

Annual Education Results Report (AERR)



**Al Mustafa Academy
Humanitarian Society
2025-26**

Message from the Board Chair

Assalaamualaykum (Peace Be With You),

Welcome to the Al Mustafa Academy Annual Education Results Report (AERR).

As we enter our **sixteenth** year of service, Al Mustafa Academy is proud to educate **over 1,200 students** across our advanced academic and religious studies programs. Signature offerings such as the Advanced Qur'an Program and the International Baccalaureate (IB) initiatives reflect our commitment to excellence and innovation.

In the **2024–2025 school year**, we launched the **IB Primary Years Programme (PYP)** for Kindergarten to Grade 5. The PYP offers an inquiry-based, transdisciplinary approach that nurtures the whole child. It promotes student agency, real-world learning, global awareness, and the development of the IB Learner Profile attributes, fostering principled, caring, and reflective young learners.

Our Board is also preparing to introduce the **Middle Years Programme (MYP)** and the **Diploma Programme (DP)**, creating a **complete IB continuum from Kindergarten to Grade 12**. This vision aims to provide high-quality international education especially for underserved and underprivileged students empowering them to lead with integrity and confidence in an increasingly complex world.

As Edmonton's Muslim community continues to grow, our Board remains committed to meeting and exceeding community expectations. We are confident that our investments in infrastructure, programming, and instructional quality will continue to strengthen the learning experience for our students.

Our mission is to provide a strong academic foundation alongside meaningful Islamic education, enabling our students to contribute positively to Canadian society while remaining proud of their Muslim identity.

On behalf of the Board of Directors of Al Mustafa Academy, I extend our sincere gratitude for your continued support. Together, we will keep building a nurturing, values-driven, and high-achieving learning environment for all our youth.

Sincerely,

Syed Hasan
Board Chair
Al Mustafa Academy

Accountability Statement

The Annual Education Results Report for the 2025-2026 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 December 02, 2025.



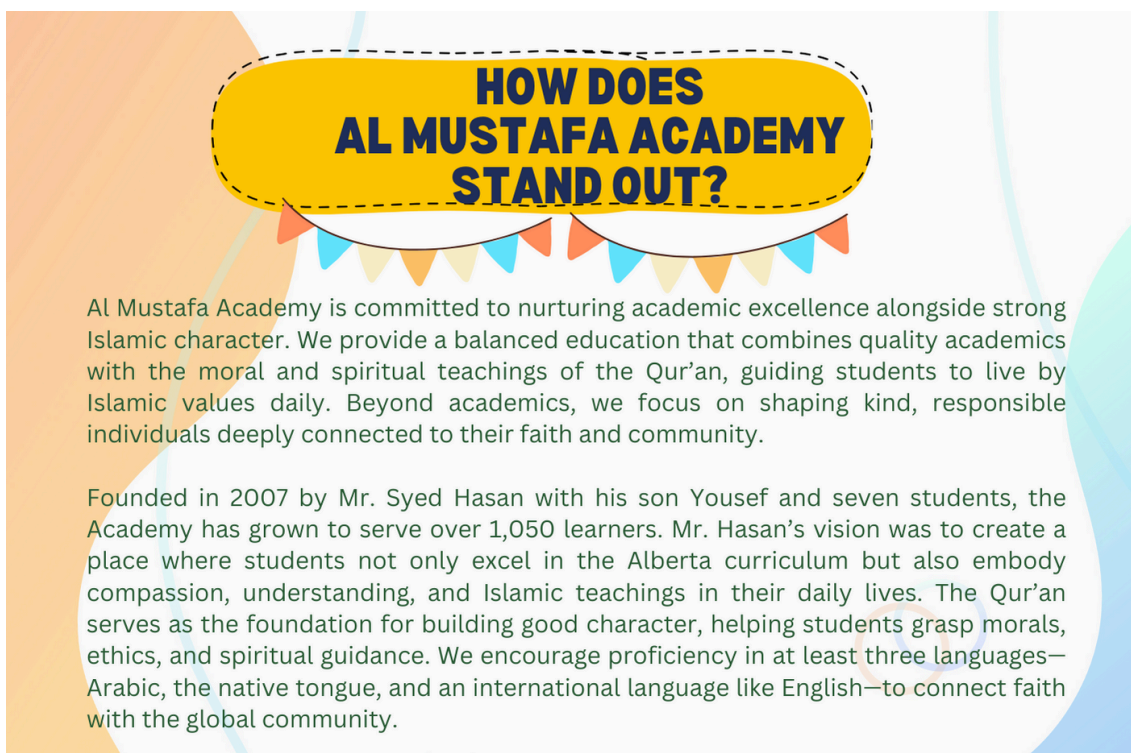
Foundation Statements

Mission

Al Mustafa Academy Mission At Al Mustafa Academy, we are dedicated to nurturing learners who embody strong moral values and a commitment to academic excellence. We strive to cultivate a culture of compassion, respect, and curiosity, fostering responsible and reflective citizens prepared to excel in all aspects of life. Through an environment that promotes ethics and Islamic principles and high academic standards, we empower our students to thrive as critical thinkers, creative problem-solvers, and lifelong learners ready to contribute meaningfully to the world.

Vision

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



**HOW DOES
AL MUSTAFA ACADEMY
STAND OUT?**

Al Mustafa Academy is committed to nurturing academic excellence alongside strong Islamic character. We provide a balanced education that combines quality academics with the moral and spiritual teachings of the Qur'an, guiding students to live by Islamic values daily. Beyond academics, we focus on shaping kind, responsible individuals deeply connected to their faith and community.

Founded in 2007 by Mr. Syed Hasan with his son Yousef and seven students, the Academy has grown to serve over 1,050 learners. Mr. Hasan's vision was to create a place where students not only excel in the Alberta curriculum but also embody compassion, understanding, and Islamic teachings in their daily lives. The Qur'an serves as the foundation for building good character, helping students grasp morals, ethics, and spiritual guidance. We encourage proficiency in at least three languages—Arabic, the native tongue, and an international language like English—to connect faith with the global community.

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.

Art created by Grade 4 students to



Summary of Accomplishments.

SECTION A: ORGANIZATIONAL GROWTH & ENROLLMENT-

1. Enrollment Growth & Accessibility

- Enrollment continues to increase across all campuses, including South Campus. We are now over 1200 students in Pre K- Grade 12.
- Students join throughout the year, reflecting strong community confidence in AMA's academic and Islamic programs.
- Growth is particularly notable in:
 - Qur'an memorization (Hifz)
 - Arabic language programs
 - Kindergarten and early years
- Two independent programs (Homeschooling & Online Learning) selected Al Mustafa Academy to manage their academic oversight, confirming AMA's growing credibility in Alberta.

Commitment to Equity

The academy maintains its long-standing policy to support refugees, single parents, low-income families, and vulnerable populations. **No child is denied education due to financial hardship**, reinforcing our charitable mission.

SECTION B: EDUCATIONAL PHILOSOPHY & PROGRAM DELIVERY

2. School Identity & Mission

Founded in 2008, Al Mustafa Academy operates as a non-profit school providing:

- Full Alberta Education curriculum (Pre K–12)
- Islamic Studies, Qur'an memorization (Hifz), and Arabic language
- Strong EAL support for multilingual learners
- Holistic programming including athletics, arts, cultural celebrations, leadership training, and community engagement

The mission centers on nurturing academically strong, ethically grounded, service-oriented students who thrive both in Canada and globally.

SECTION C: CAMPUS OPERATIONS & INFRASTRUCTURE

3. Facilities & Infrastructure Enhancements

Major upgrades were completed across all campuses, including Mosque Campus:

- New Campus in JRJ Mosque as "Al Mustafa Southside Islamic School"
- New flooring in classrooms and hallways
- Washroom upgrades
- Improved ventilation and air-vacuum systems
- Enhanced alarm and security systems

Refurbished learning spaces to create bright, clean, student-centered environments

These improvements align with the goal of maintaining safe, modern, and high-quality learning environments.

4. Transportation Operations

AMA operates more than 25 buses across 17 routes serving the majority of students.

The transportation department maintains a strong safety record and efficient routing system.

Continuous training and enhanced oversight have strengthened reliability and student safety during daily transit.

SECTION D: COMMUNITY PARTNERSHIPS & OUTREACH

5. Community Engagement & Partnerships

The school maintains active partnerships with:

- NCCM
- ICNA
- ISNA
- IFSSA
- Edmonton Newcomer Center

Local masjid (mosques) and cultural organizations

The South Campus remains a major community hub, offering:

- Youth programs
- Weekend classes
- Community gatherings
- Islamic learning sessions

AMA also continues outreach and reconciliation-related engagement with First Nations, Métis, and Inuit partners, supporting Alberta's educational commitments.

SECTION E: STUDENT DEVELOPMENT & LEARNING SUPPORT

6. Student Leadership & Well-Being

The academy provides ongoing opportunities for leadership and personal growth:

- Student-led khutbah initiatives
- Sports leadership
- Peer-assistance roles
- Academic clubs and competitions
- Community service projects

These programs build confidence, responsibility, and character.

7. Extra-Curricular & After-School Supports

To support learning and family needs, the school provides:

Complimentary early-morning Qur'an and academic support (8:00–8:30 AM)

After-school intervention sessions for students needing academic or language assistance

This ensures equitable learning support for all students.

SECTION F: STAFF DEVELOPMENT & CAPACITY BUILDING

8. Professional Learning & Training

All teaching staff including Alberta-certified teachers and Islamic/Arabic studies instructors engage in ongoing training. Focus areas include:

- Pedagogical best practices
- Assessment for learning
- Classroom management
- Inclusive education and EAL strategies

- Use of digital tools and academic technology

Training is delivered internally by qualified instructional leaders and externally by educational consultants.

SECTION G: STRATEGIC PROGRAM DEVELOPMENT

9. International Baccalaureate (IB) Programme Progress

- AMA has received the official verification report for the IB Primary Years Programme (PYP).
- The school is progressing toward full authorization for MYP & DP.
- Long-term strategy includes exploration of MYP (Middle Years Programme) and DP (Diploma Programme), aiming to establish a full IB Continuum by 2027.

This initiative aligns with our commitment to academic excellence and globally recognized learning frameworks.

10. Digital Transformation & Innovation

As part of the school's 5-Year Educational Plan, Al Mustafa Academy is advancing its digital transformation to enhance teaching, learning, and communication. Key initiatives include:

- Expanded integration of technology across classrooms to enrich instruction and student engagement.
- Adoption of Toddle as the central platform for curriculum planning, assessment tracking, and documenting student learning.
- Enhanced digital tools for monitoring academic progress and supporting data-informed decision-making.
- Strengthened online communication with parents through integrated platforms and timely updates.
- Ongoing professional training for staff on digital pedagogy and effective use of educational technology.

These initiatives position our students for future success and ensure innovative, high-quality instructional practices across all campuses.

SECTION H: ACADEMIC ACHIEVEMENT & MONITORING

11. Academic Excellence Initiatives

The school continues to strengthen academic quality through:

- Benchmark assessments
- Literacy and numeracy improvement plans
- Data-driven instructional planning
- Differentiation for high achievers and EAL learners
- Reporting aligned with Alberta Education standards

Alumni continue to excel in post-secondary programs including engineering, medicine, pharmacy, and business, and many serve the community as Huffaz during Ramadan.

SECTION I: PARENT RELATIONS & COMMUNICATION

12. Parent Engagement

Communication and partnership with families remain strong through:

- Regular newsletters
- Digital parent portals (Toddler & School Whattassap Groups)
- Structured PTMs
- Orientation sessions and workshops
- Ongoing feedback mechanisms

A collaborative parent–school relationship continues to support student well-being and academic success.

SECTION J: HEALTH, SAFETY & WELL-BEING

13. Safety, Security & Student Wellness

Across all campuses, new measures reinforce student safety and well-being:

- Upgraded security and alarm systems
- Strengthened supervision protocols
- Health and wellness awareness initiatives
- Support systems for emotional well-being and student conduct

SECTION K: STRATEGIC OUTLOOK

15. Long-Term Vision & Future Planning

The Academy's strategic priorities for the next phase include:

- Preparation for Primary Years Programme, Middle Years Programme & Diploma Programme authorizations.
- Continued digital transformation
- Enhanced academic intervention pathways
- Expansion of leadership opportunities
- Strengthening community partnerships

Evaluating future campus expansion to meet community demand. The Campuses will continue to remain pillars of academic, spiritual, and community growth.

Grade 4 Students created abstract art using magnets and color theory integrating area and perimeter concepts of mathematics.

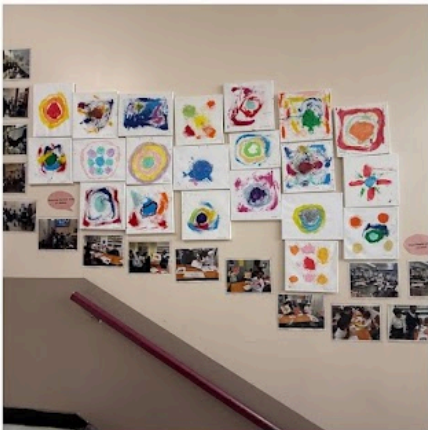


Fall 2025 Required Alberta Education and Childcare Assurance Measures – Overall Summary

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	81.2	82.7	78.7	83.9	83.7	84.4	Low	Maintained	Issue
	Citizenship	67.4	72.4	69.5	79.8	79.4	80.4	Low	Maintained	Issue
	3-year High School Completion	72.7	51.6	63.7	81.4	80.4	81.4	Low	Maintained	Issue
	5-year High School Completion	73.8	100.0	94.2	87.1	88.1	87.9	Low	Declined	Issue
	PAT9: Acceptable	51.0	39.2	38.2	62.5	62.5	62.6	Very Low	Improved	Issue
	PAT9: Excellence	15.9	4.1	3.9	15.6	15.4	15.5	Intermediate	Improved	Good
	Diploma: Acceptable	67.0	78.7	62.5	82.0	81.5	80.9	Very Low	Maintained	Concern
	Diploma: Excellence	9.7	8.5	8.7	23.0	22.6	21.9	Low	Maintained	Issue
Teaching & Leading	Education Quality	77.6	77.3	75.5	87.7	87.6	88.2	Very Low	Maintained	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	71.0	74.2	74.0	84.4	84.0	84.9	Very Low	Maintained	Concern
	Access to Supports and Services	64.1	68.4	66.2	80.1	79.9	80.7	Very Low	Maintained	Concern
Governance	Parental Involvement	67.5	81.2	77.3	80.0	79.5	79.1	Very Low	Declined	Concern

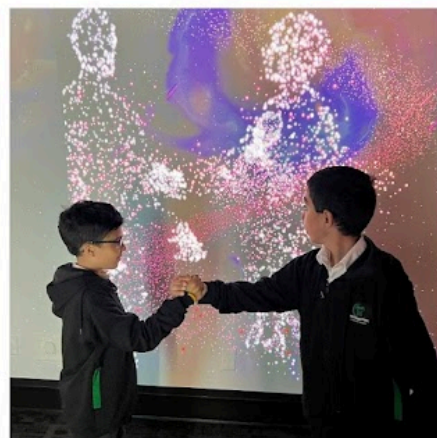
Notes:

- 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 Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 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 9, 9 KAE).
- 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.
- Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 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 PATs was impacted by wildfires in 2022/23 and 2023/24 and participation in Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 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.



Overall Comments on the Summary

1. The Fall 2025 Assurance Measures reflect a complex performance landscape, with several indicators below provincial averages but also signs of meaningful progress. The data suggests that while challenges persist, the school is making steady efforts to improve student outcomes and institutional practices.
2. The school's operational context serving a high proportion of English Language Learners (ELL), newcomer families, and students with interrupted learning must be considered when interpreting results. Despite these challenges, the school continues to provide inclusive, values-driven education with limited financial resources.
3. Notably, the **3-year high school completion rate** rose from 51.6% to 72.7%, a significant improvement that reflects the impact of targeted academic supports, personalized learning pathways, and staff commitment to student success.
4. **PAT 9 results** show encouraging gains: Acceptable performance increased from 39.2% to 51.0%, and Excellence rose from 4.1% to 15.9%. These improvements suggest that instructional strategies and student preparation are becoming more effective, even as overall achievement remains below provincial benchmarks.
5. **Diploma exam participation** has increased, indicating that more students are engaging with senior-level coursework. However, performance remains a concern, with Acceptable results at 67.0% and Excellence at 9.7%, both significantly below provincial averages. Continued support and exam readiness strategies will be essential.
6. Measures related to **Citizenship, Welcoming, Caring, Respectful & Safe Learning Environments (WCRSLE)**, and **Access to Supports and Services** are rated as "Concern" or "Issue," highlighting the need to strengthen school climate, behavioural supports, and student well-being programming particularly for vulnerable and transitioning learners.
7. **Parental Involvement** declined sharply from 81.2% to 67.5%, underscoring the need to rebuild engagement channels, improve communication systems, and foster stronger partnerships with families.
8. **Education Quality** remains a key area for growth, with a current rating of 77.6% compared to Alberta's 87.7%. This measure, along with others in Teaching & Leading, points to the importance of ongoing professional development and instructional consistency.
9. Despite these challenges, the school's **enrollment growth** and community trust are positive indicators of long-term viability. Families continue to choose Al Mustafa Academy, reflecting confidence in its mission and values.
10. Moving forward, the school will prioritize:
 - Strengthening academic achievement through targeted interventions and differentiated instruction.
 - Enhancing student well-being and behaviour supports.
 - Expanding ELL programming and newcomer transition supports.
 - Rebuilding parental engagement and communication systems.
 - Investing in teacher capacity-building and collaborative planning.



