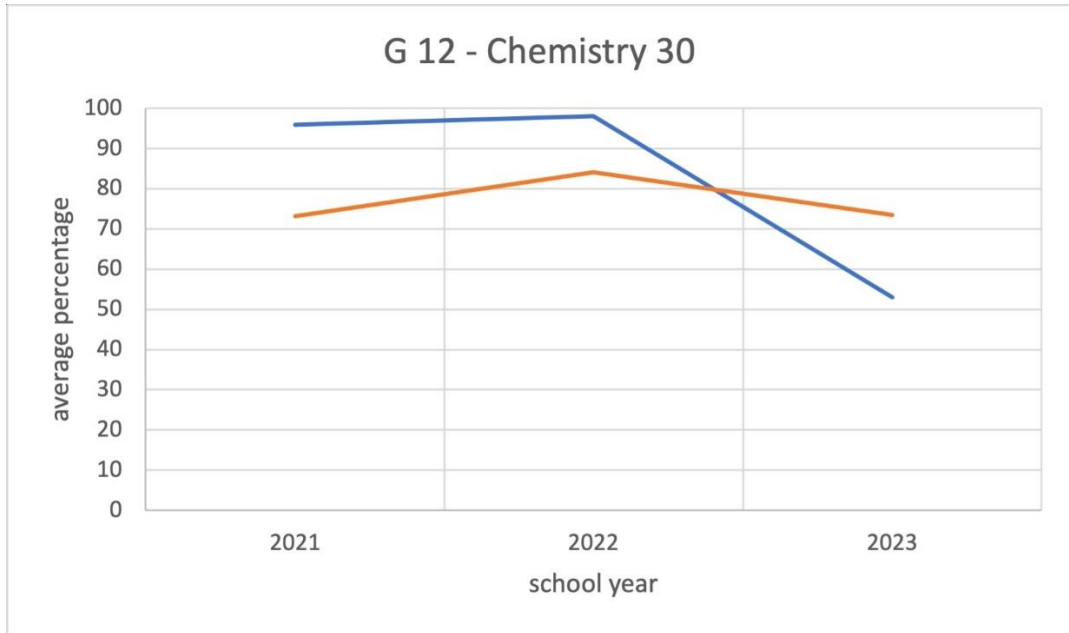


- The presented graphs highlight a consistent improvement in the internal results, building upon last year's positive trend. Despite the challenge posed by a cohort of immigrant students facing significant language barriers specifically comprehension, there is a persistent upward trajectory of results. Al Mustafa Academy remains committed to efforts directed towards bringing this particular group to parity with their peers.
- To enhance their progress, specific measures have been implemented, particularly in the domains of Mathematics and Science, including additional tutoring support.
- For Language Arts and Social Studies, our plan includes using strategies emphasizing vocabulary building and language comprehension, facilitation of collaborative learning sessions among peers to promote language development through shared experiences, as well as the integration of cultural context into Language Arts and Social Studies curricula. This approach acknowledges the unique backgrounds of immigrant students and deepens their connection to these subjects.
- These targeted measures aim to address the specific needs of students in Mathematics and Science, as well as Language Arts and Social Studies, fostering a more inclusive and effective learning environment, as well as better learning

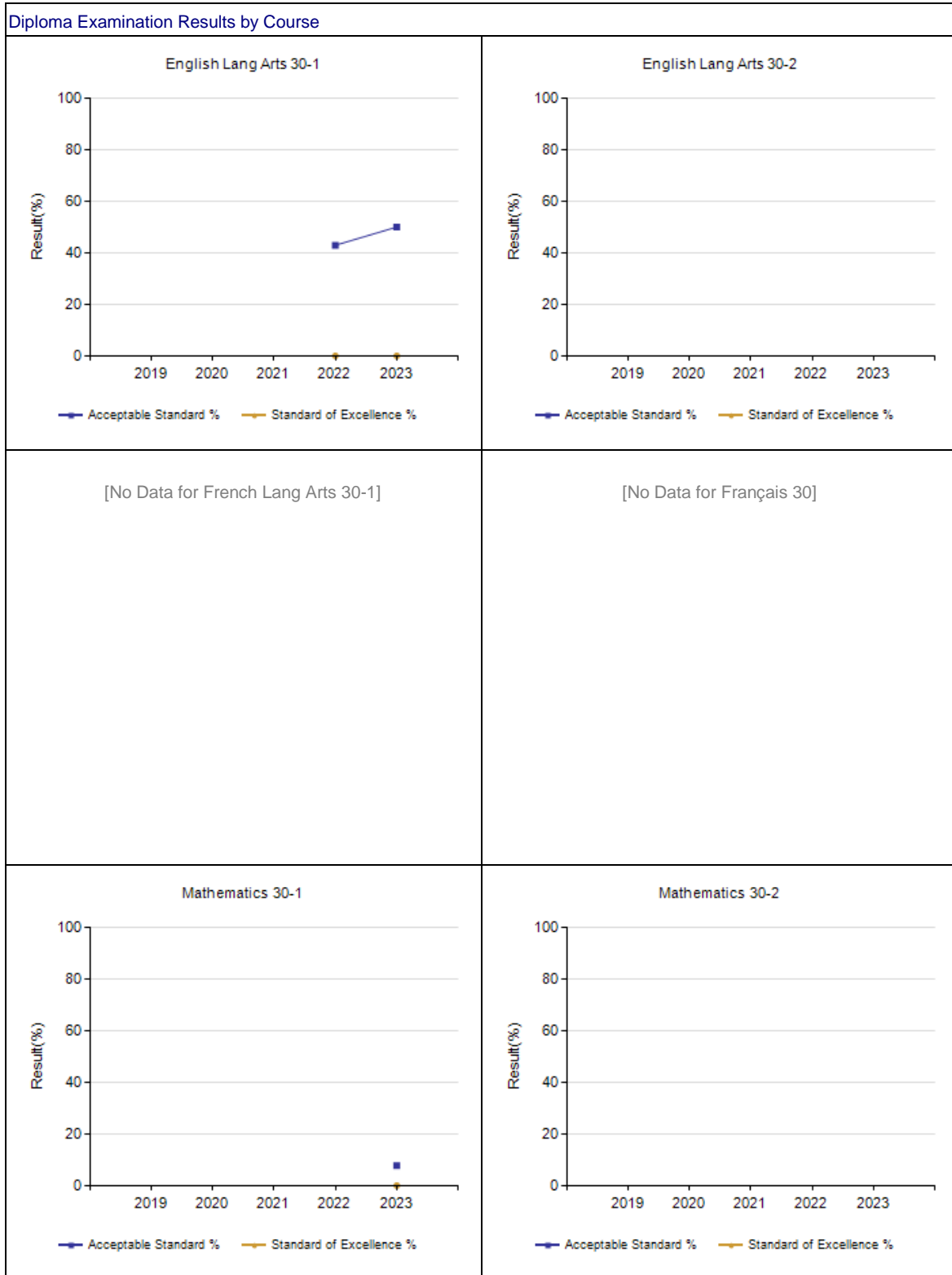
outcomes for them.

Grade 12 Official Marks Analyses





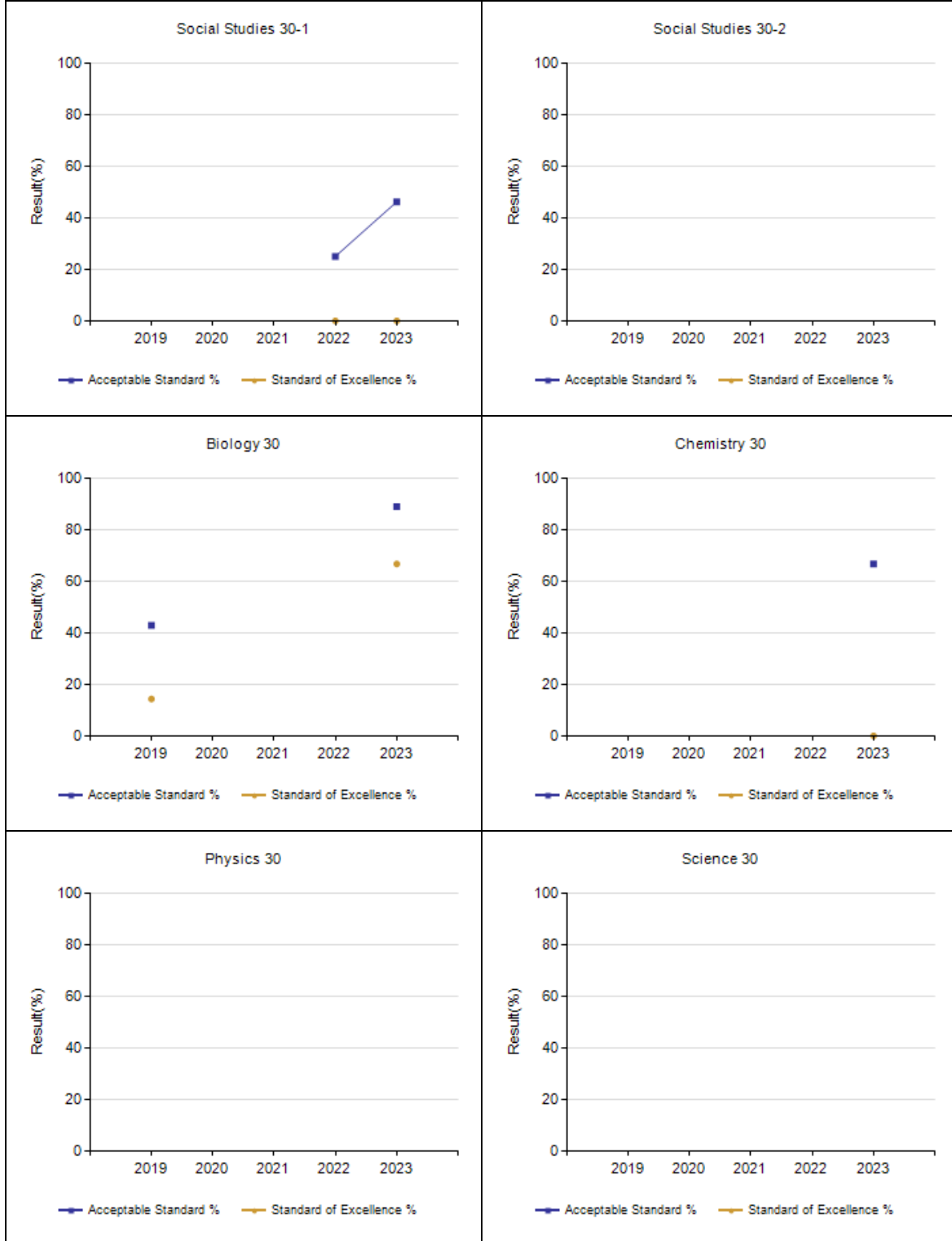
Diploma Examination Results by Course



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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 COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
7. Participation in the Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. A written-response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.