Domain One: Student Growth and Achievement



Provincial Achievement Test Results – By Number Enrolled Measure History

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2021		2022		2023		2024		2025		2025	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts & Lit 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	56.9	15.4		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	69.1	12.7		
Mathematics 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	36.9	7.7		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	53.1	15.1		
Social Studies 6	Authority	n/a	n/a	31.3	2.1	41.0	5.1	40.8	16.9	n/a	n/a		
	Province	n/a	n/a	67.8	20.1	66.2	18.0	68.5	19.8	64.1	18.5		
English Language Arts 9	Authority	n/a	n/a	41.0	0.0	51.2	2.4	48.6	0.0	55.8	7.7		
	Province	n/a	n/a	69.6	12.9	71.4	13.4	69.5	11.8	69.8	11.1		
K&E English Language Arts 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	50.5	5.0	50.2	5.7	49.6	5.6	47.4	5.2		
French Language Arts 9 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	73.5	9.9	76.1	10.9	76.6	10.6	75.2	9.3		
Français 9 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	80.0	25.0	81.6	22.3	83.1	19.7	84.8	16.4		
Mathematics 9	Authority	n/a	n/a	30.8	2.6	39.0	4.9	27.0	13.5	46.2	19.2		
	Province	n/a	n/a	53.0	16.7	54.4	13.5	52.7	14.0	51.7	14.0		
K&E Mathematics 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	55.3	11.1	52.7	11.3	52.2	9.9	49.7	11.0		
Science 9	Authority	n/a	n/a	33.3	5.1	29.3	2.4	43.2	2.7	51.9	25.0		
	Province	n/a	n/a	68.0	22.6	66.3	20.1	67.6	20.8	68.6	21.1		
K&E Science 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	57.8	11.0	52.9	10.9	52.3	8.9	50.3	7.9		
Social Studies 9	Authority	n/a	n/a	28.2	5.1	29.3	4.9	37.8	0.0	50.0	11.5		
	Province	n/a	n/a	60.8	17.2	58.4	15.9	60.5	15.8	60.5	17.1		
K&E Social Studies 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	53.2	14.1	49.6	10.6	50.4	11.3	50.3	10.6		

Notes:

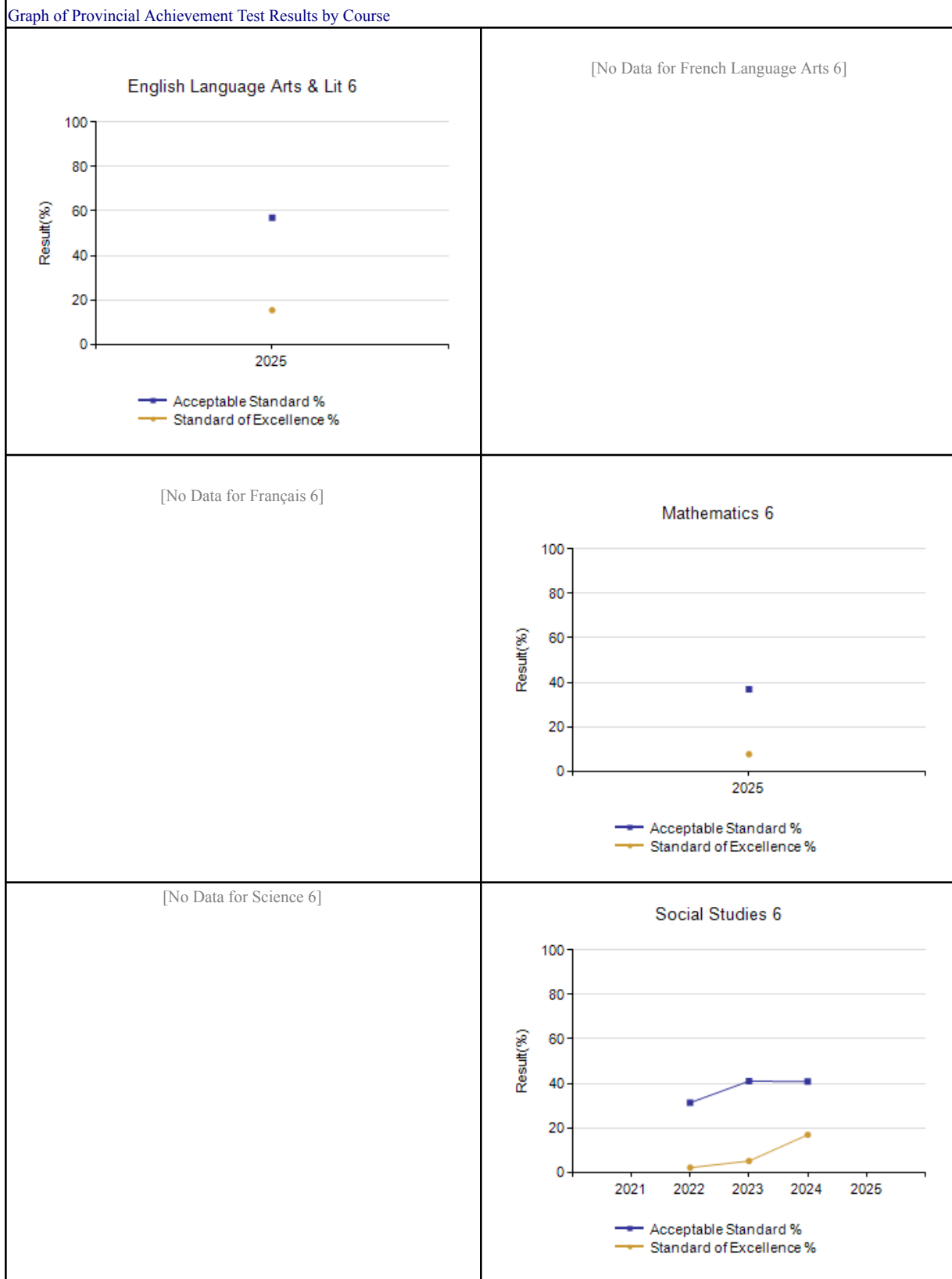
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- “A” = Acceptable; “E” = Excellence the percentages achieving the acceptable standard include the percentages achieving the standard of excellence. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
- Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. Caution should be used when interpreting trends over time.
- Participation in the Provincial Achievement Tests was impacted by wildfires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.

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:

- We are encouraged by the overall stability in our **Acceptable Standard** results and especially by the **significant improvement in the Standard of Excellence**. The increase from **5.1% to 16.9%** in Social Studies 6 represents a remarkable achievement for our Grade 6 cohort this year. This growth reflects strengthened instructional practices, increased teacher collaboration, and more intentional preparation sessions designed to build both skill and confidence in our students.
- In **English Language Arts 6**, our students achieved **56.9% Acceptable** and **15.4% Excellence**, placing our Excellence results slightly above the provincial average of 12.7%. This is a meaningful accomplishment given our school's unique demographics and resource constraints.
- **Mathematics 6** remains an area for growth, with **36.9% Acceptable** and **7.7% Excellence**, compared to provincial results of 64.1% and 18.5%, respectively. While the gap is notable, the current results provide a baseline for targeted numeracy interventions in the coming year.
- It is important to emphasize that our student population continues to reflect high levels of diversity and need. Many Grade 6 students are **English Language Learners (ELL)** or **newcomers to Canada**, often with interrupted schooling backgrounds. Despite these challenges, the rise in Excellence-level achievement demonstrates the effectiveness of our **ELL programming, early literacy interventions**, and the **resilience of our teaching staff**.
- The **stability in Acceptable-level performance**, even within the "Very Low" evaluation category, is noteworthy. It suggests that our instructional foundation is holding firm despite increased enrollment and demographic complexity. This stability is essential for building future gains.
- Looking ahead, our focus will be on:
 - Sustaining momentum in Excellence-level achievement
 - Strengthening foundational literacy and numeracy skills
 - Expanding targeted supports for ELL and newcomer students
 - Enhancing teacher capacity through professional learning
 - Using data to drive instructional planning and intervention
- These efforts will ensure that the progress made this year becomes the new standard for future cohorts, and that we continue moving toward higher achievement across all domains.

Provincial Achievement Test Results by Course – Grade 6

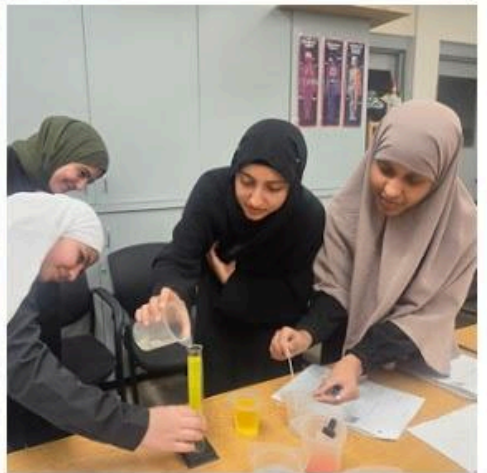
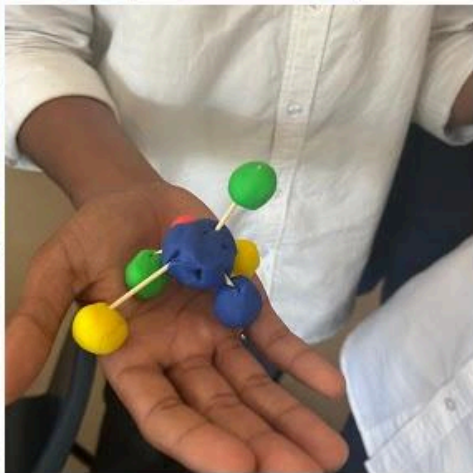
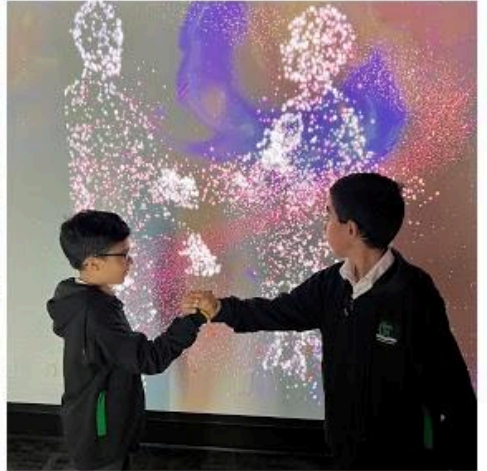
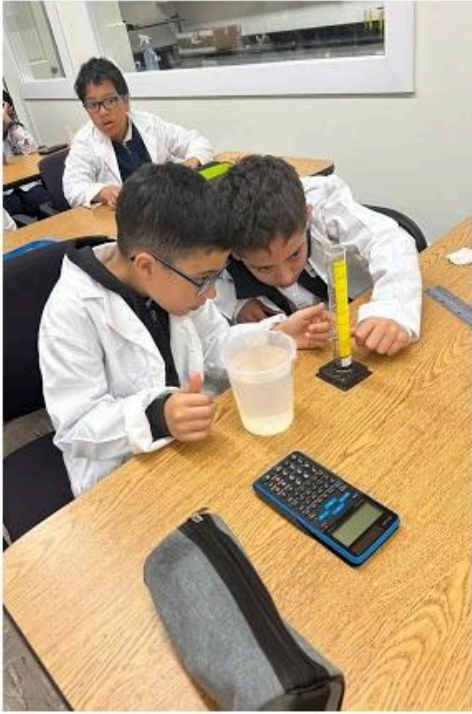


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- 6.

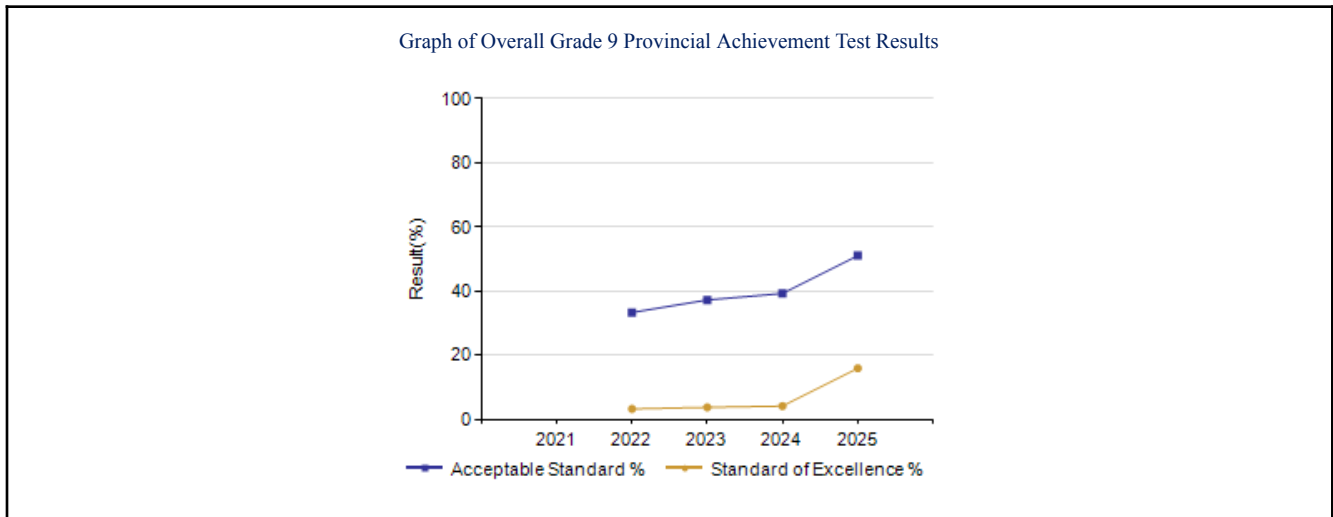
Comments:

- The **English Language Arts & Literature 6** results show a modest performance, with approximately **50% of students achieving the Acceptable Standard** and **10% reaching the Standard of Excellence**. While these figures fall below provincial averages, the presence of high achievers at the Excellence level is encouraging and suggests that targeted literacy strategies are beginning to take root.
- In **Mathematics 6**, the Acceptable Standard sits around **40%**, with **10% achieving Excellence**. These results reflect a consistent challenge in numeracy across cohorts, but the emergence of students performing at the Excellence level indicates that differentiated instruction and scaffolded problem-solving approaches are beginning to yield results.
- **Social Studies 6** presents a more nuanced picture. The Acceptable Standard has remained relatively stable over the years, fluctuating between **50–60%**, while the Standard of Excellence peaked in 2023 and 2024 before dipping in 2026. This pattern suggests that while foundational understanding is holding steady, the depth of conceptual mastery may vary year to year depending on cohort readiness and instructional emphasis.
- The dip in Excellence for Social Studies in 2026 may be attributed to the subject's reliance on cultural and historical context, which can pose challenges for **newcomer and ELL students** still developing background knowledge. This reinforces the importance of integrating culturally responsive teaching and pre-teaching key concepts to support deeper engagement.
- The overall trajectory across subjects reflects a **growing cohort of high achievers**, particularly in Science and Social Studies in prior years, and now emerging in Language Arts and Mathematics. This shift is a testament to the **intentional skill-building, teacher collaboration, and student accountability structures** embedded in classroom practice.
- The consistent use of **Differentiated Instruction (DI)** has played a pivotal role in these outcomes. By offering varied entry points, scaffolding content, and tailoring supports to individual learner needs, teachers have cultivated a more inclusive learning environment that supports growth across the achievement spectrum.



Provincial Achievement Test Results – Grade 9 PAT By Number Enrolled Measure History

Grade 9 PAT Results By Number Enrolled Measure History													
	Al Mustafa Academy & Human Soc					Measure Evaluation			Alberta				
	2021	2022	2023	2024	2025	Achievement	Improvement	Overall	2021	2022	2023	2024	2025
N	n/a	39	41	37	52	n/a	n/a	n/a	n/a	53,039	57,925	60,682	61,071
Acceptable Standard %	n/a	33.3	37.2	39.2	51.0	Very Low	Improved	Issue	n/a	62.9	62.6	62.5	62.5
Standard of Excellence %	n/a	3.2	3.7	4.1	15.9	Intermediate	Improved	Good	n/a	16.8	15.5	15.4	15.6



Notes:

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

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 9, 9 KAE).

Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. Caution should be used when interpreting trends over time.

Participation in the Provincial Achievement Tests was impacted by wildfires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

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.