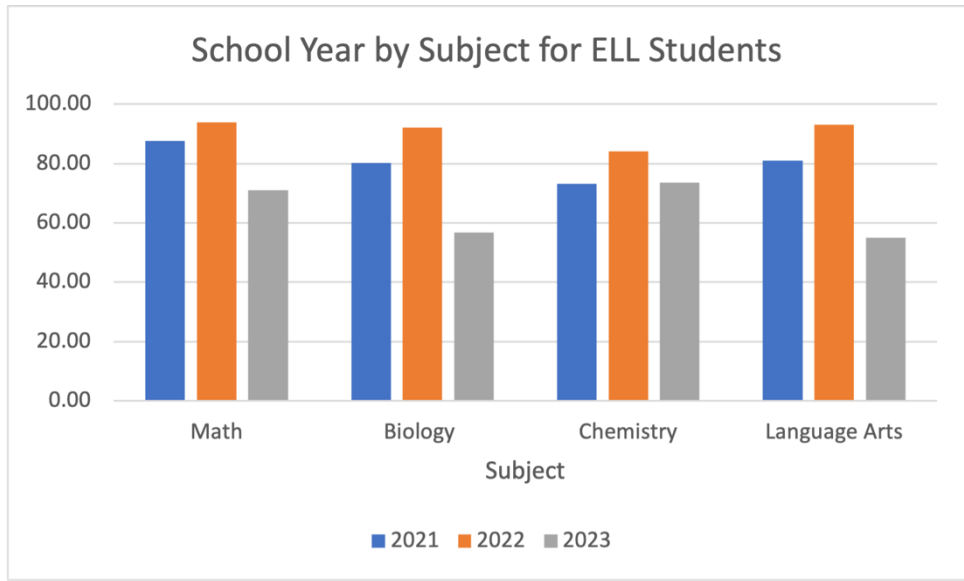
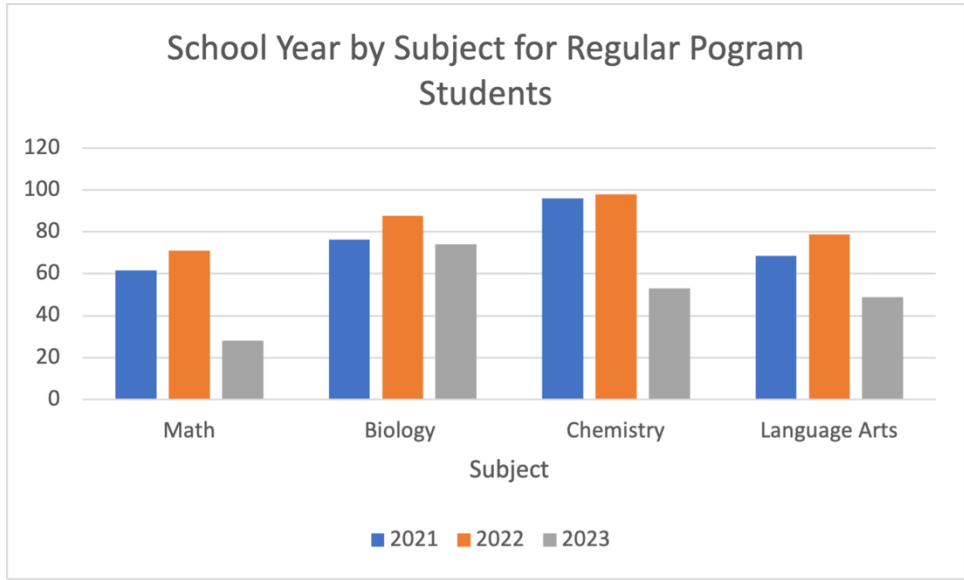
Diploma Examination Results by Course



Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
- Participation in the Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

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

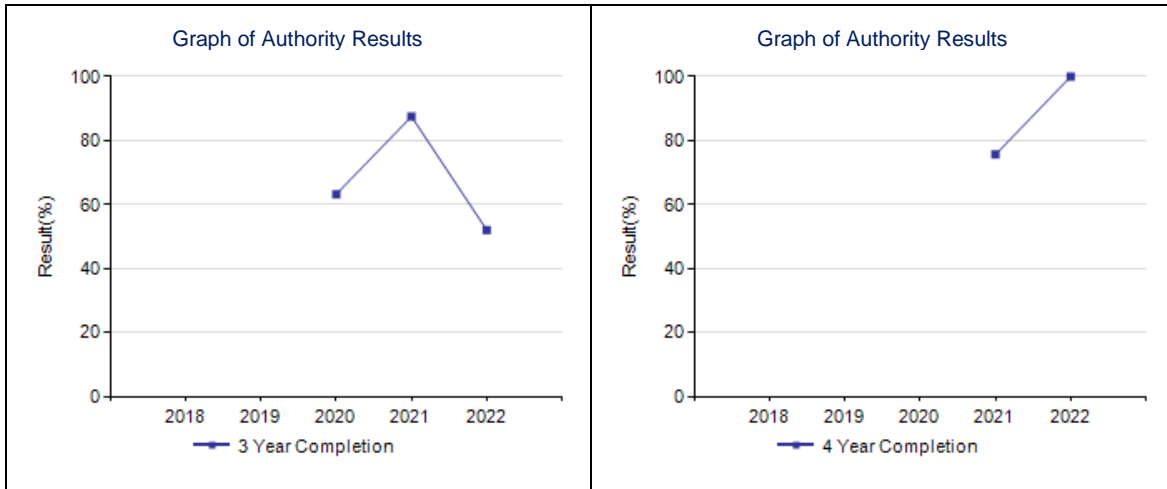


- The graphs reveal a decline in results, albeit not as substantial as anticipated, across all courses (except for Biology 30) where our students have achieved acceptable standard. This can be largely attributed to the fact that last year marked the first Diploma Examination experience for our students post-COVID. While the drop in results was expected due to the myriad challenges posed by COVID, concerns arise regarding the time it may take for students to recover from the setbacks, for which we are providing steadfast support.
- For Al Mustafa Academy, this impact was particularly pronounced as 60% of our students, primarily immigrant newcomers who come from marginalized and traumatized backgrounds, faced additional challenges. Many of them were unfamiliar with the Diploma Examination format, while language barriers further complicated their comprehension of the test questions. The past two years, marked by Covid influential disruptions, such as online learning formats, also posed significant hurdles for our students.
- Furthermore, the recent adjustment in the weighting of diploma exams (returning to 30% effective September 1, 2022) added pressure on our students thus exacerbating the challenges faced by them which included pressures arising from relocation, financial strains, as well as other logistical impacts arising from COVID.
- To address these circumstances, since last year we have introduced additional preparation practices and support for Diploma exams. We have instituted tailored diploma classes and differentiated instruction strategies to meet the diverse needs of our student body. These initiatives are specifically geared towards aiding our newcomer immigrant students who may encounter difficulties with fundamental mathematical concepts, comprehension in Language Arts, and challenges with problem-solving skills.
- Our English Language Learners (ELL) program plays a significant role in the educational profile of Al Mustafa Academy, with a significant number of our students enrolled in this program. The graphs indicating the official marks illustrate that in all subjects except for Chemistry ELL students have outperformed their peers in the regular programs. Moving forward, we are reinforcing our ELL program with increased vigor and attention, confident in its ability to contribute to improved test scores across all subjects and levels.

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										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	%
3 Year Completion	1	*	3	*	8	63.2	8	87.5	8	52.0	Very Low	Maintained	Concern	44,978	79.7	45,354	80.3	46,245	83.4	47,675	83.2	48,340	80.7
4 Year Completion	n/a	n/a	1	*	3	*	8	75.6	8	100.0	Very High	Improved	Excellent	44,994	83.3	44,980	84.0	45,351	85.0	46,242	87.1	47,660	86.5
5 Year Completion	n/a	n/a	n/a	n/a	1	*	3	*	7	88.5	Intermediate	n/a	n/a	44,842	85.2	44,988	85.3	44,972	86.2	45,344	87.1	46,238	88.6



Notes:

- 9. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- 10. Participation in the 2019/20 to 2021/22 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 acknowledge that the 3 year rate is not satisfactory but this is due to the fact that Al Mustafa received many Syrian refugee students in 2016 (indeed, the most in the province for any school!) who are now graduating from our high school program. While they have made significant strides with our support, they do continue to face challenges in learning. This impacts our graduation rates and overall levels of accomplishments. However, students are graduating from our school after the 3 year mark after they have received the proper supports that the school provides them to the best of our ability.

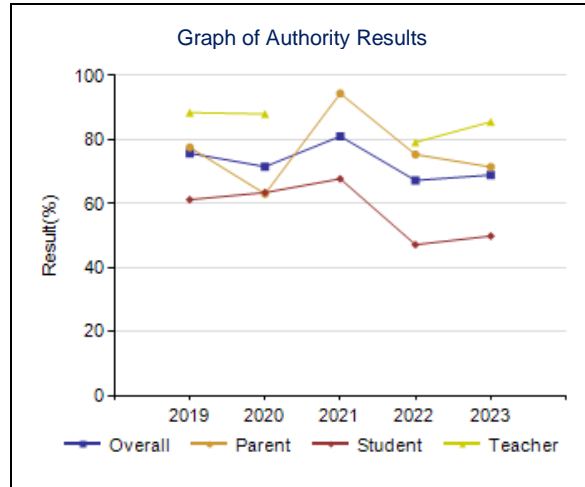
Measure 4: Citizenship



Citizenship – Measure Details

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

	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
	Overall	149	75.7	217	71.5	169	81.0	300	67.2	379	68.9	Low	Maintained	Issue	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4	257,231
Parent	85	77.5	150	63.0	294	94.4	443	75.3	394	71.4	Intermediate	Maintained	Acceptable	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4
Student	127	61.2	192	63.4	140	67.7	233	47.3	326	49.8	Very Low	Declined	Concern	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3
Teacher	144	88.4	100	88.0	n/a	n/a	23	79.1	14	85.5	Low	Maintained	Issue	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3



Notes:

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

Citizenship measure – Comment on results:

Overall, there was a slight increase in the results. However, the number is still significant at close to 70%. Parents showed the most declines at 4% which may reflect their lack of understanding of the efforts the school makes to promote the characteristics of active citizenship. This informs us as a school to improve communication to our families of our achievements in this area. For

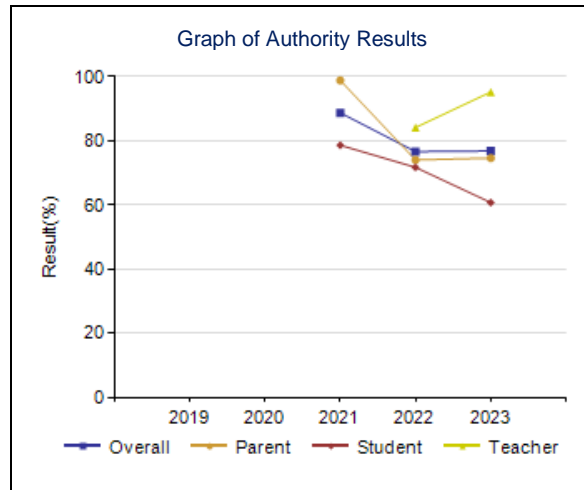
example, Al Mustafa Academy regularly invites prominent political figures from the municipal, provincial and federal levels of government, and students participate in Remembrance Day events as well as ceremonies commemorating our First Nations peoples, among other activities to promote active citizenship. This sentiment is supported by the results of the teacher and student surveys which both showed increases. This trend reflects their recognition of the efforts of Al Mustafa Academy to promote active citizenship. Indeed, teachers and students are active in these efforts, including being involved in assemblies, presentations, etc. and are therefore enthusiastic participants in these efforts. In short, teachers and students remain aware of our efforts to promote active citizenship.

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										
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023		
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	
Overall	n/a	n/a	n/a	n/a	169	88.7	300	76.6	378	76.8	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4
Parent	n/a	n/a	n/a	n/a	29	98.8	44	74.0	39	74.6	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3
Student	n/a	n/a	n/a	n/a	140	78.6	233	71.7	325	60.7	n/a	Declined Significantly	n/a	n/a	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	23	84.1	14	95.2	n/a	Improved	n/a	n/a	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1



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.

Student Learning Engagement – Comment on Results

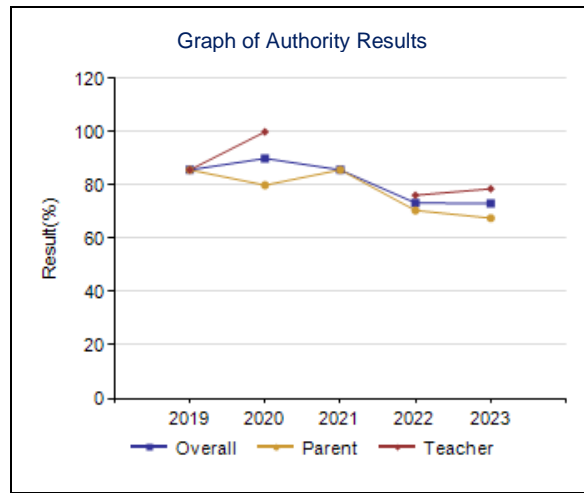
The overall results stayed basically the same with only a small percentage improvement. However, the teachers responded most positively showing a significant increase over the previous year, no doubt as a reflection of their commitment to student learning as well as their appreciation of the resources that they are using to enhance student learning engagement. Staff is also expressing their appreciation for the professional development they received and its impact on student learning. Parents also maintained their impression of student learning showing only a slight increase. Indeed, parents are witness to the work their children are bringing home as well as what they observe in school visits. A majority of them appreciate the achievement of their children especially when they compare them to their peers in broader society. The surprise result is that of the students who expressed a significant disapproval with a 10 point drop. This demands inquiry and action, despite the fact that a recent survey taken in the Fall indicates greater satisfaction among them. We need to better expose our students to the achievements of their peers in school as well as expand the exhibition of student work.

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									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	21	85.7	24	90.0	28	85.7	65	73.3	51	73.1	Intermediate	Maintained	Acceptable	66,088	83.0	68,221	84.1	58,109	85.7	59,488	84.9	60,705	83.1
Parent	7	85.7	15	80.0	28	85.7	44	70.5	37	67.6	High	Maintained	Good	33,423	75.2	34,944	76.0	28,862	77.8	29,553	77.3	29,674	75.0
Teacher	14	85.7	9	100.0	n/a	n/a	21	76.2	14	78.6	Very Low	Maintained	Concern	32,665	90.8	33,277	92.2	29,247	93.7	29,935	92.5	31,031	91.3



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.