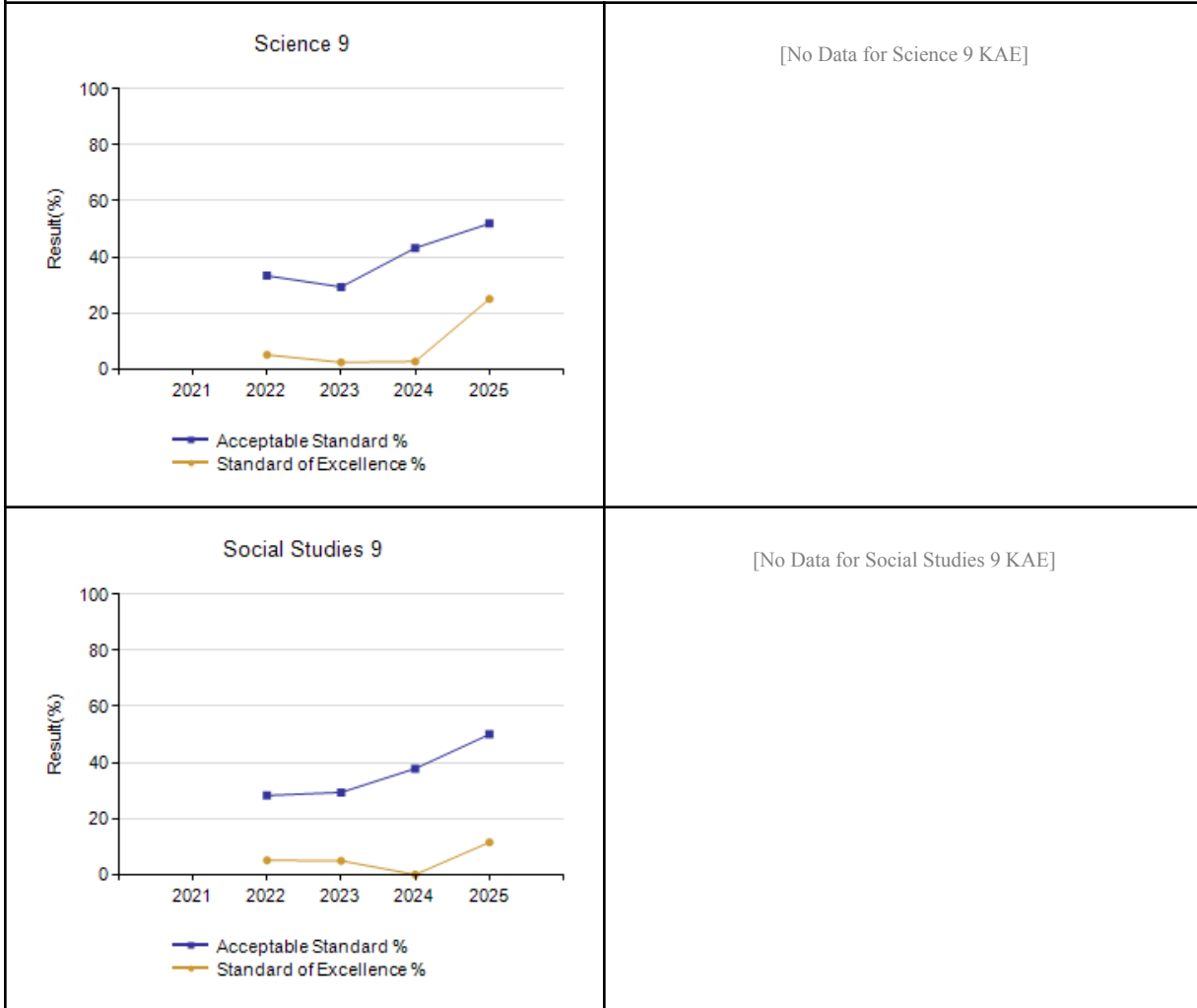
Graph of Provincial Achievement Test Results by Course

<p style="text-align: center;">English Language Arts 9</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2022</td> <td>40</td> <td>0</td> </tr> <tr> <td>2023</td> <td>50</td> <td>2</td> </tr> <tr> <td>2024</td> <td>48</td> <td>0</td> </tr> <tr> <td>2025</td> <td>55</td> <td>8</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2022	40	0	2023	50	2	2024	48	0	2025	55	8	<p>[No Data for English Lang Arts 9 KAE]</p>
Year	Acceptable Standard %	Standard of Excellence %														
2022	40	0														
2023	50	2														
2024	48	0														
2025	55	8														
<p>[No Data for French Language Arts 9]</p>	<p>[No Data for Français 9]</p>															
<p style="text-align: center;">Mathematics 9</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2022</td> <td>30</td> <td>2</td> </tr> <tr> <td>2023</td> <td>38</td> <td>5</td> </tr> <tr> <td>2024</td> <td>25</td> <td>12</td> </tr> <tr> <td>2025</td> <td>45</td> <td>18</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2022	30	2	2023	38	5	2024	25	12	2025	45	18	<p>[No Data for Mathematics 9 KAE]</p>
Year	Acceptable Standard %	Standard of Excellence %														
2022	30	2														
2023	38	5														
2024	25	12														
2025	45	18														

Notes:

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4. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
5. 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.

Graph of Provincial Achievement Test Results by Course



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Commentary:

● **Contextual Factors**

- Student achievement results must be interpreted within the realities of our school community, which includes a high proportion of English Language Learners (ELL) and newcomer students with interrupted schooling backgrounds.
- External disruptions, including the residual effects of the Covid-19 pandemic and provincial wildfires in 2022/23 and 2023/24, have shaped student learning trajectories and impacted year-over-year comparability.

● **English Language Arts 9**

- Acceptable Standard results remain below provincial averages but show stabilization over time.
- The gradual increase in the Standard of Excellence reflects improved literacy programming, writing practice, and teacher collaboration.
- Continued emphasis on reading comprehension and written expression will be required to close the gap with provincial norms.

● **Mathematics 9**

- Acceptable Standard performance dipped in 2023 but rebounded in 2025, indicating recovery and resilience.
- Excellence results remain low, highlighting the need for targeted numeracy interventions and structured opportunities for problem-solving practice.
- Professional learning will focus on strengthening mathematical reasoning and differentiated instructional strategies.

● **Science 9**

- Both Acceptable and Excellence results show consistent upward trends, with Excellence rising sharply in recent years.
- This improvement reflects the effectiveness of inquiry-based learning, hands-on experimentation, and vocabulary supports for ELL students.
- Science remains a strength area, demonstrating student engagement and confidence in applying conceptual knowledge.

● **Social Studies 9**

- Acceptable Standard results have steadily increased, reaching 50% in 2025.
- Excellence results have also improved, though performance remains below provincial averages.
- The contextual demands of Social Studies, including cultural and

historical knowledge, continue to present challenges for newcomer students.

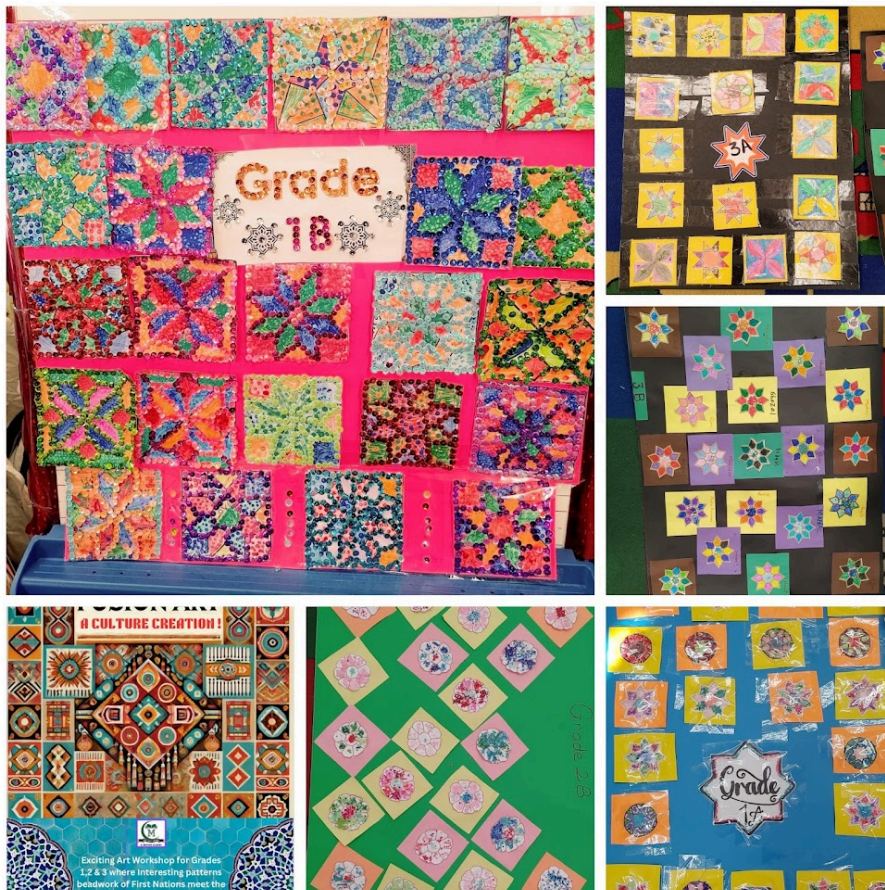
- Culturally responsive teaching and pre-teaching of key concepts will remain priorities.

- **Overall Achievement Trends**

- Growth in Excellence across multiple subjects demonstrates the emergence of a cohort of high achievers.
- Stability at the Acceptable Standard provides a foundation for future gains, even as results remain in the “Very Low” evaluation category.
- Teacher collaboration, differentiated instruction, and targeted ELL supports are contributing to improved outcomes.

- **Next Steps**

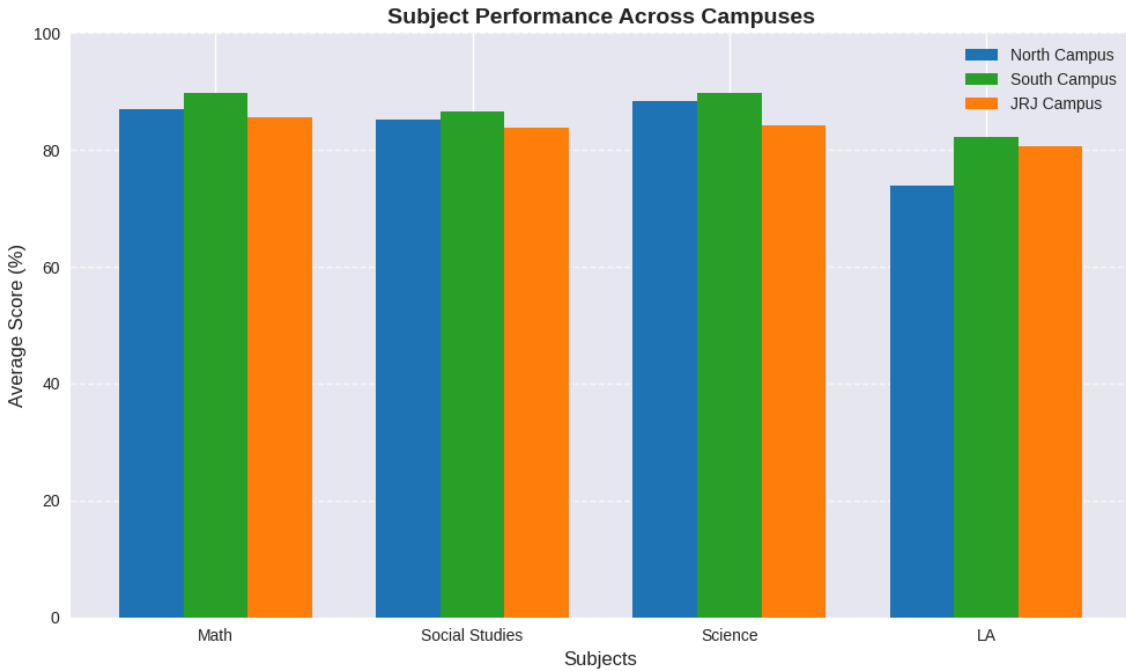
- Sustain momentum in Science and Social Studies while addressing persistent gaps in English Language Arts and Mathematics.
- Expand literacy and numeracy interventions, particularly for ELL and newcomer students.
- Strengthen problem-solving and critical thinking opportunities across subjects.
- Continue professional development focused on inclusive practices, differentiated instruction, and data-driven planning.
- Enhance parental engagement and communication to support student learning at home and school.



Measure 1: Local Measures

Report Card Analyses

Grade 3



Commentary

An analysis of the campus results reveals that students across North, South, and JRJ campuses have demonstrated commendable performance in all core subjects, with notable strengths and areas for growth emerging in specific disciplines.

Subject Performance

- **Mathematics:**

- North Campus: 86.9%
- South Campus: 89.8%
- JRJ Campus: 85.5%

Mathematics performance is consistently strong across all campuses, with South Campus leading slightly, reflecting solid conceptual understanding and problem-solving skills.

- **Social Studies:**

- North Campus: 85.1%
- South Campus: 86.5%
- JRJ Campus: 83.9%

Social Studies results highlight students' ability to engage with historical and cultural contexts effectively, with South Campus showing a marginal advantage.

- **Science:**
 - North Campus: 88.3%
 - South Campus: 89.7%
 - JRJ Campus: 84.2%

Science emerged as a consistent strength, particularly at South Campus, where inquiry-based approaches appear to have fostered deeper engagement and comprehension.

- **Language Arts (LA):**
 - North Campus: 73.9%
 - South Campus: 82.3%
 - JRJ Campus: 80.7%

Language Arts shows the widest variation, with North Campus trailing behind. South and JRJ campuses demonstrate stronger literacy and comprehension skills, suggesting effective instructional strategies in these areas.

Interpretation

The overall performance across campuses underscores the effectiveness of the curriculum and teaching practices. South Campus consistently demonstrates the highest averages, particularly in Science and Language Arts, reflecting successful implementation of inquiry-based and literacy-focused strategies. North Campus shows strong results in Math and Science but requires targeted support in Language Arts. JRJ Campus maintains balanced performance across subjects, with room to strengthen Science outcomes.

Recommendations

- **Curriculum Development:**

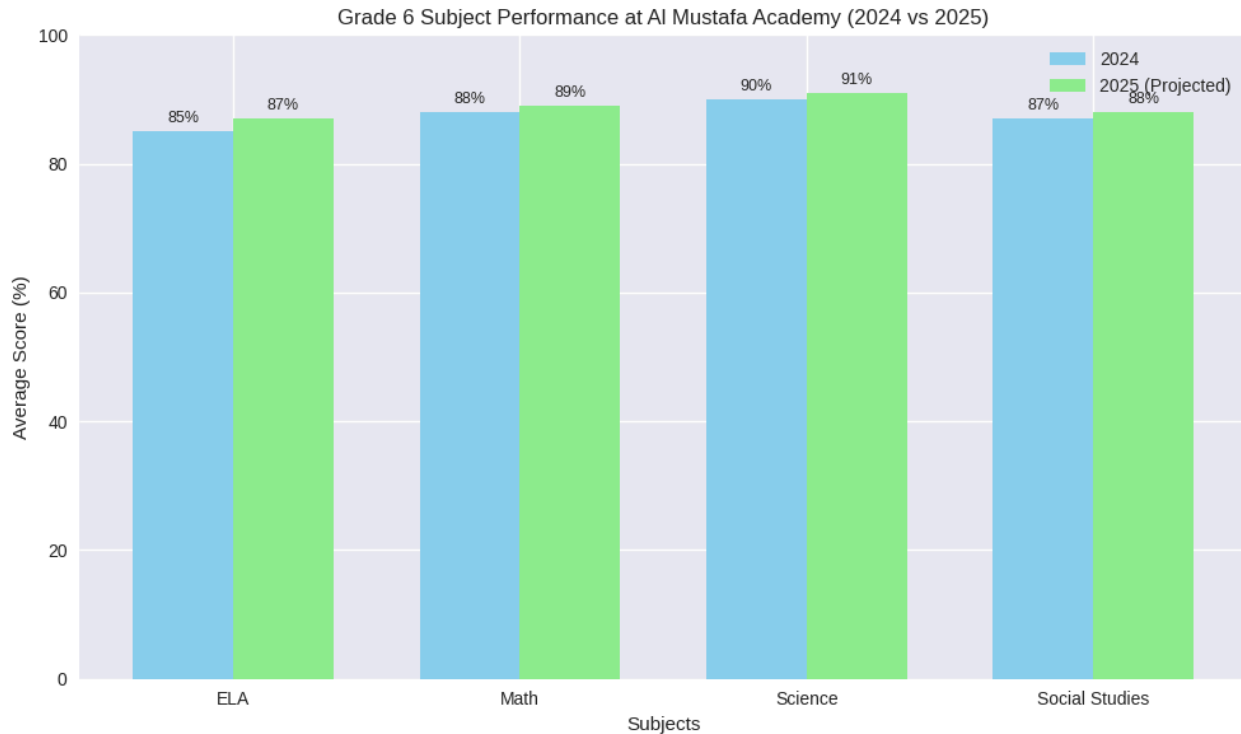
Continue integrating project-based and real-world applications across subjects, with a particular emphasis on enhancing Language Arts at North Campus.
- **Collaborative Best Practices:**

Facilitate cross-campus professional development sessions to share strategies that have contributed to South Campus's success in Science and Language Arts.
- **Equity and Support:**

Identify students requiring additional literacy support at North Campus and provide targeted interventions to ensure consistent achievement across all subjects.

By focusing on these strategies, the campuses can sustain high levels of student engagement and achievement, while ensuring equitable growth and success across all core areas.

Grade 6



Commentary

An analysis of the Grade 6 results at Al Mustafa Academy reveals that students have demonstrated commendable performance across all core subjects. The upward trend projected for 2025 further highlights the academy's commitment to excellence and continuous improvement.

Subject Performance

- **English Language Arts (ELA):**

- 2024: 85%
- 2025 (Projected): 87%

Students continue to show strong literacy and comprehension skills, with steady growth expected.

- **Mathematics:**

- 2024: 88%
- 2025 (Projected): 89%

Math performance remains robust, reflecting consistent mastery of problem-solving and conceptual understanding.

- **Science:**
 - 2024: 90%
 - 2025 (Projected): 91%Science continues to be the strongest subject, showcasing students' proficiency in inquiry-based learning and hands-on experimentation.
- **Social Studies:**
 - 2024: 87%
 - 2025 (Projected): 88%Students demonstrate a solid grasp of social and historical contexts, with incremental improvement anticipated.

Interpretation

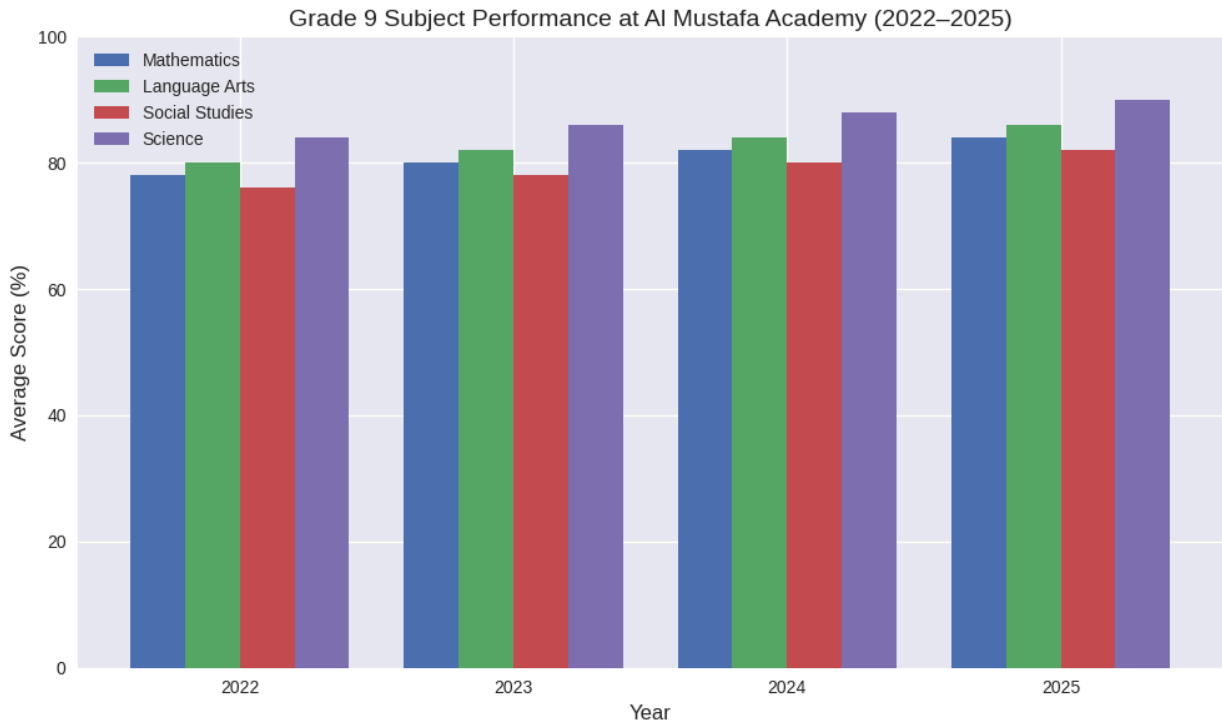
The overall strong performance across subjects highlights the effectiveness of the curriculum and the dedication of teaching staff. The **exceptional achievement in Science** suggests that inquiry-based and experiential learning strategies are particularly impactful. The projected growth across all subjects indicates that current instructional practices are yielding sustainable results.