Preparation for Work – Comment on Results

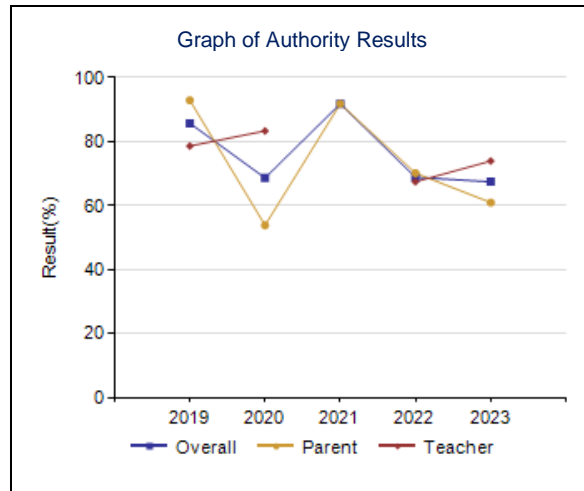
Parent numbers are down perhaps reflecting their anxiety about the future success of their children in our current volatile national socio-economic climate. Parents are concerned if their children have received sufficient instruction and advice from their teachers and the school in order to be successful in the future. It must be noted that as a school we regularly emphasize to our students the importance of working to their maximum ability, our willingness to support them in this effort, and the potential rewards for their efforts in their futures. This is done at assemblies, in more intimate class sessions, as well as in individual meetings with students. We also present our students examples of individuals who have achieved personal success in life to serve as inspirations for them to emulate. In this survey, teachers gave a small increase in their perception of work preparation (very minimal increase; 76.2% vs. 78.6%) thereby acknowledging their efforts in this area while suggesting that perhaps we as a school can make better progress in this area.

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									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	21	85.7	24	68.6	28	91.8	65	68.8	50	67.4	Low	Maintained	Issue	66,943	71.4	69,182	72.6	59,478	82.1	60,822	81.0	62,032	80.4
Parent	7	92.9	15	53.8	28	91.8	43	70.1	36	60.9	Intermediate	Maintained	Acceptable	33,876	64.0	35,454	64.6	29,693	75.3	30,314	74.6	30,381	73.4
Teacher	14	78.6	9	83.3	n/a	n/a	22	67.4	14	73.9	Low	Maintained	Issue	33,067	78.8	33,728	80.6	29,785	88.9	30,508	87.4	31,651	87.3



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.
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

There exists an interesting dichotomy between parents and teachers in this survey measure. Parents expressed a dramatic drop in their numbers (60.9% vs. 70.1% last survey). This is concerning and warrants closer scrutiny, especially given the fact that Al Mustafa Academy wants to ensure that we are indeed preparing our students for a successful future life, and that they are carrying with them the knowledge, skills, and attitudes to achieve this goal. Addressing this matter is our focus this year. Some possible steps by Al Mustafa Academy to address this concern must include a deeper focus on career planning and on better informing our students on career options and the planning required to achieve long term goals in life. We are proud to announce that we have instituted this plan already this year, and have hired a professional with extensive experience in the human resources field to inform our students of the knowledge, skills and attitudes required to achieve success in their desired career paths. We therefore anticipate better results from parents in this survey category in the future. By contrast, the teachers at Al Mustafa Academy showed an increased approval i.e. 73.9% vs. 67.4% previously. This greater approval is the result of the sense that teachers have of their efforts to impart skills, knowledge and attitudes to their students, and also what they are witnessing in their students on a regular basis.

Domain Two: Teaching and Leading

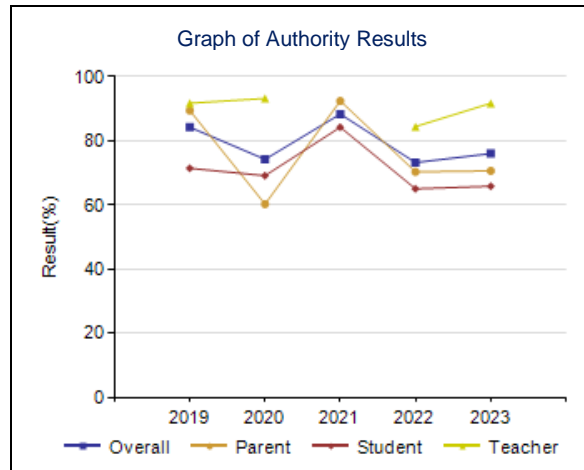


Measure 1: Overall Quality of Basic Education

Education Quality – Measure Details

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

	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	149	84.2	217	74.2	169	88.3	295	73.2	381	76.0	Very Low	Maintained	Concern	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1
Parent	8	89.4	15	60.2	29	92.4	45	70.3	39	70.6	Low	Maintained	Issue	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4
Student	127	71.4	192	69.1	140	84.2	227	65.0	328	65.8	Very Low	Maintained	Concern	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7
Teacher	14	91.7	10	93.2	n/a	n/a	23	84.4	14	91.7	Low	Maintained	Issue	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4



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.

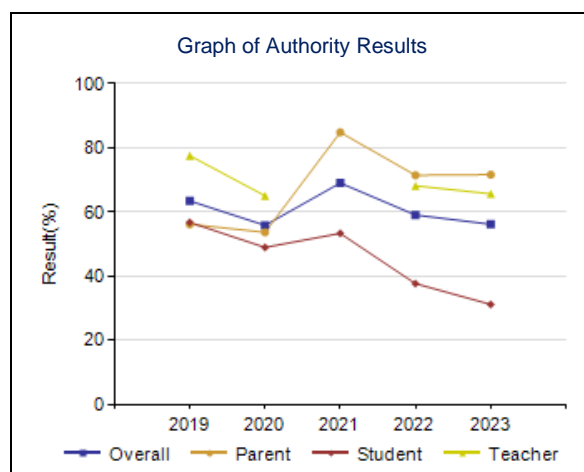
Education Quality – Comment on Results

Overall we saw an increase in satisfaction for this measure from all stakeholders. The slightest increase was recorded by parents who essentially reported the same satisfaction rate as the previous year. This trend runs counter to our reality of increased enrollment in a competitive environment as well as the fact that enrollment continues from families that have been with our school for a number of years. In other words, if the quality of education was an issue we should have witnessed a decline in enrollment. Indeed, recent survey results inform us of greater satisfaction from parents. A better explanation may be that parents are mostly satisfied with the quality of basic education at our school, but that they have higher expectations from Al Mustafa Academy to advance standards. Anecdotally, we continue to hear from families of their satisfaction with the basic quality of education, particularly with our specialized programs. Students too showed only a slight increase in the survey satisfaction results, which demands that the school improve its communication to them about the investments made for them to improve the quality of education in the school. However, teachers showed the most satisfaction with the overall quality of education. This is understandable given the fact that teachers are best positioned to appreciate the investments made by the school to advance education standards (e.g. technology investments, professional development), and are also able to witness the impact of those investments on student learning. Teachers also have an appreciation for the advancements made over time in the quality of basic education at Al Mustafa Academy.

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									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	89	63.4	112	55.8	69	69.0	167	59.0	196	56.1	Very Low	Maintained	Concern	181,846	82.2	184,393	82.4	157,680	81.9	172,339	82.9	179,589	82.9
Parent	8	56.1	15	53.6	29	84.8	45	71.4	38	71.6	Intermediate	Maintained	Acceptable	35,252	80.1	36,901	80.1	30,817	81.7	31,625	82.4	31,780	82.2
Student	67	56.7	87	48.9	40	53.3	99	37.6	144	31.1	Very Low	Declined	Concern	113,304	77.4	113,541	77.8	96,676	74.9	109,776	76.9	115,487	77.4
Teacher	14	77.5	10	65.0	n/a	n/a	23	68.1	14	65.6	Very Low	Maintained	Concern	33,290	89.1	33,951	89.3	30,187	89.2	30,938	89.3	32,322	89.3



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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

The general results in this category are relatively close with no dramatic shifts except for the students. Overall, parents and students showed the most significant decline over the past three years, even though the current and previous results (i.e. last survey in 2022) are very close. Essentially, these stakeholders are the consumers of our services, and the message in their survey response is that there is an expectation that the school must make a better effort to provide a broader range of opportunities in fine arts, career, technology and health/physical education. This is a fair argument but it must also be stated for the record that over the years and continuing now, Al Mustafa Academy has made progress in developing these program areas. Still, the fact remains that Al Mustafa Academy has to expand these opportunities within our means and in innovative ways to the satisfaction of our students and parents. This imperative is further supported by the impression of the teachers who also registered a mediocre response to this survey question.



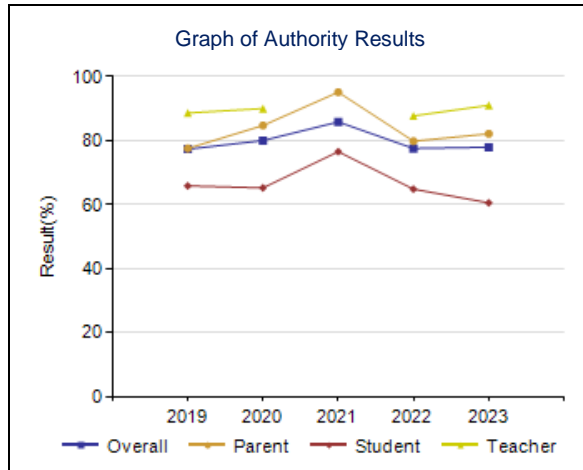
Domain Three: Learning Supports

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									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	149	77.3	216	80.0	169	85.8	300	77.5	379	77.9	Low	Maintained	Issue	265,382	89.0	264,204	89.4	230,987	90.0	249,835	88.8	257,278	87.5
Parent	8	77.5	15	84.7	29	95.1	44	79.8	39	82.1	Intermediate	Maintained	Acceptable	35,247	89.7	36,899	90.2	30,969	90.5	31,707	89.5	31,879	88.1
Student	127	65.8	191	65.2	140	76.5	233	64.8	326	60.5	Very Low	Declined	Concern	196,856	82.3	193,364	82.6	169,813	84.0	187,165	82.5	193,049	81.5
Teacher	14	88.6	10	90.0	n/a	n/a	23	87.7	14	91.0	Intermediate	Maintained	Acceptable	33,279	95.1	33,941	95.3	30,205	95.4	30,963	94.3	32,350	93.0



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.

Safe and Caring – Comment on Results

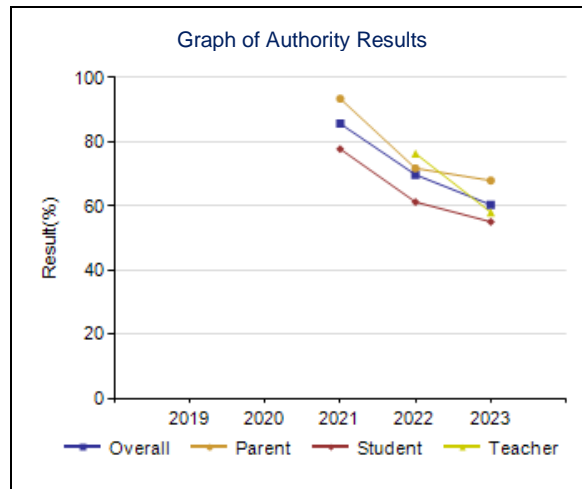
The overall assessment remains steady, with students showing the weakest response. This is concerning because we strive to ensure that all students are safe, care for others, respect others and are treated fairly. Their poor impression demands closer scrutiny. Perhaps students have higher expectations than their families; perhaps they have a keener sense of this issue as they are experiencing these things most directly. Students may also have a higher expectation from the school for the stringent application of the values that the school teaches. Whatever the cause, we remain committed to finding out why our students feel this way. Indeed, these are our values which we regularly remind our students about on a regular basis. Parents and teachers are the most satisfied in this survey as they may be more aware of the measures the school has taken, as well as the efforts made to ensure a safe and caring learning environment. Indeed, they may have witnessed the improvement at Al Mustafa Academy over the years, and are also able to have a more mature appreciation for the relatively safe and caring environment that exists at Al Mustafa Academy, especially when compared to other learning environments. Indeed, anecdotally many parents have expressed satisfaction and gratitude for the safe and caring environment at our school and see their expectations met in this matter.

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										
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023		
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	
Overall	n/a	n/a	n/a	n/a	16	85.6	30	69.7	37	60.3	n/a	Declined Significantly	n/a	n/a	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6
Parent	n/a	n/a	n/a	n/a	29	93.4	44	71.7	38	67.9	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7
Student	n/a	n/a	n/a	n/a	13	77.9	23	61.3	32	55.0	n/a	Declined	n/a	n/a	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	23	76.3	14	58.0	n/a	Declined	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2



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.