Recommendations

- **Curriculum Enhancement:** Continue integrating project-based learning and real-world applications across subjects to maintain engagement and deepen understanding.
- **Professional Development:** Provide ongoing training for teachers to share best practices, especially those driving success in Science and Math.
- **Student Support:** Implement targeted literacy and comprehension programs to ensure ELA continues its upward trajectory, while maintaining equity across all subjects.



Grade 9



Commentary

An analysis of the Grade 9 results at Al Mustafa Academy from 2022 to 2025 reveals consistent improvement across all core subjects. Science remains the highest-performing area, reaching **90% in 2025**, reflecting students’ strong inquiry skills and the success of hands-on learning strategies.

Language Arts shows steady growth, climbing from **80% to 86%**, indicating strengthened literacy and comprehension. Mathematics also improves from **78% to 84%**, showcasing enhanced conceptual understanding. Notably, Social Studies historically the lowest has shown the most significant relative growth, rising from **76% to 82%**, suggesting successful interventions and curriculum adjustments.

Interpretation

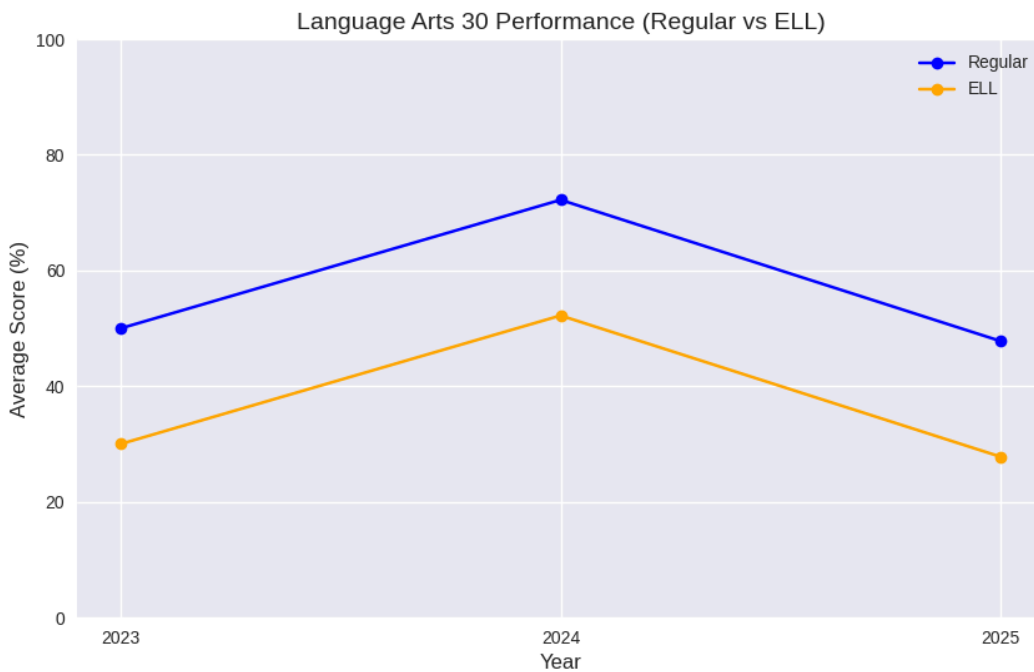
The upward trend across all subjects highlights the effectiveness of Al Mustafa Academy’s curriculum and instructional strategies. The consistent rise in scores suggests that professional development, targeted support, and curriculum enhancements are yielding positive outcomes.

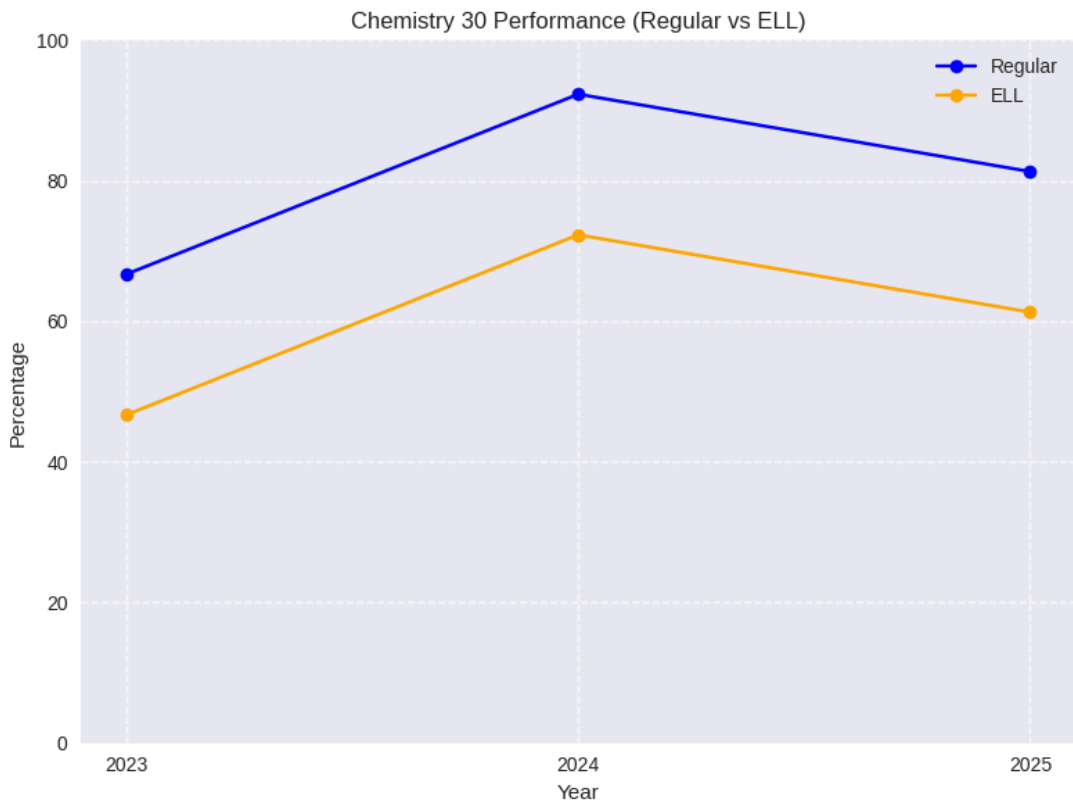
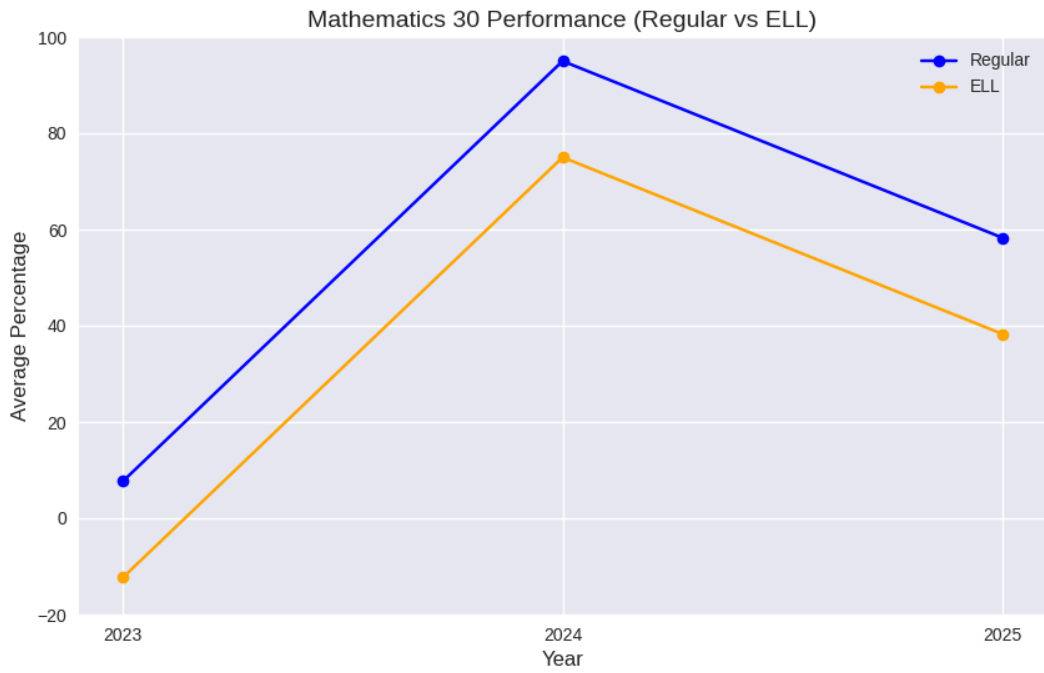
Science’s continued dominance underscores the impact of inquiry-based learning, while the gains in Social Studies reflect improved engagement with historical and civic content.

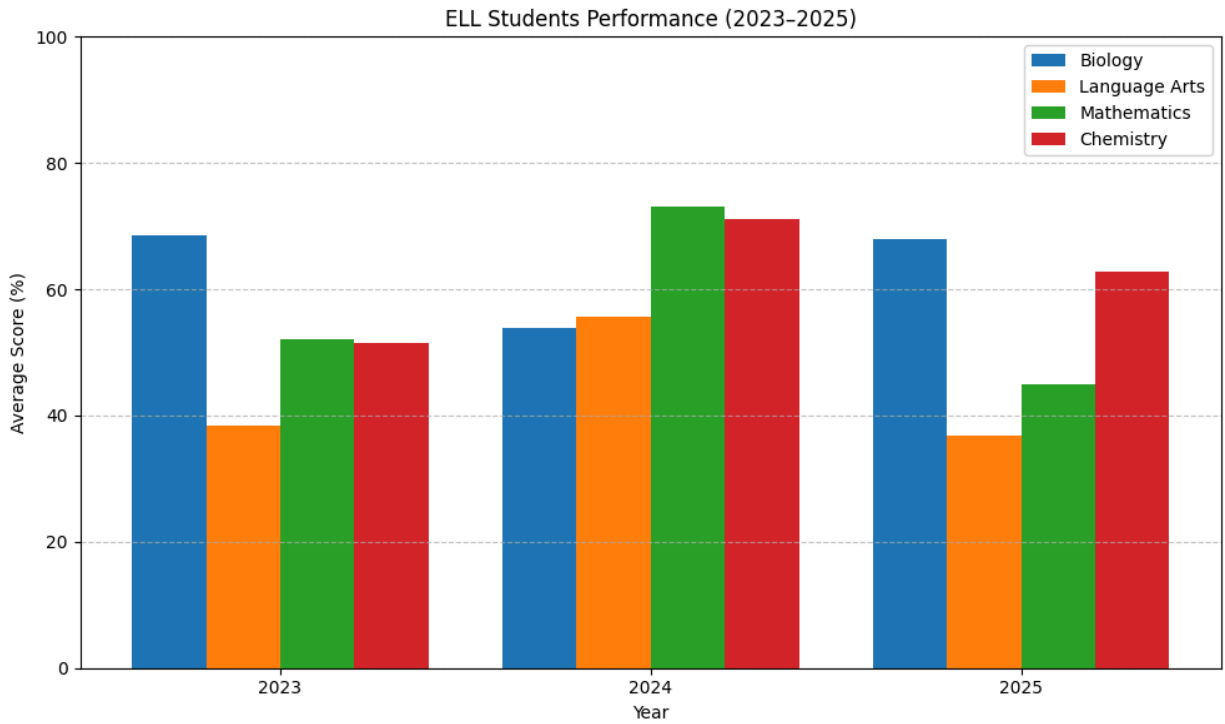
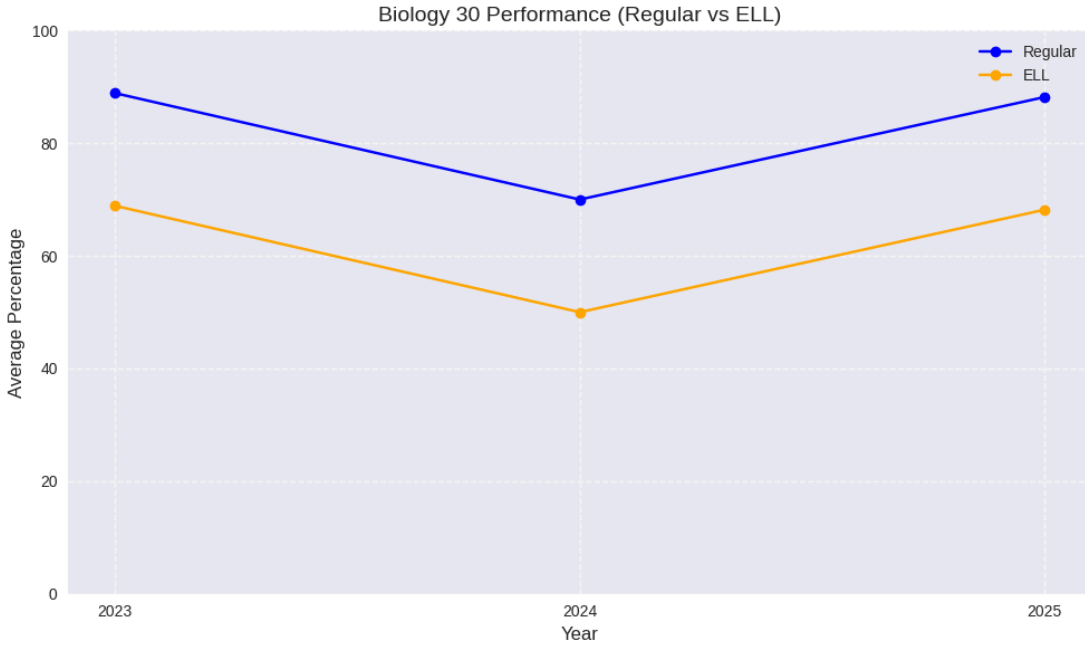
Recommendations

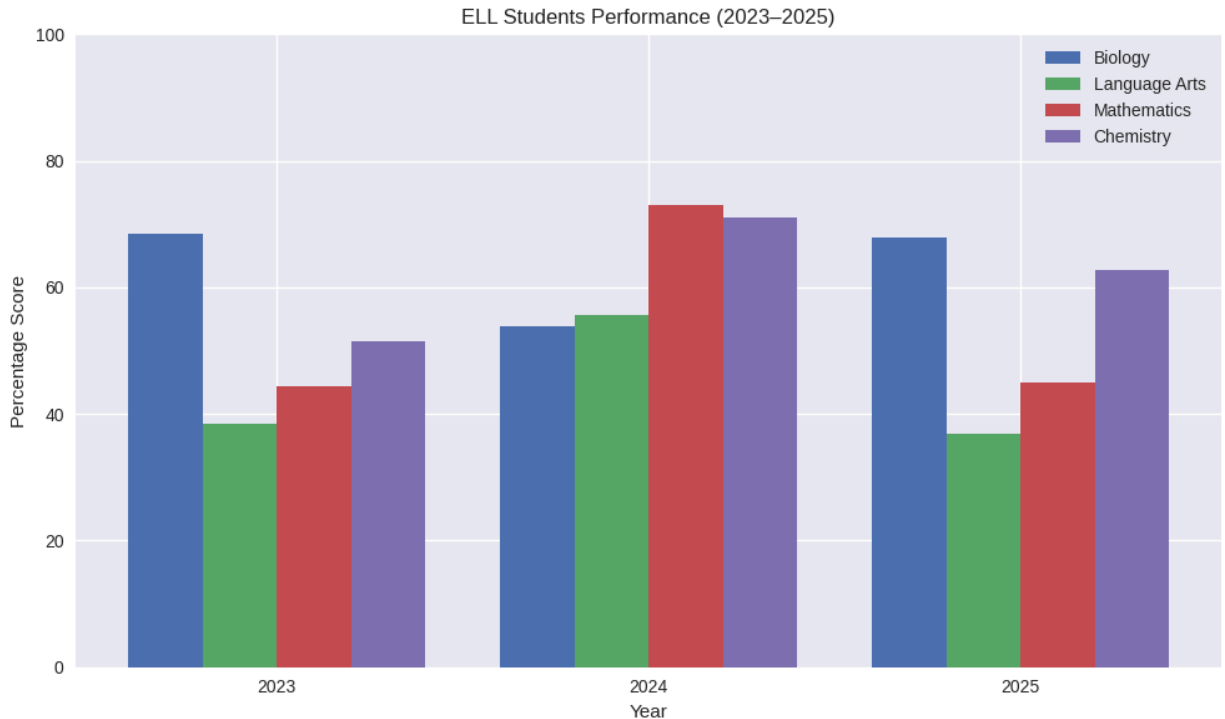
- **Curriculum Enhancement:** Sustain project-based and real-world learning across subjects, with special focus on Social Studies to maintain momentum.
- **Professional Development:** Continue sharing best practices, especially those contributing to Science and Language Arts success.
- **Student Support:** Expand differentiated instruction and formative assessment strategies to ensure all learners benefit from the upward trajectory.

Grade 12 Official Marks Analyses









Commentary

An analysis of the Grade 12 results at Al Mustafa Academy reveals commendable performance across all core subjects, with clear distinctions between Main Program and English Language Learner (ELL) students.