Access to Learning Supports and Service – Comments on Results

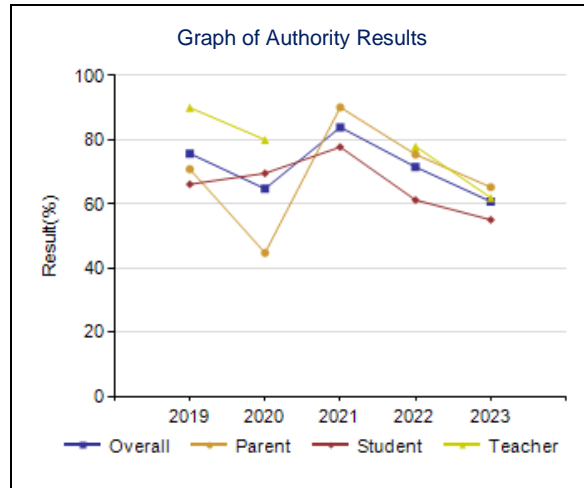
The survey results in this category is of concern to us as they show a decline among all stakeholders, as well as a significant decline over previously achieved higher ratings (e.g. in the 2021 survey). Our focus in analyzing the reasons behind these poor results has to be on the issue of access to supports and services in our school. We remain satisfied that we have and continue to offer supports and services to our students to the best of our abilities and within our means. As a humanitarian society which offers many bursaries and discounts to our community and we remain generous in this support. In short, we are of limited means

especially as compared to other schools. This fact has to be realized and understood when reviewing the statistics for this survey question. However, it does still require explanation as to why previously there was a higher rating for this section from all stakeholders. Specifically speaking, teachers showed the greatest dissatisfaction with this category, which we must assume is as a result of their perception that some students are not receiving adequate amounts of support given our increased numbers, this being especially true for students with significant language and learning challenges. Students too showed a decline but their response may obscure factors such as them being overtly focused on their specific situation and experiences, while not being aware of the broader supports and services available. Finally, parent numbers also showed a decline but they too may be overly focused on their particular child and are not aware of the broader investments made by Al Mustafa Academy to provide appropriate supports and services for all our students.

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									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	149	75.7	217	64.7	168	83.9	300	71.0	378	60.7	Very Low	Declined	Concern	265,362	84.7	264,165	84.9	230,686	82.7	249,524	81.9	256,932	81.2
Parent	8	70.8	15	44.7	29	90.1	44	75.4	38	65.2	Very Low	Maintained	Concern	35,184	77.8	36,846	78.1	30,874	76.7	31,643	75.3	31,805	73.7
Student	127	66.1	192	69.5	139	77.7	233	61.2	326	55.0	Very Low	Declined Significantly	Concern	196,933	81.9	193,409	82.2	169,631	80.2	186,935	80.1	192,805	79.9
Teacher	14	90.0	10	80.0	n/a	n/a	23	77.9	14	61.9	Very Low	Declined	Concern	33,245	94.5	33,910	94.4	30,181	91.2	30,946	90.3	32,322	89.9



Notes:

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

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, and children from single parent families as well as others from marginalized backgrounds. We strive to provide our students the best learning environment within our means which is also culturally relevant. The school has expanded its programs to serve the needs of our at risk students to include English language support programs and differentiated instruction methodologies. We have a pull out program to provide additional instructional time in English language skills. Staff also received extensive training in differentiated instruction techniques to ensure that they are addressing all the learning levels found in their classrooms, and that the needs of all their students are being met. We remain optimistic that future results in this section from all stakeholders will show an improvement once the effects of these efforts are realized.

Fall 2022 Supplemental Alberta Education Assurance Measures - Overall Summary

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	76.8	76.6	76.6	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	68.9	67.2	69.3	80.3	81.4	82.3	Low	Maintained	Issue
	3-year High School Completion	52.0	87.5	75.4	80.7	83.2	82.3	Very Low	Maintained	Concern
	5-year High School Completion	88.5	*	n/a	88.6	87.1	86.2	Intermediate	n/a	n/a
	PAT: Acceptable	38.4	32.8	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	4.1	2.9	n/a	16.0	17.7	n/a	Very Low	n/a	n/a
	Diploma: Acceptable	46.3	27.6	n/a	80.3	75.2	n/a	Very Low	n/a	n/a
	Diploma: Excellence	9.0	0.0	n/a	21.2	18.2	n/a	Very Low	n/a	n/a
Teaching & Leading	Education Quality	76.0	73.2	73.7	88.1	89.0	89.7	Very Low	Maintained	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	74.5	73.1	73.1	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	60.3	69.7	69.7	80.6	81.6	81.6	n/a	Declined Significantly	n/a
Governance	Parental Involvement	73.3	77.3	78.1	79.1	78.8	80.3	Low	Maintained	Issue

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 to 2021/22 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.
- 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 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 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.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
- 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.

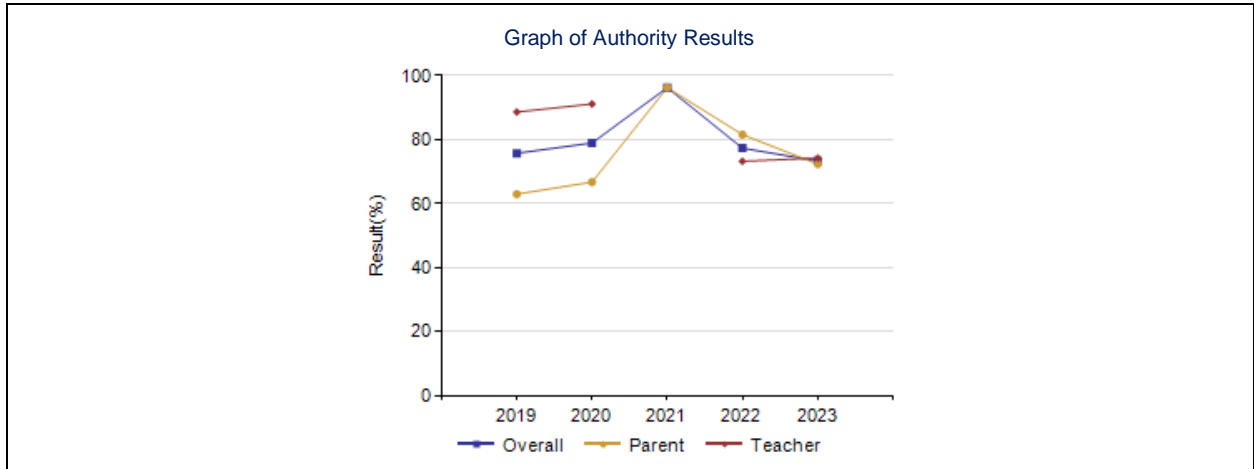
8. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language 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.