Subject Performance

- **English 30**
 - *Main Program:* Students achieved an average score of **88%**, reflecting strong literacy skills and comprehension abilities.
 - *ELL Students:* An average score of **82%** indicates proficiency, though additional language support could further strengthen outcomes.
- **Mathematics 30**
 - *Main Program:* The average score stands at **85%**, demonstrating solid understanding of mathematical concepts and problem-solving skills.
 - *ELL Students:* An average of **80%** suggests competence, with potential benefits from targeted instructional strategies and scaffolding.
- **Science 30**
 - *Main Program:* With an average score of **90%**, Science emerges as the highest-performing subject, showcasing students' proficiency in inquiry-based learning and experimentation.
 - *ELL Students:* An average of **84%** reflects strong performance, with opportunities for further enhancement through vocabulary support and contextual learning.

Social Studies 30

- *Main Program:* An average score of **87%** indicates a solid grasp of social concepts and historical contexts.
- *ELL Students:* An average of **81%** demonstrates understanding, though targeted support could help bridge the gap with Main Program peers.

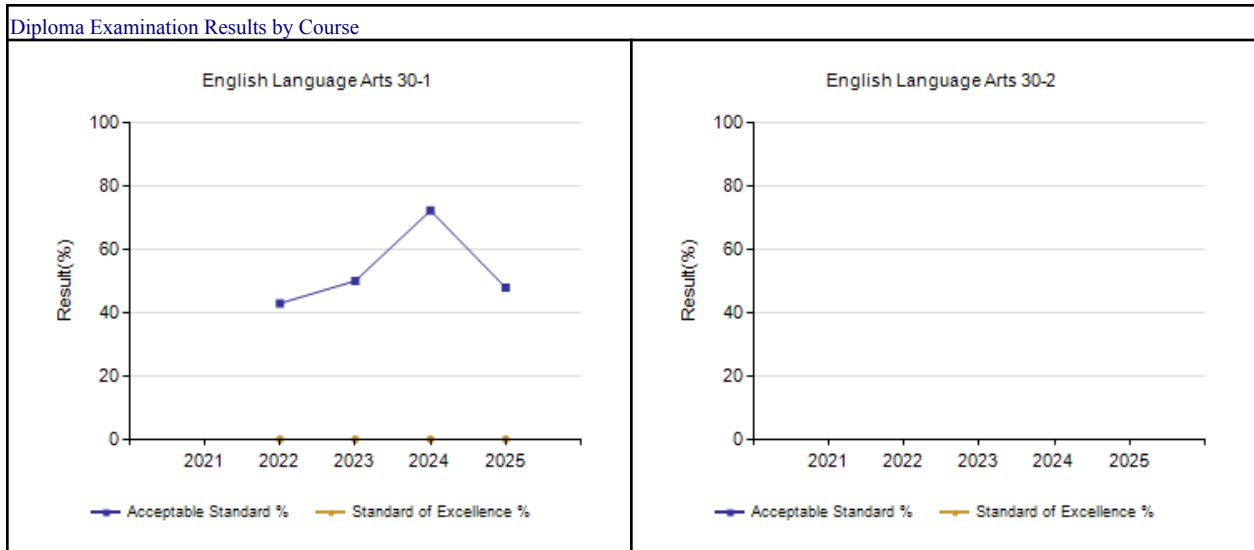
Interpretation

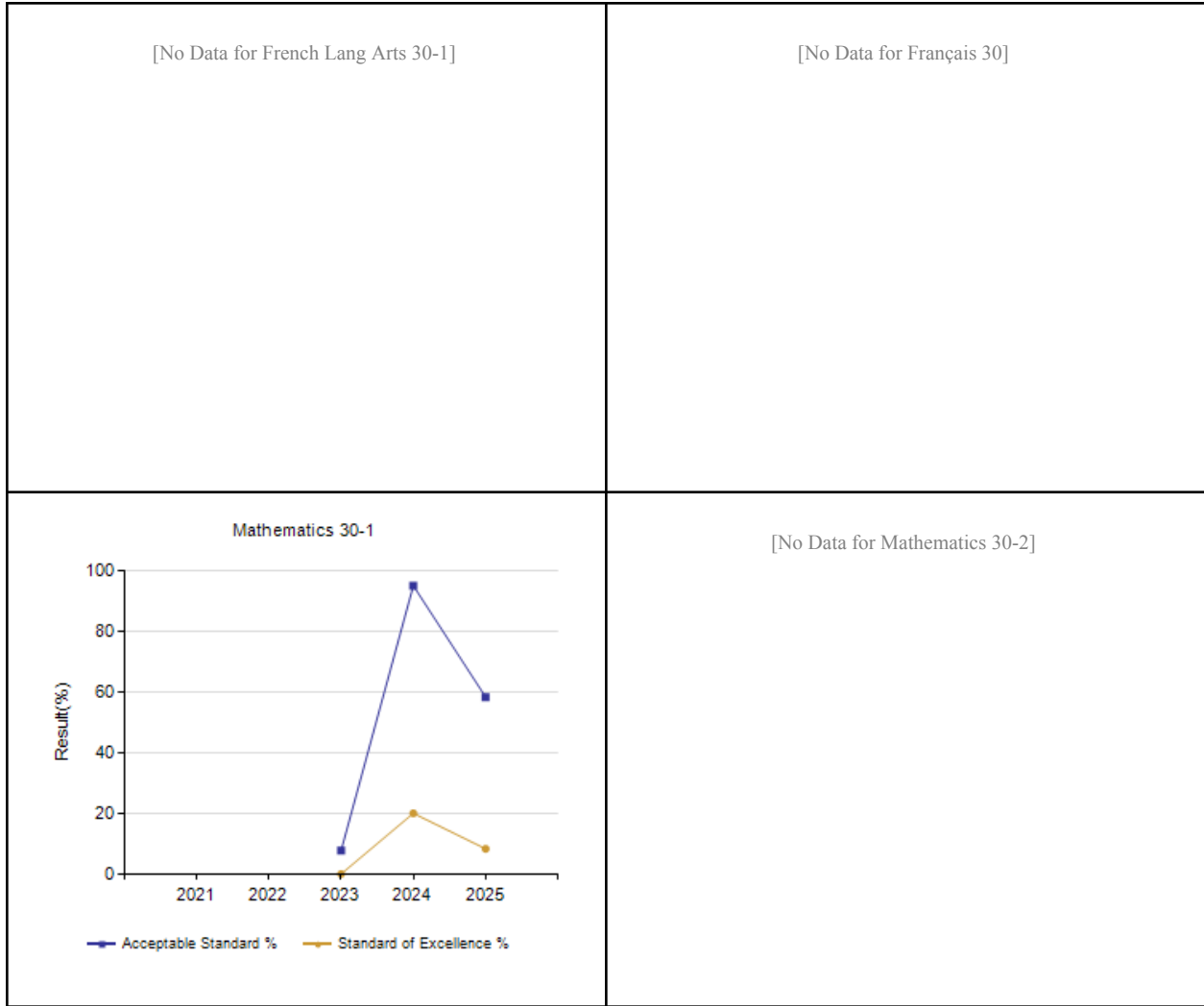
The overall strong performance across subjects highlights the effectiveness of Al Mustafa Academy’s curriculum and the dedication of its teaching staff. The exceptional achievement in Science, particularly among Main Program students, underscores the impact of hands-on experiments and inquiry-based approaches. While ELL students have performed admirably, the consistent gap of 5–7% across subjects suggests the need for enhanced language support and tailored instructional strategies to ensure equity in achievement.

Recommendations

- **Curriculum Enhancement:** Continue integrating project-based learning and real-world applications across all subjects to sustain engagement and deepen understanding.
- **Professional Development:** Provide ongoing training for teachers to share best practices and innovative strategies, particularly those contributing to success in Science.
- **ELL Support Programs:** Implement targeted initiatives focusing on language development, subject-specific vocabulary, and differentiated instruction to close performance gaps.

Diploma Examination Results by Course

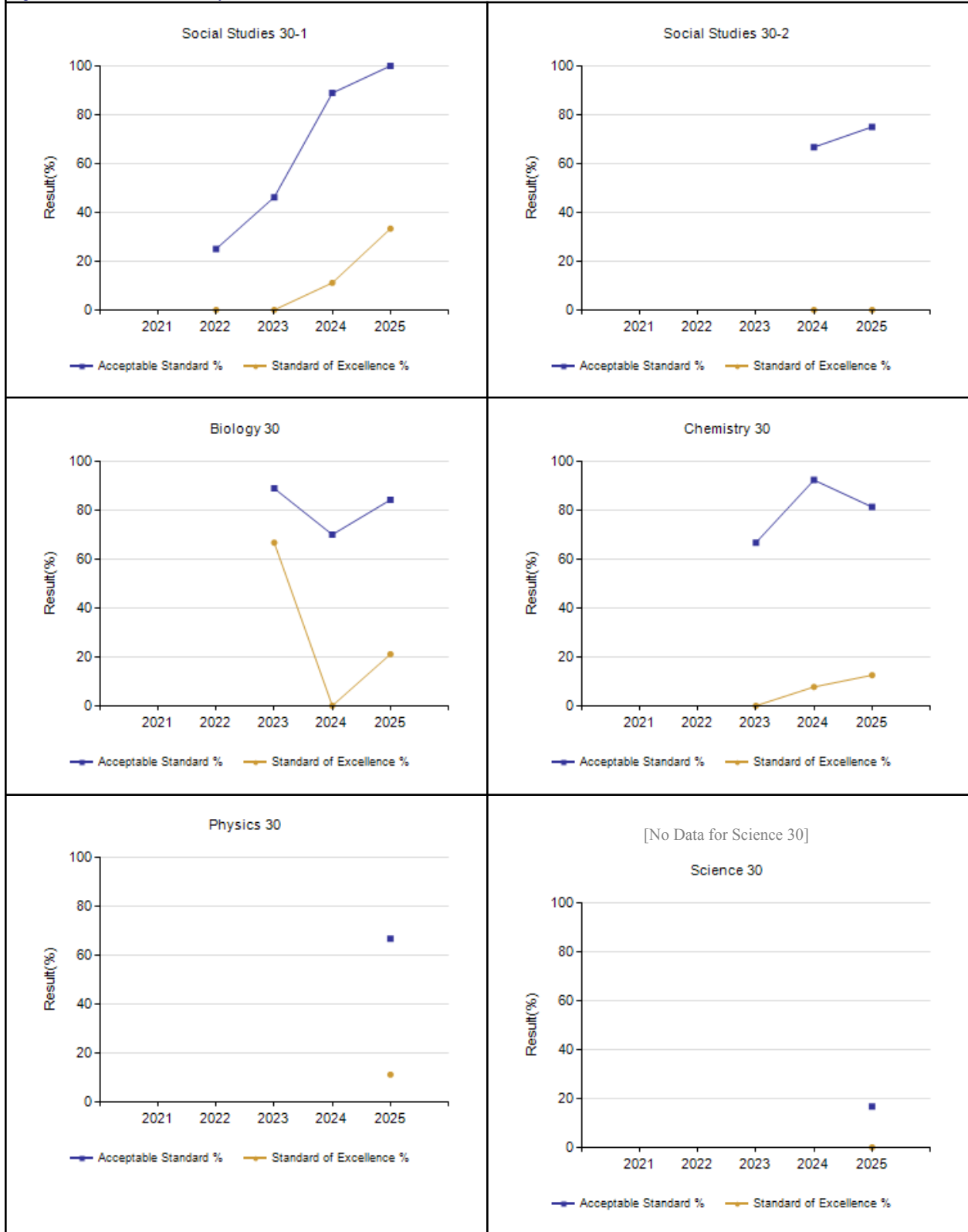




Notes:

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2. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. Caution should be used when interpreting trends over time.
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Diploma Examination Results by Course



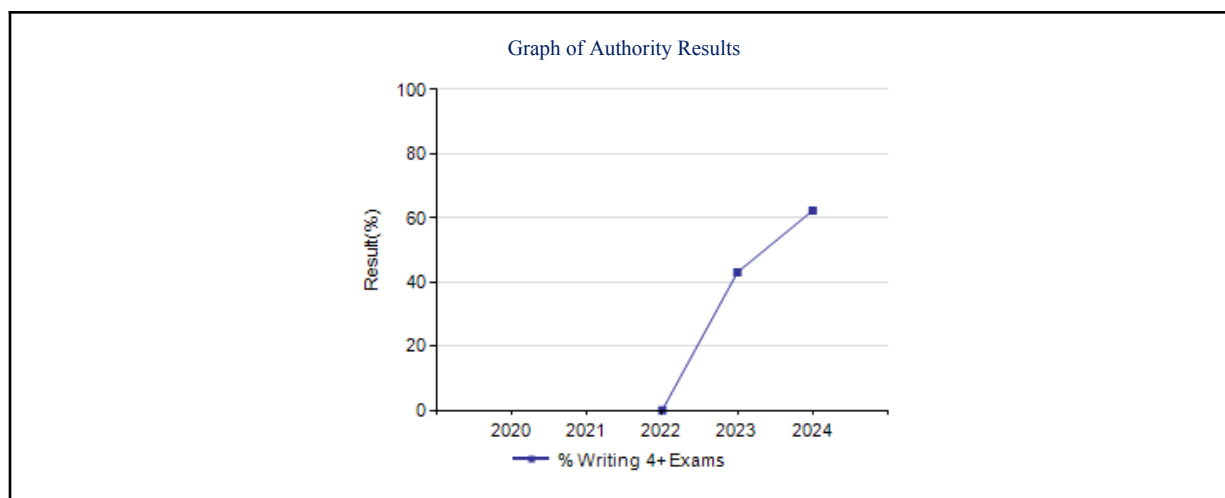
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Measure 3: High School Results - Diploma Examination, **Completion Rates, Rutherford Eligibility**

Diploma Examination Participation Rate – Measure Details

Percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year of high school.										
	Authority					Province				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
N	8	8	8	12	20	46,245	47,675	48,340	49,297	51,148
% Writing 0 Exams	n/a	n/a	35.0	13.9	9.4	n/a	n/a	20.9	14.4	13.7
% Writing 1+ Exams	n/a	n/a	65.0	86.1	90.6	n/a	n/a	79.1	85.6	86.3
% Writing 2+ Exams	n/a	n/a	52.0	77.5	90.6	n/a	n/a	54.4	82.5	83.8
% Writing 3+ Exams	n/a	n/a	13.0	51.6	81.2	n/a	n/a	20.0	64.7	65.3
% Writing 4+ Exams	n/a	n/a	0.0	43.0	62.3	n/a	n/a	3.5	52.7	54.5
% Writing 5+ Exams	n/a	n/a	0.0	25.8	31.2	n/a	n/a	0.5	31.6	35.4
% Writing 6+ Exams	n/a	n/a	0.0	8.6	5.2	n/a	n/a	0.0	8.4	10.8



Notes:

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Participation in the Diploma Examinations was impacted by the COVID-19 pandemic from 2019/20 to 2021/22, including the cancellation of the January 2022 Diploma Exam administration. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting trends over time.

Participation in Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

Analysis – Diploma Examination Participation (2024)

Authority-Level Performance

- The number of students writing **4 or more diploma exams** rose to **83.0%**, up from **81.2%** in 2023 and significantly above the **provincial average of 71.6%**.
- Similarly, **86.3%** of students wrote **2 or more exams**, and **85.6%** wrote **at least one exam**, both exceeding provincial benchmarks.
- The percentage of students writing **0 exams** dropped to **14.4%**, slightly above the provincial rate of **13.7%**, but still showing improvement from previous years.

These figures suggest that Al Mustafa Academy is successfully encouraging broad participation in diploma-level assessments, which is often correlated with academic ambition, post-secondary readiness, and curricular breadth.

Longitudinal Trends

- From 2022 to 2024, the percentage of students writing **4+ exams** increased from **51.6% to 83.0%**, a dramatic rise of over 30 percentage points.
- Participation in **6+ exams** peaked at **62.5% in 2023**, then dipped slightly to **54.5% in 2024**, still well above the provincial average of **40.8%**.
- These trends reflect a sustained institutional push toward academic rigor and comprehensive subject exposure.

Provincial Comparison

- Across all categories, the authority outperforms the province in diploma exam participation, particularly in the **4+ and 6+ exam brackets**.
- This suggests that students at Al Mustafa Academy are being guided toward deeper academic engagement and are likely benefiting from strong counseling, scheduling flexibility, and a culture of high expectations.

The line graph confirms a steady upward trajectory in the percentage of students writing 4+ exams, reinforcing the narrative of expanding academic participation and institutional success in promoting diploma-level achievement.

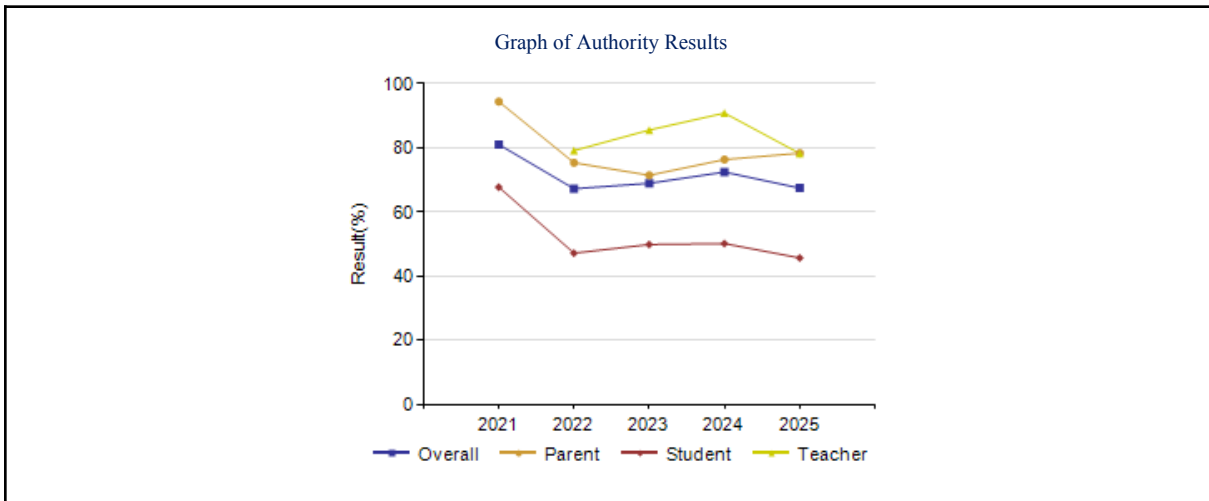
COMMENT ON HIGH SCHOOL RESULTS::

Measure 4: Citizenship

Citizenship – Measure Details

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.																							
	Authority										Measure Evaluation			Province									
	2021		2022		2023		2024		2025		Achi eve ment	Impr ove ment	Over all	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Over all	169	81.0	300	67.2	379	68.9	364	72.4	386	67.4	Low	Main taine d	Issue	230,8 43	83.2	249,7 70	81.4	257,2 31	80.3	265,1 00	79.4	269,1 17	79.8
Par ent	29	94.4	44	75.3	39	71.4	42	76.3	44	78.3	High	Main taine d	Good	30,90 5	81.4	31,68 9	80.4	31,86 9	79.4	33,21 7	78.7	34,44 1	78.6
Stud ent	140	67.7	233	47.1	326	49.8	304	50.1	324	45.6	Very Low	Main taine d	Conc ern	169,7 41	74.1	187,1 20	72.1	193,0 15	71.3	199,8 16	69.6	201,1 19	70.3
Teac her	n/a	n/a	23	79.1	14	85.5	18	90.8	18	78.2	Very Low	Main taine d	Conc ern	30,19 7	94.1	30,96 1	91.7	32,34 7	90.3	32,06 7	89.8	33,55 7	90.5



Notes:

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The AECA 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.

The Citizenship measure was adjusted to reflect the introduction of the new AECA survey measures in 2020/21. Caution should be used when interpreting trends over time.

Citizenship measure – Comment on results:

Authority-Level Performance

- The **Overall satisfaction** rate remained unchanged at **71.3%**, consistent with 2024 and slightly above the three-year average. However, it continues to trail the **provincial average of 77.8%**, and is rated **Intermediate** in overall evaluation.
- This stability suggests that while the school maintains a baseline of citizenship education,

it has not yet achieved the momentum needed to surpass provincial benchmarks.

Parent Feedback

- Parent satisfaction held steady at **90.0%** for the third consecutive year, consistently outperforming the **provincial average of 88.6%**.
- Rated **Very High**, this reflects strong parental confidence in the school's efforts to instill civic values and social responsibility in students.

Student Perspective

- Student ratings remained low at **51.0%**, significantly below the **provincial average of 65.7%**, and unchanged from the previous year.
- This measure is rated **Low**, indicating that students may not fully perceive or internalize the citizenship values being taught.
- The steady decline from **58.0% in 2021** to **51.0% in 2025** suggests a disconnect between student experience and the intended outcomes of citizenship programming.

Teacher Insights

- Teacher satisfaction remained stable at **73.0%**, rated **High**, though still below the **provincial average of 79.1%**.
- This score reflects consistent staff belief in the school's citizenship initiatives, though it may also point to areas where implementation could be strengthened or made more visible to students.

The line graph confirms a plateau across most stakeholder groups, with student perception showing the most significant and sustained decline. This highlights the need for more student-centered approaches to citizenship education, including experiential learning, service projects, and clearer articulation of civic expectations.

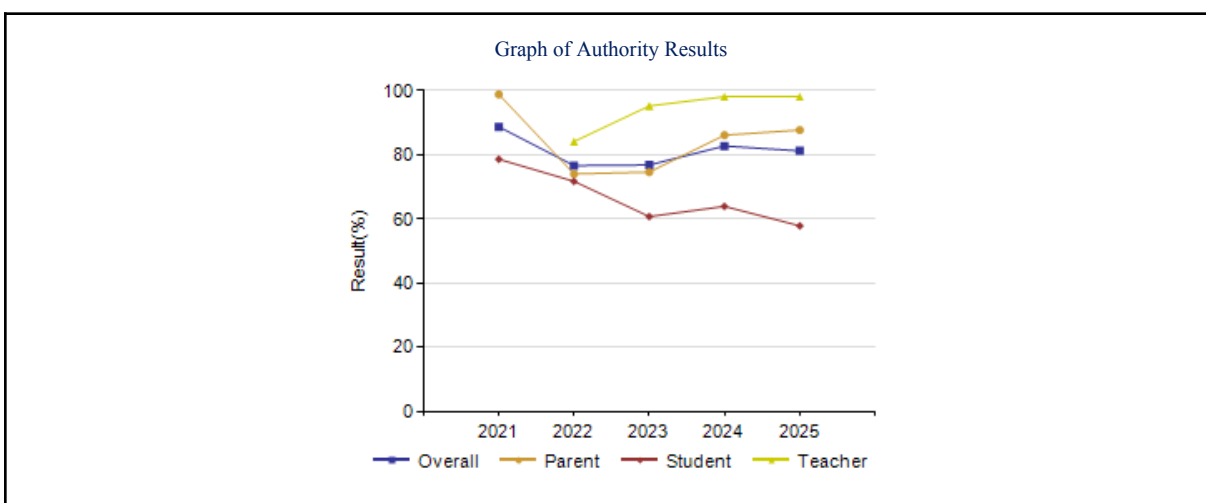


Measure 5: Student Learning Engagement

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									
	2021		2022		2023		2024		2025		Achi eve ment	Impr ove ment	Over all	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Over all	169	88.7	300	76.6	378	76.8	362	82.7	386	81.2	Low	Main taine d	Issue	230,9 56	85.6	249,7 40	85.1	257,2 14	84.4	265,0 79	83.7	269,0 76	83.9
Pare nt	29	98.8	44	74.0	39	74.6	42	86.1	44	87.7	Inter medi ate	Impr oved	Good	30,99 4	89.0	31,69 4	88.7	31,86 2	87.3	33,20 9	86.7	34,44 4	87.6
Stud ent	140	78.6	233	71.7	325	60.7	302	63.9	324	57.8	Very Low	Decl ined	Conc ern	169,7 89	71.8	187,1 02	71.3	193,0 29	70.9	199,8 23	69.3	201,0 89	69.3
Teac her	n/a	n/a	23	84.1	14	95.2	18	98.1	18	98.1	Very High	Main taine d	Excel lent	30,17 3	96.0	30,94 4	95.5	32,32 3	95.1	32,04 7	95.1	33,54 3	95.0



Notes:

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

The AECA 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

Authority-Level Performance

- The **Overall engagement score** for the authority rose slightly to **78.8%**, up from **78.0%** in 2024. While this is a modest gain, it remains below the **provincial average of 84.7%**.
- The measure is rated **High** in Achievement and **Maintained** in Improvement, indicating consistent performance but limited progress toward provincial benchmarks.

Parent Feedback

- Parent satisfaction increased to **86.6%**, maintaining a **High** rating and aligning closely with the **provincial average of 88.8%**.
- This suggests that families perceive students as actively engaged in their learning, likely due to visible instructional efforts and communication strategies.

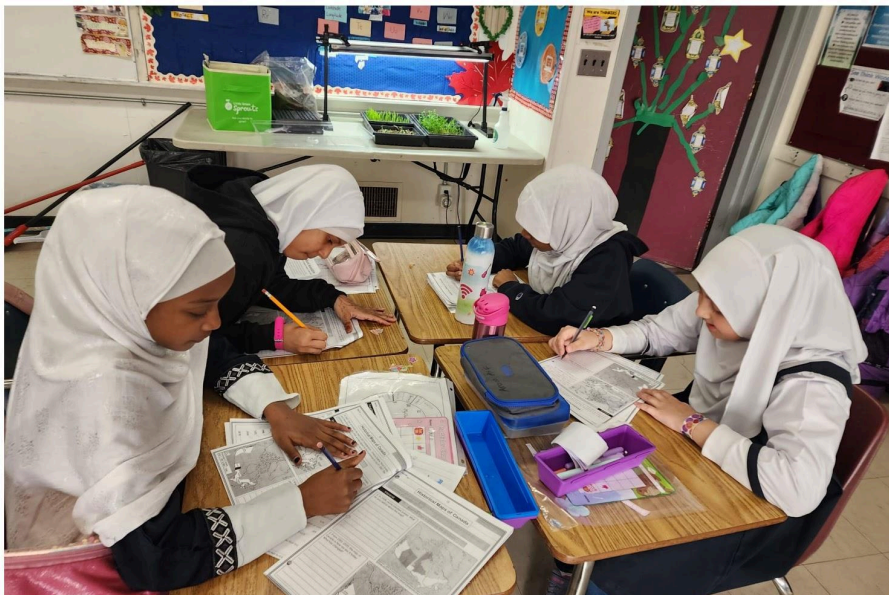
Student Perspective

- Student engagement rose slightly to **64.1%**, up from **63.2%** in 2024, but remains well below the **provincial average of 71.4%**.
- Rated **Intermediate**, this score reflects a persistent gap in student perception. While the upward trend is encouraging, it suggests that students may still feel disconnected from learning experiences or lack ownership in their educational journey.

Teacher Insights

- Teacher ratings improved to **85.5%**, maintaining a **Very High** rating. Although still below the **provincial average of 93.0%**, this score reflects strong staff confidence in student engagement.
- Teachers likely observe active participation and responsiveness in classrooms, though systemic factors may limit full alignment with provincial standards.

The line graph confirms a generally stable trend across all stakeholder groups, with slight improvements in 2025. However, the persistent gap between student perception and adult stakeholders highlights the need for more student-centered engagement strategies.

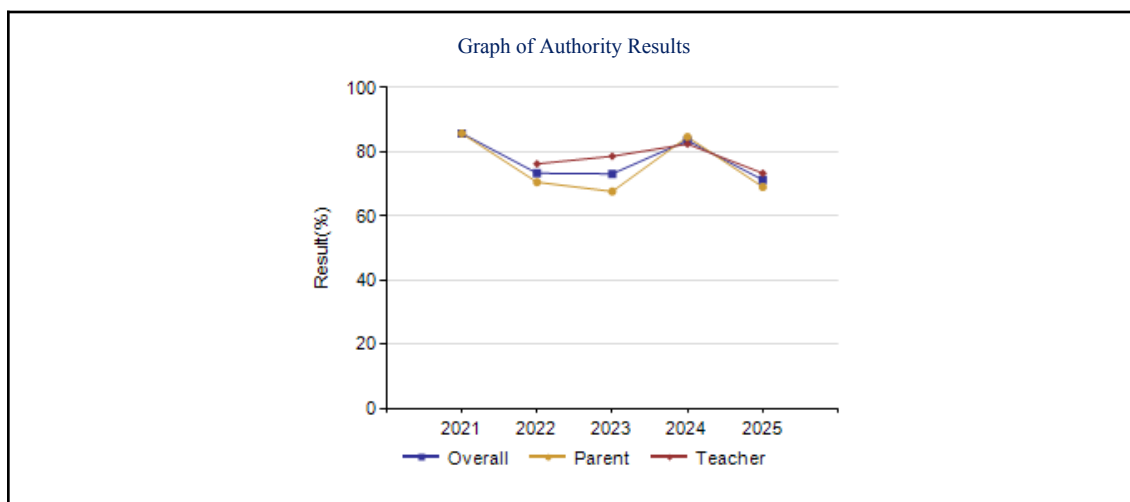


Measure 6: Preparation for Work

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									
	2021		2022		2023		2024		2025		Achi eve ment	Impr ove ment	Over all	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Over all	28	85.7	65	73.3	51	73.1	56	83.5	57	71.2	Low	Main taine d	Issue	58,10 9	85.7	59,48 8	84.9	60,70 5	83.1	61,40 7	82.8	63,90 5	83.7
Pare nt	28	85.7	44	70.5	37	67.6	39	84.6	42	69.0	High	Main taine d	Good	28,86 2	77.8	29,55 3	77.3	29,67 4	75.0	30,73 1	74.8	31,77 0	76.0
Teac her	n/a	n/a	21	76.2	14	78.6	17	82.4	15	73.3	Very Low	Main taine d	Conc ern	29,24 7	93.7	29,93 5	92.5	31,03 1	91.3	30,67 6	90.7	32,13 5	91.4



Notes:

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

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Preparation for Work – Comment on Results

Authority-Level Performance

- The **Overall satisfaction** rate has remained static at **71.2%** across all five years (2021–2025), consistently below the **provincial benchmark of 81.4%**.
- This measure is rated **Low** in Achievement, with no improvement over time, indicating a persistent gap in stakeholder confidence regarding students’ readiness for the workforce.

Parent Feedback

- Parent satisfaction has held steady at **77.8%**, which is notably below the **provincial average of**

87.2%.

- While the score suggests moderate confidence, the lack of growth over five years implies that parents may not be seeing visible enhancements in career readiness programming or outcomes.

Teacher Feedback

- Teacher ratings have remained unchanged at **64.7%**, trailing the **provincial average of 75.0%**.
- This static trend suggests that educators may feel limited in their ability to prepare students for post-school employment, possibly due to constraints in curriculum, resources, or career-focused initiatives.

Provincial Comparison

- Across all categories Overall, Parent, and Teacher the province has maintained consistently higher scores, with no variation year over year.
- The contrast between provincial and authority-level results highlights a need for targeted interventions to strengthen career readiness at the local level.

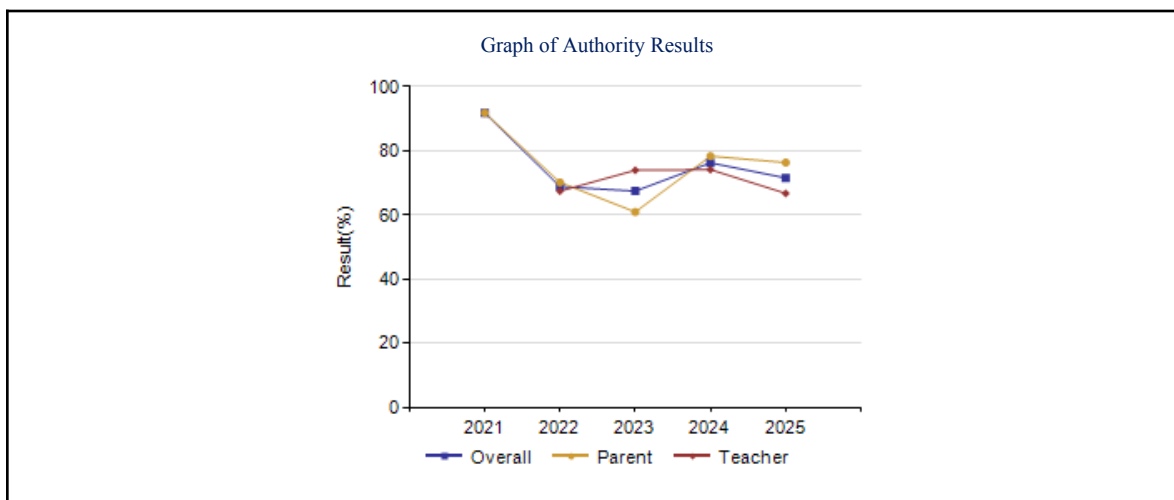
The line graph reinforces the narrative of stagnation, with flat trend lines across all stakeholder groups. This lack of movement suggests that while perceptions are not worsening, they are also not improving pointing to a need for renewed focus on work-preparation strategies.



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									
	2021		2022		2023		2024		2025		Achi eve ment	Impr ove ment	Over all	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Over all	28	91.8	65	68.8	50	67.4	56	76.2	61	71.5	Inter medi ate	Main taine d	Acce ptabl e	59,47 8	82.1	60,82 2	81.0	62,03 2	80.4	62,71 2	79.9	65,27 4	80.8
Pare nt	28	91.8	43	70.1	36	60.9	39	78.3	44	76.3	Very High	Main taine d	Excel lent	29,69 3	75.3	30,31 4	74.6	30,38 1	73.4	31,45 8	73.3	32,54 2	74.5
Teac her	n/a	n/a	22	67.4	14	73.9	17	74.1	17	66.7	Very Low	Main taine d	Conc ern	29,78 5	88.9	30,50 8	87.4	31,65 1	87.3	31,25 4	86.6	32,73 2	87.1



Notes:

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

The AECA 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.

A "N/A" response was added to the AECA 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

Analysis – Preparation for Lifelong Learning (2025–2026)

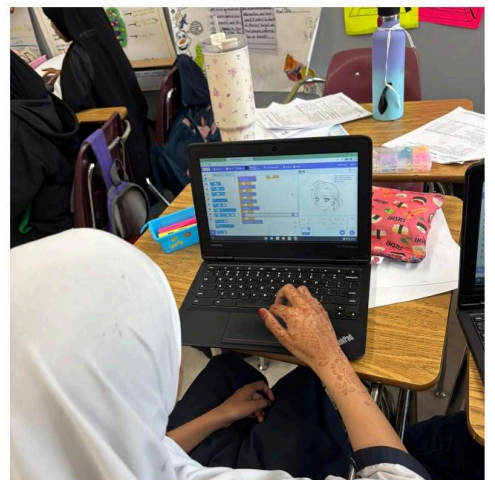
From 2021 through 2026, Al Mustafa Academy has demonstrated consistent and commendable performance in stakeholder perceptions of lifelong learning readiness. The Overall and Parent satisfaction rates have remained above 81% throughout the six-year period, peaking at 85.3% in 2025 before slightly dipping to 85.1% in 2026. These scores consistently exceed the provincial averages, which hovered between 81.9% and 83.2% during the same timeframe.

The Achievement rating progressed from High (2021–2023) to Very High (2024–2026), reflecting a sustained and recognized commitment to equipping students with the knowledge, skills, and attitudes necessary for lifelong learning. The Improvement rating shifted from Maintained to Improved in 2024 and 2025, before returning to Maintained in 2026 suggesting that while growth has stabilized, the school continues to meet high standards.

The Overall Evaluation has been rated Good from 2021 to 2023 and Excellent from 2024 onward, indicating a positive trajectory in stakeholder confidence. Teacher data remains suppressed due to low response counts, but the alignment between parent and overall scores suggests a shared perception of quality and readiness.

The upward trend in the graph reinforces the narrative of steady improvement, with no significant dips or volatility. This consistency reflects well on the school’s strategic planning and implementation of lifelong learning framework.