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									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	21	75.4	28	78.9	26	96.2	73	77.3	52	73.3	Low	Maintained	Issue	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1
Parent	75	62.9	117	66.7	28	96.2	44	81.5	38	72.3	High	Maintained	Good	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5
Teacher	14	88.6	9	91.1	n/a	n/a	23	73.2	14	74.2	Very Low	Maintained	Concern	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7



Notes:

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Parental Involvement – Comment on Results

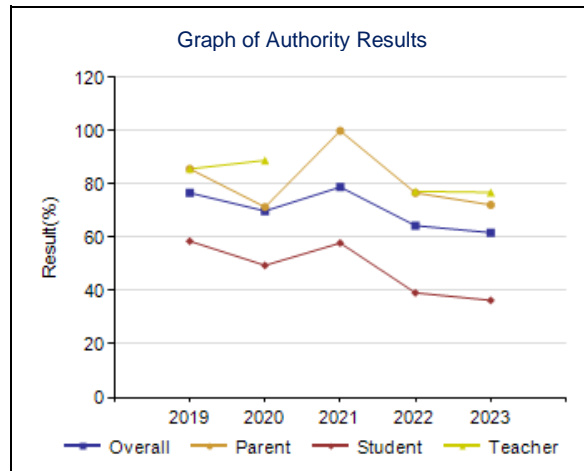
This survey focused on parents and teachers. Parents showed the worst decline. It is important to note that many efforts were and are being made by the school to engage parents including sending frequent communications/reminders even in the majority languages spoken at the school encouraging their participation. Al Mustafa Academy maintains an open door policy of engaging stakeholders, arguably in a more open manner than normally encountered in other school settings. Indeed, our school community has relatively free access to the administration, staff and even board. One can only conclude that post-COVID many families are still settling down to normal routines and are dealing with more stressed living conditions (which especially impacts marginalized communities from which many of our students come from). These are potential factors limiting parental engagement at Al Mustafa Academy. Teachers are also witnessing a lack of parental involvement and are seeing the effects of this on student learning and achievement. This trend is apparent from parents when staff sends communications and updates to them and they do not receive the expected responses. Therefore, one can only assume that current living conditions are having a significant impact on the ability of a many families to be adequately involved in their child's education.

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									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	148	76.7	215	69.9	159	78.9	292	64.4	368	61.8	Very Low	Declined	Concern	263,364	81.0	262,079	81.5	224,041	81.4	243,980	74.2	251,355	75.2
Parent	7	85.7	14	71.4	24	100.0	43	76.7	36	72.2	Intermediate	Maintained	Acceptable	34,159	80.3	35,896	80.0	28,016	81.7	30,147	70.0	30,371	72.5
Student	127	58.6	192	49.5	135	57.9	227	39.2	319	36.4	Very Low	Declined	Concern	196,592	79.4	192,917	79.6	167,992	79.1	185,107	76.3	191,142	75.0
Teacher	14	85.7	9	88.9	n/a	n/a	22	77.3	13	76.9	Intermediate	Maintained	Acceptable	32,613	83.4	33,266	85.0	28,033	83.4	28,726	76.3	29,842	78.0



Notes:

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School Improvement – Comment on Results

Overall, the current results are down from all stakeholders. Ultimately, this is a question relating to the overall impression of the sense of improvement of the school over the last three years. This is disappointing to us as Al Mustafa Academy has made significant infrastructure investments and has expanded programming among other improvement measures.

Anecdotally, we are praised by families and the community for our efforts and advancements. Ironically, our enrollment has increased, with most of our families returning. In short, we must improve our ability to communicate our achievements to our stakeholders so that our efforts are recognized.

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Financial Results

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

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

	Actual 2022/2023	Budget 2023/2024	Budget 2024/2025
<u>REVENUES</u>			
Alberta Education	5,014,513	5,766,690	6,420,028
Instruction fees / Tuition fees	984,102	1,180,922	1,380,922
Gifts and donations	324,686	373,389	375,000
TOTAL REVENUES	6,323,301	7,321,001	8,175,950
<u>EXPENSES</u>			
-			
Certificated salaries	1,998,846	2,238,708	2,574,514
Certificated benefits	120,529	132,582	144,692
Non-certificated salaries and wages	1,486,601	1,635,261	1,798,500
Non-certificated Benefits	96,914	106,604	117,264
Rent and Building Expense	785,565	864,122	864,122
Services, contracts and supplies	1,643,397	1,857,039	2,057,900
TOTAL EXPENSES	6,131,852	6,834,315	7,556,992
SURPLUS(DEFICIT) OF REVENUES OVER EXPENSES	191,449	486,686	618,958

Timelines and Communication

This document was approved by the Board of Al Mustafa Academy and Humanitarian Society on January 11, 2024 and is accessible to interested parties at:

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

Whistleblower Protection

Al Mustafa Academy had no 2022-23 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 and its achievements, as well as sincere recognition of the areas that we can improve on.

We ask for your support and cooperation as we continue our journey to offer the Edmonton Muslim community a quality learning experience in a safe and caring Muslim environment. We are proud of our humanitarian mission and are also proud to serve some of the most marginalized people in our community including refugees, orphans, and single parent families.

The information contained in this document includes reports and analysis on local measures undertaken by the school such as report card analysis. The opinions of all our stakeholders are also discussed in this report and we remain committed to addressing the issues raised with sincerity and integrity. We remain confident of our efforts to maintain a sound learning environment that appeals to all our stakeholders.

We have expanded our school programs especially the Quran memorization program even as we made significant investments in training for staff, technology, and infrastructure upgrades.

We trust that with sincere effort and with the support of our education partners that we will continue to offer our students and community a proper and Islamic learning environment. Our goal remains to prepare our dear students for success in this world and the Hereafter. We pray to Almighty God to accept our efforts in His way, Ameen.

Yours in education,
Ebrahim H. Dhooma
Principal