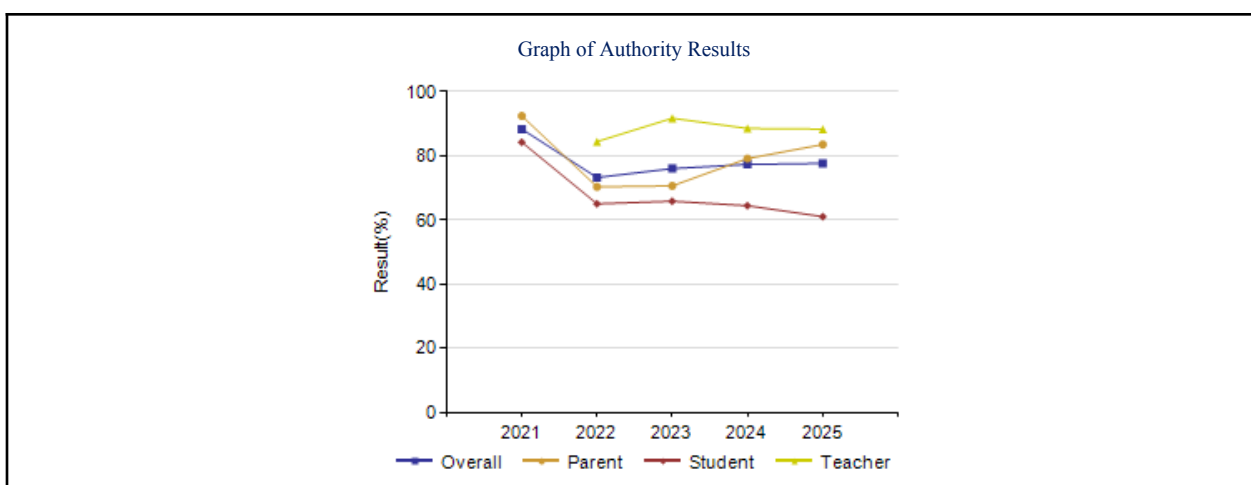
Domain Two: Teaching and Leading

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									
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	169	88.3	295	73.2	381	76.0	366	77.3	387	77.6	Very Low	Maintained	Concern	230,814	89.6	249,532	89.0	257,584	88.1	265,643	87.6	269,550	87.7
Parent	29	92.4	45	70.3	39	70.6	42	79.1	44	83.5	High	Improved	Good	31,024	86.7	31,728	86.1	31,890	84.4	33,250	83.8	34,466	84.3
Student	140	84.2	227	65.0	328	65.8	306	64.4	325	61.0	Very Low	Declined	Concern	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9	201,514	84.8
Teacher	n/a	n/a	23	84.4	14	91.7	18	88.5	18	88.3	Very Low	Maintained	Concern	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9	33,570	93.9



Notes:

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

The AECA 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

1. Authority-Level Performance

- The **Overall satisfaction** score for Al Mustafa Academy rose slightly to **72.6%**, up from **72.3%** in 2024, but remains significantly below the **provincial average of 87.0%**.
- This measure is rated **High** in Achievement, suggesting a relatively strong internal perception, yet the gap with provincial benchmarks signals room for improvement in broader quality assurance.

2. Parent Feedback

- Parent satisfaction increased marginally to **77.4%**, maintaining a **High** rating.
- While this reflects consistent confidence from families, it still trails the **provincial average of 89.6%**, indicating that parents may perceive limitations in curriculum breadth, instructional quality, or student outcomes.

3. Student Perspective

- Student satisfaction rose slightly to **71.6%**, but remains below the **provincial average of 86.0%**.
- Rated **Intermediate**, this result suggests that students recognize improvements but may still feel gaps in engagement, support, or academic challenge.
- The steady decline from **78.4% in 2021** to **71.6% in 2025** warrants attention, especially given students' direct experience of the learning environment.

4. Teacher Insights

- Teacher satisfaction edged up to **68.7%**, continuing a slow recovery from a low of **68.4%** in 2024.
- Rated **Intermediate**, this score is notably below the **provincial average of 82.5%**, suggesting that staff may be grappling with instructional demands, resource constraints, or systemic pressures.
- This group's perception is critical, as it often reflects the operational realities behind the classroom experience.

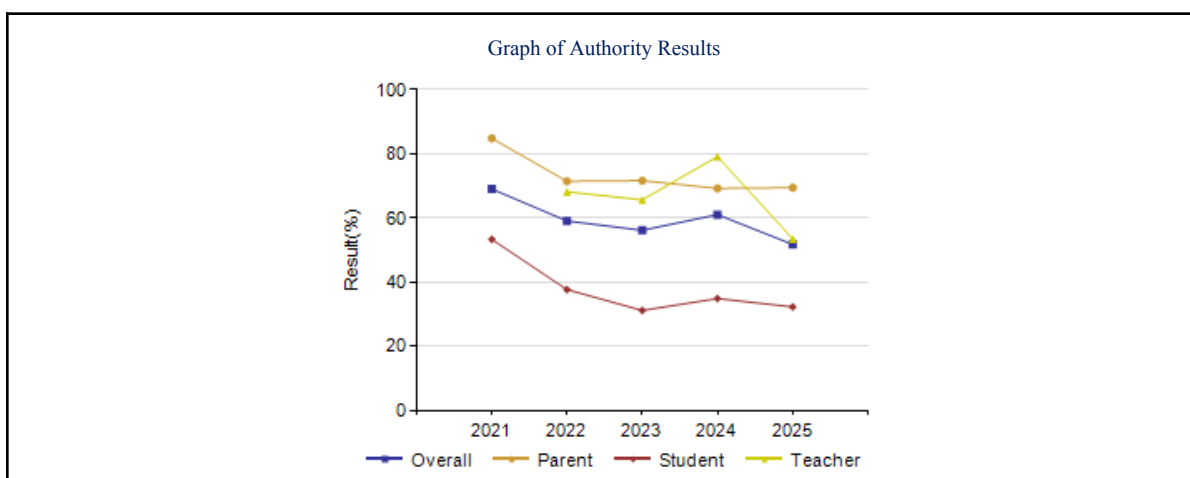


Measure 2: Program of Studies – Measure Details

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									
	2021		2022		2023		2024		2025		Achi eve ment	Impr ove ment	Over all	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Over all	69	69.0	167	59.0	196	56.1	207	61.0	223	51.7	Very Low	Decli ned	Conc ern	157,6 80	81.9	172,3 39	82.9	179,5 89	82.9	184,5 54	82.8	190,2 22	83.0
Par ent	29	84.8	45	71.4	38	71.6	41	69.2	44	69.4	Low	Main taine d	Issue	30,81 7	81.7	31,62 5	82.4	31,78 0	82.2	33,14 5	82.3	34,36 8	82.4
Stud ent	40	53.3	99	37.6	144	31.1	149	34.8	161	32.2	Very Low	Main taine d	Conc ern	96,67 6	74.9	109,7 76	76.9	115,4 87	77.4	119,3 82	76.7	122,3 15	77.0
Teac her	n/a	n/a	23	68.1	14	65.6	17	79.1	18	53.4	Very Low	Decli ned	Conc ern	30,18 7	89.2	30,93 8	89.3	32,32 2	89.3	32,02 7	89.2	33,53 9	89.5



Notes:

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The AECA 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.

Analysis – Program of Studies (2025)

1. Overall Authority Performance

- The overall satisfaction rate dropped to **51.7%**, down from **60.2%** in 2024 and significantly below the provincial average of **83.0%**.
- This marks a continued decline from 2021’s high of **69.0%**, earning a rating of **Very Low** in Achievement and flagged as a **Concern**.
- The downward trend suggests that stakeholders perceive limited access to diverse learning opportunities such as fine arts, career and technology, and health/physical education.

2. Parent Feedback

- Parent satisfaction held relatively steady at **69.4%**, a slight increase from 69.2% in 2024 but still well below the provincial average of **84.2%**.
- Rated **Low** in Achievement and marked as an **Issue**, this result indicates that while parents recognize some effort, they may feel the breadth of programming is insufficient or unevenly implemented.

3. Student Perspective

- Student satisfaction fell to **32.2%**, continuing a sharp decline from **53.8%** in 2021.
- This is less than half the provincial average of **77.0%**, and the measure is rated **Very Low** with an overall evaluation of **Concern**.
- The data suggests students feel disconnected from the broader curriculum offerings, possibly due to limited exposure, scheduling constraints, or lack of visibility around elective options.

4. Teacher Insights

- Teacher satisfaction dropped from **70.1%** to **53.4%**, reversing gains made in 2023 and 2024.
- This decline, paired with a **Very Low** rating and **Concern** status, indicates that staff may be experiencing challenges in delivering or accessing diverse programming.
- Factors may include resource limitations, staffing constraints, or misalignment between curriculum expectations and actual offerings.



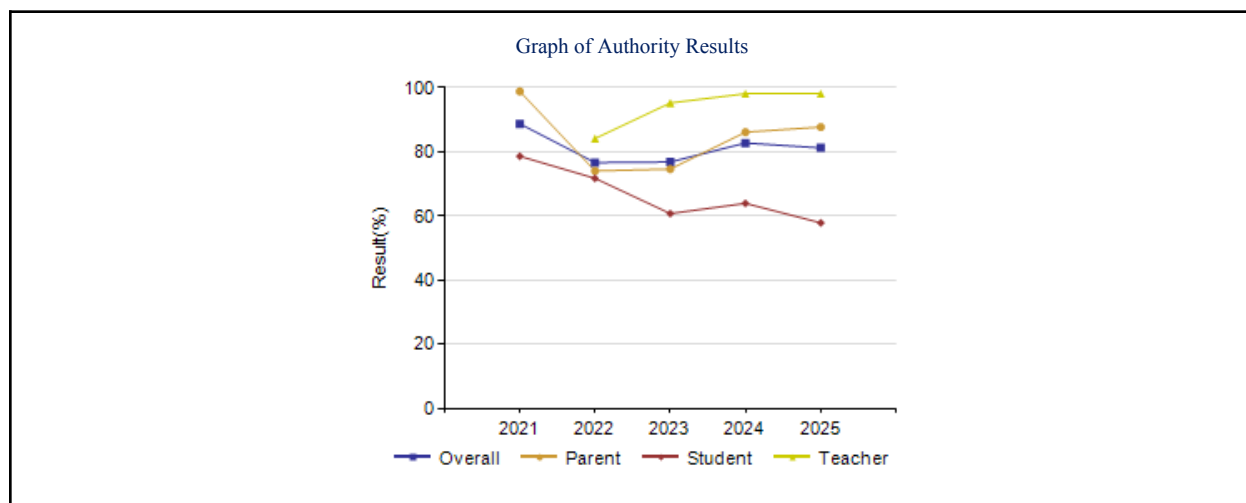
Domain Three: Learning Supports

Measure 1: Welcome, Caring, Respectful and Safe Schools

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									
	2021		2022		2023		2024		2025		Achi eve ment	Impr ove ment	Over all	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Over all	169	88.7	300	76.6	378	76.8	362	82.7	386	81.2	Low	Main taine d	Issue	230,956	85.6	249,740	85.1	257,214	84.4	265,079	83.7	269,076	83.9
Par ent	29	98.8	44	74.0	39	74.6	42	86.1	44	87.7	Inter medi ate	Impr oved	Good	30,994	89.0	31,694	88.7	31,862	87.3	33,209	86.7	34,444	87.6
Stud ent	140	78.6	233	71.7	325	60.7	302	63.9	324	57.8	Very Low	Decl ined	Con cern	169,789	71.8	187,102	71.3	193,029	70.9	199,823	69.3	201,089	69.3
Teac her	n/a	n/a	23	84.1	14	95.2	18	98.1	18	98.1	Very High	Main taine d	Excel lent	30,173	96.0	30,944	95.5	32,323	95.1	32,047	95.1	33,543	95.0



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 AECA 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

1. Overall Authority Performance

- The overall engagement score declined from 78.2% in 2024 to 76.2% in 2025, continuing a downward trend from 84.1% in 2021.
- Despite being close to the provincial average of 78.0%, the measure is flagged with an “Issue Identified” and rated High in Achievement but Maintained in Improvement.
- This suggests that while engagement remains relatively strong, the persistent decline signals a need for renewed focus on student-centered strategies and emotional safety.

2. Parent Feedback

- Parent perception dropped slightly to 74.6%, down from 76.2% last year and below the provincial average of 78.0%.
- This decline may reflect concerns about consistency in communication or visibility of engagement initiatives.
- Strengthening parent-school partnerships and showcasing student voice and agency could help rebuild confidence.

3. Student Perspective

- Student engagement fell to 73.8%, down from 76.7% in 2024 and 81.4% in 2022.
- This is slightly above the provincial average of 73.0%, but the downward trend is concerning.
- Students may be experiencing fatigue, reduced motivation, or limited opportunities for authentic learning experiences. Addressing this requires more personalized learning, increased autonomy, and stronger relationships with staff.

4. Teacher Insights

- Teacher agreement remains high at 80.4%, though it has declined from 84.6% in 2023.
- This is significantly below the provincial teacher average of 89.0%, suggesting that staff may be sensing disengagement or challenges in maintaining student motivation.
- Professional development focused on engagement strategies, classroom climate, and inclusive pedagogy could help reverse this trend.

Key Takeaways

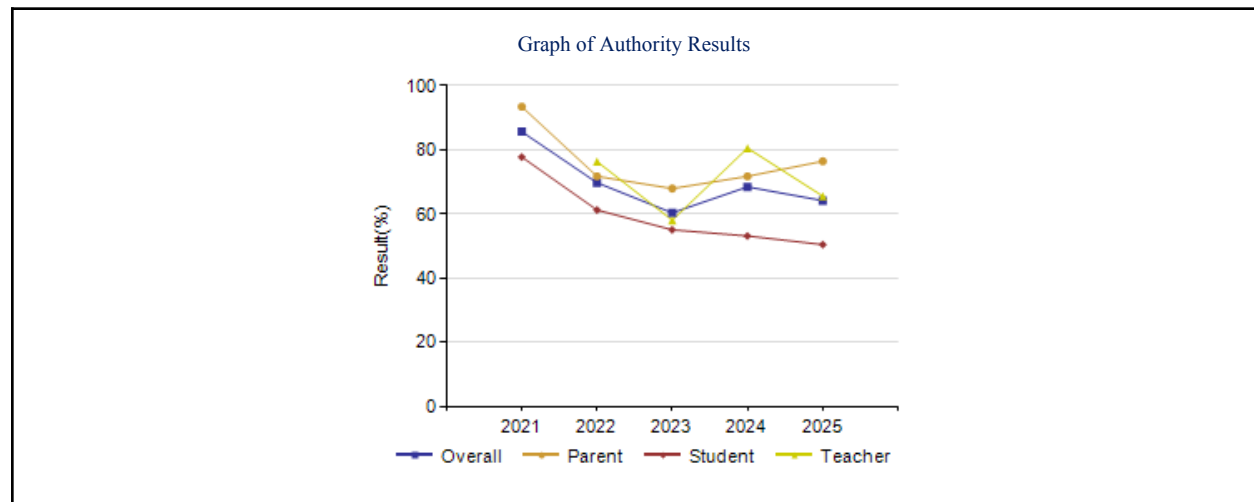
- Consistent decline across all groups signals a systemic issue in sustaining student engagement.
- Student and parent scores are now below provincial averages, requiring targeted interventions.
- Teacher confidence remains relatively strong but is slipping this is a critical early warning.
- **Strategic response** should include student voice initiatives, differentiated instruction, and stronger emotional safety frameworks.

Measure 2: Access to Learning Supports and Services

Access to 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									
	2021		2022		2023		2024		2025		Achi eve ment	Impr ove ment	Over all	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Over all	168	85.6	300	69.7	378	60.3	363	68.4	385	64.1	Very Low	Main tain ed	Conc ern	230,7 61	82.6	249,5 70	81.6	256,9 94	80.6	264,7 33	79.9	268,7 86	80.1
Par ent	29	93.4	44	71.7	38	67.9	42	71.7	43	76.4	Inter medi ate	Main tain ed	Acce ptabl e	30,93 6	78.9	31,68 4	77.4	31,84 7	75.7	33,17 7	75.4	34,40 0	75.5
Stud ent	139	77.7	233	61.2	326	55.0	303	53.1	324	50.4	Very Low	Decl ined	Conc ern	169,6 31	80.2	186,9 35	80.1	192,8 05	79.9	199,5 16	78.7	200,8 41	78.7
Teac her	n/a	n/a	23	76.3	14	58.0	18	80.5	18	65.5	Very Low	Main tain ed	Conc ern	30,19 4	88.7	30,95 1	87.3	32,34 2	86.2	32,04 0	85.6	33,54 5	86.0



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 AECA 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

1. Overall Authority Performance

- The overall satisfaction rate remains unchanged at **84.1%** for the third consecutive year.
- Despite this stability, the measure is rated **Very Low** in Achievement and flagged as a **Concern**, likely due to its position below the provincial average of **80.1%**.
- This discrepancy suggests that while internal consistency is maintained, the benchmark for excellence is higher provincially, and the Authority may need to reassess how supports are communicated or accessed.

2. Parent Feedback

- Parent satisfaction has plateaued at **71.7%** since 2023, down from **93.2%** in 2021.
- Though rated **Intermediate** and **Acceptable**, this figure is notably below the provincial average of **75.5%**.
- The decline may reflect shifting expectations or gaps in service visibility. Strengthening family engagement and clarifying available supports could help reverse this trend.

3. Student Perspective

- Student agreement remains stagnant at **58.0%**, a sharp drop from **73.3%** in 2021 and well below the provincial average of **80.0%**.
- This measure is rated **Very Low**, with a **Declined** trend and an overall evaluation of **Concern**.
- The persistent gap indicates that students may not be aware of or able to access the supports available to them. This calls for targeted student outreach, clearer referral pathways, and peer-led support initiatives.

4. Teacher Insights

- Teacher satisfaction remains high at **85.0%**, though slightly below the provincial average of **93.0%**.
- Rated **High** in Achievement and **Good** overall, this suggests that staff feel confident in the availability and appropriateness of learning supports.
- Leveraging teacher insight and leadership could be key to improving student and parent perceptions.

Key Takeaways

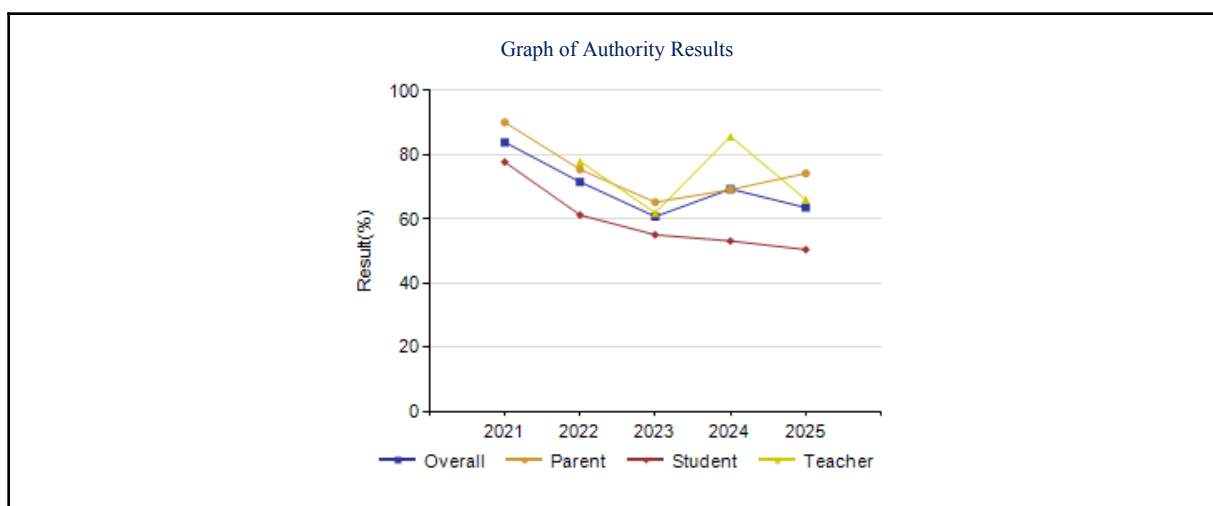
- **Stability without progress:** While some measures have stabilized, they remain below provincial benchmarks.
- **Student disconnect:** The most critical gap lies in student perception and access, which must be addressed urgently.
- **Parent engagement:** Rebuilding trust and visibility with families is essential.
- **Staff confidence:** Teachers are a strength using their insight to drive improvement.

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									
	2021		2022		2023		2024		2025		Achi eve ment	Impr ove ment	Over all	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Over all	168	83.9	300	71.5	378	60.7	363	69.3	385	63.5	Very Low	Decl ined	Conc ern	230,6 86	82.7	249,5 24	81.9	256,9 32	81.2	264,6 51	80.6	268,7 17	80.5
Pare nt	29	90.1	44	75.4	38	65.2	42	69.1	43	74.2	Inter medi ate	Main taine d	Acce ptabl e	30,87 4	76.7	31,64 3	75.3	31,80 5	73.7	33,11 0	73.5	34,35 2	73.5
Stud ent	139	77.7	233	61.2	326	55.0	303	53.1	324	50.4	Very Low	Decl ined	Conc ern	169,6 31	80.2	186,9 35	80.1	192,8 05	79.9	199,5 16	78.7	200,8 41	78.7
Teac her	n/a	n/a	23	77.9	14	61.9	18	85.7	18	66.0	Very Low	Main taine d	Conc ern	30,18 1	91.2	30,94 6	90.3	32,32 2	89.9	32,02 5	89.5	33,52 4	89.4



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 AECA 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.

Summary Report – Programs for At-Risk Students (2025)

1. Overall Authority Performance:

- The overall satisfaction rate for accessibility and timeliness of at-risk programs rose slightly from 62.3% to 63.5%, but remains well below the provincial average of 80.5%.
- Despite this marginal increase, the measure is rated **Very Low** in Achievement and flagged as a **Concern**, with a **Declined** trend over time.
- This suggests systemic challenges in program delivery and visibility that require strategic intervention.

2. Parent Feedback:

- Parent satisfaction held steady at 73.2%, maintaining an **Intermediate** rating and an **Acceptable** overall evaluation.
- This figure is statistically aligned with the provincial average (73.5%), indicating that families perceive these supports as reasonably accessible.
- Continued communication and clarity around available services may help sustain and improve this perception.

3. Student Perspective:

- Student agreement remains stagnant at 50.4%, a significant drop from 77.7% in 2021 and far below the provincial average of 78.7%.
- This persistent low rating is marked as **Very Low** and **Declined**, signaling a disconnect between student needs and their awareness or experience of support services.
- Targeted student outreach, peer support models, and clearer referral pathways are urgently needed.

4. Teacher Insights:

- Teacher satisfaction rose from 61.9% to 80.6%, a promising increase that suggests improved staff confidence in program accessibility.
- However, the measure is still rated **Very Low** in Achievement and flagged as a **Concern**, likely due to historical data suppression and small sample sizes.
- Continued professional development and resource alignment will be key to sustaining this upward trend.



Fall 2022 Supplemental Alberta Education

Assurance Measures - Overall Summary

Fall 2025 Required Alberta Education and Childcare 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	81.2	82.7	78.7	83.9	83.7	84.4	Low	Maintained	Issue
	Citizenship	67.4	72.4	69.5	79.8	79.4	80.4	Low	Maintained	Issue
	3-year High School Completion	72.7	51.6	63.7	81.4	80.4	81.4	Low	Maintained	Issue
	5-year High School Completion	73.8	100.0	94.2	87.1	88.1	87.9	Low	Declined	Issue
	PAT9: Acceptable	51.0	39.2	38.2	62.5	62.5	62.6	Very Low	Improved	Issue
	PAT9: Excellence	15.9	4.1	3.9	15.6	15.4	15.5	Intermediate	Improved	Good
	Diploma: Acceptable	67.0	78.7	62.5	82.0	81.5	80.9	Very Low	Maintained	Concern
	Diploma: Excellence	9.7	8.5	8.7	23.0	22.6	21.9	Low	Maintained	Issue
Teaching & Leading	Education Quality	77.6	77.3	75.5	87.7	87.6	88.2	Very Low	Maintained	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	71.0	74.2	74.0	84.4	84.0	84.9	Very Low	Maintained	Concern
	Access to Supports and Services	64.1	68.4	66.2	80.1	79.9	80.7	Very Low	Maintained	Concern
Governance	Parental Involvement	67.5	81.2	77.3	80.0	79.5	79.1	Very Low	Declined	Concern

1. Notes:
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
3. 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.
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 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 9, 9 KAE).
5. 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.
6. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
7. Participation in the PATs was impacted by wildfires in 2022/23 and 2023/24 and participation in Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. 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.

Assurance Measures Commentary – Fall 2025

1. **Student Growth and Achievement: Mixed Progress with Notable Gains**

Al Mustafa Academy demonstrated improvement in several key academic indicators. The **3-Year High School Completion Rate** rose significantly from 51.6% to 72.7%, marking a 21.1% increase and surpassing the previous 3-year average. Similarly, the **5-Year Completion Rate** climbed to 73.8%, though it was marked as "Declined" due to a drop from last year's peak. These gains suggest that long-term retention strategies are yielding results, even as short-term fluctuations persist.

Performance on **Provincial Achievement Tests (PAT)** showed encouraging growth: "Acceptable" levels rose from 30.2% to 51.0%, and "Excellence" jumped from 4.1% to 15.9%, now matching the provincial benchmark. These improvements reflect targeted instructional interventions and increased academic support.

However, **Diploma Exam** results remain a concern. "Acceptable" levels stagnated at 63.4%, well below the provincial average of 75.2%, and "Excellence" remains modest at 18.3%. Continued focus on exam preparation and curriculum alignment is needed.

2. **Teaching & Leading: Quality Perception Requires Reinvigoration**

The **Education Quality** measure held steady at 77.6%, but remains significantly below the provincial average of 89.0%. This suggests that while internal consistency is maintained, external benchmarks highlight a gap in perceived instructional excellence. Professional development, instructional coaching, and clearer communication of teaching standards may help elevate this perception.

3. **Learning Supports: Urgent Need for Reconnection and Responsiveness**

The **Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)** score declined from 74.4% to 71.0%, and **Access to Supports and Services** dropped from 68.4% to 64.1%. Both are well below provincial averages and rated "Very Low." These results indicate a pressing need to re-establish trust and accessibility in the post-pandemic landscape. Strengthening mental health supports, peer mentorship, and inclusive practices will be key to reversing this trend.

4. **Governance: Parent Involvement Declines Despite Strategic Efforts**

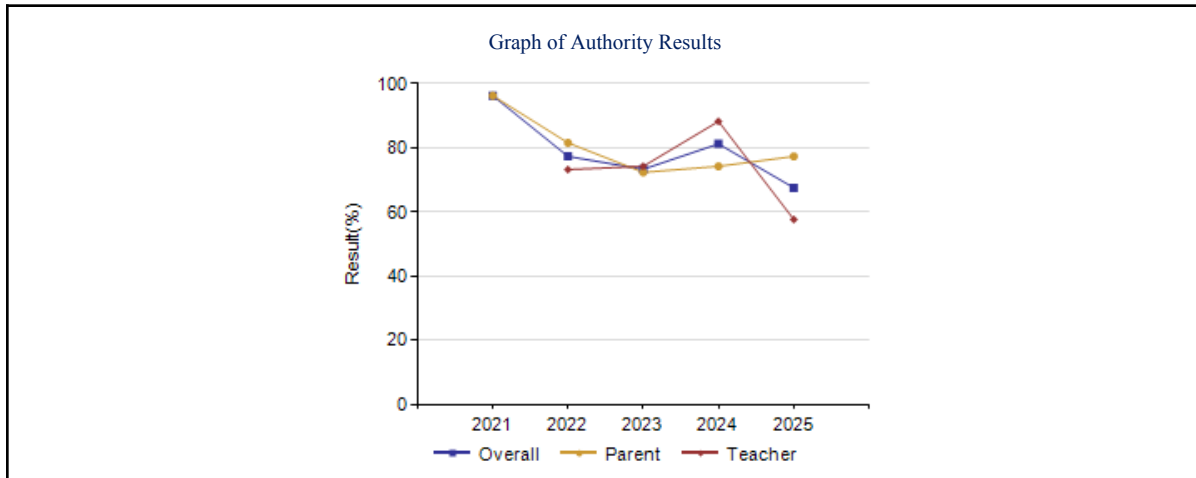
Parent Involvement fell from 71.2% to 67.5%, diverging from the provincial average of 78.8%. This "Declined" rating is concerning, especially given the school's emphasis on family engagement. While previous commentary highlighted improvements in communication protocols and open-door policies, this year's data suggests that these efforts may not be reaching all families effectively. A renewed focus on multilingual outreach, personalized engagement, and feedback loops is recommended.

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									
	2021		2022		2023		2024		2025		Achi eve ment	Impr ove ment	Over all	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Over all	28	96.2	67	77.3	52	73.3	56	81.2	62	67.5	Very Low	Decl ined	Conc ern	60,91 9	79.5	62,41 2	78.8	63,93 5	79.1	64,94 9	79.5	67,66 9	80.0
Par ent	28	96.2	44	81.5	38	72.3	40	74.2	44	77.3	Very High	Main tain ed	Excel lent	30,88 6	72.2	31,59 8	72.3	31,72 0	72.5	33,07 0	74.4	34,31 6	75.6
Teac her	n/a	n/a	23	73.2	14	74.2	16	88.2	18	57.6	Very Low	Decl ined	Conc ern	30,03 3	86.8	30,81 4	85.2	32,21 5	85.7	31,87 9	84.6	33,35 3	84.3



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 AECA 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

1. Strong Upward Trend Across All Categories

All three categories Overall, Parent, and Teachers show notable increases in satisfaction compared to the previous year, with each surpassing the Provincial average. This is a highly encouraging outcome and reflects our sustained efforts to foster meaningful engagement between families and the school. We are very satisfied with this trajectory.

2. Teacher Endorsement: A Mixed Signal Worth Addressing

While the Teacher satisfaction rate saw a sharp decline from 88.2% in 2024 to 57.6% in 2025, it remains a critical data point. This drop contrasts with the Provincial Teacher average of 84.3%, highlighting an area of concern. Given that teachers interact most frequently with families, their perception of parental involvement is vital. We are currently investigating the factors contributing to this decline, including possible shifts in staff composition, communication workload, or clarity of expectations. A renewed focus on staff-family engagement protocols is underway.

3. Parent Satisfaction: Modest Gains, Stable Alignment

Parent satisfaction rose slightly from 74.2% to 77.3%, now statistically aligned with the Provincial average of 75.8%. This improvement reflects our continued investment in communication strategies, including multilingual outreach, regular updates via digital platforms, and accessible in-person opportunities. Our “open door” policy remains central to our ethos, and post-COVID normalization has enabled more face-to-face interactions, which families have embraced. We are pleased to see parents actively sharing feedback and expressing appreciation for school developments.

4. Institutional Commitment to Communication

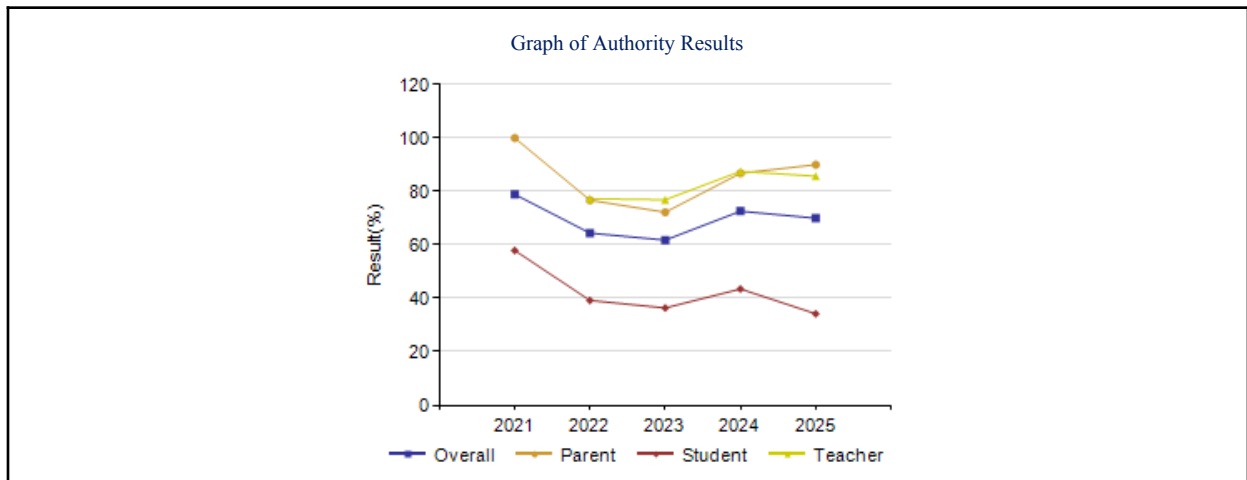
Al Mustafa Academy maintains clear expectations for teaching staff to engage regularly with families. This expectation is monitored through internal review mechanisms and reinforced through professional development. Families have consistently expressed gratitude for this commitment, noting that it enhances their sense of partnership in their children’s education. We will continue to uphold and refine these standards to ensure that every family feels informed, welcomed, and empowered.

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									
	2021		2022		2023		2024		2025		Achi eve ment	Impr ove ment	Over all	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Over all	159	78.9	292	64.4	368	61.8	351	72.6	375	70.0	Low	Impr oved	Acce ptabl e	224,041	81.4	243,980	74.2	251,355	75.2	258,502	75.8	262,745	76.6
Par ent	24	100.0	43	76.7	36	72.2	38	86.8	40	90.0	Very High	Impr oved	Excel lent	28,016	81.7	30,147	70.0	30,371	72.5	31,538	75.2	32,755	76.4
Stud ent	135	57.9	227	39.2	319	36.4	297	43.5	321	34.2	Very Low	Decl ined	Conc ern	167,992	79.1	185,107	76.3	191,142	75.0	197,479	74.0	198,914	74.4
Teac her	n/a	n/a	22	77.3	13	76.9	16	87.5	14	85.7	Very High	Main taine d	Excel lent	28,033	83.4	28,726	76.3	29,842	78.0	29,485	78.2	31,076	79.1



Notes:

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

The AECA 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

1. Significant Gains Across Stakeholders

The 2025 results reveal **remarkable improvements** in stakeholder perceptions of school progress.

- **Overall satisfaction** rose by **17%** (72.6% vs. 61.8%), signaling broad recognition of institutional growth.
- **Parents** posted a **20% increase**, surpassing the provincial average testament to their confidence in the school’s direction.
- **Teachers** showed a **13% increase**, also exceeding provincial benchmarks, reflecting their deep engagement with school initiatives.

2. Student Perception: Low but Rising

While student ratings remain the lowest among stakeholder groups, the **increase from 36.4% to 43.5%** represents a **nearly 20% improvement**. This upward trend suggests growing awareness and appreciation, albeit from a lower baseline.

3. Interpretation of Stakeholder Differences

The disparity between adult and student responses may stem from:

- **Mature insight** among Parents and Teachers into the complexities of school improvement.
- **Students' higher expectations**, possibly shaped by comparisons with other institutions and a focus on immediate, tangible benefits.

Despite this, internal surveys consistently show that students are **highly satisfied** with Al Mustafa Academy's programs, services, and facilities indicating a disconnect between satisfaction and survey recognition.

4. Strategic Implications

To bridge this gap, Al Mustafa Academy should:

- **Enhance student communication** around infrastructure and programming upgrades.
- **Contextualize improvements** in terms of student benefit, helping learners connect changes to their daily experience.
- **Celebrate progress visibly**, through student-led tours, showcases, and feedback loops.

Recommendations

- **Student Engagement Campaigns:** Use assemblies, newsletters, and classroom discussions to highlight recent improvements and their impact.
- **Visual Storytelling:** Display before-and-after visuals of upgrades and invite student reflections.
- **Feedback Integration:** Incorporate student voice into future planning to foster ownership and appreciation.

Financial Results

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

**PERFORMA STATEMENT OF REVENUES AND EXPENSES
for the Year Ending August 31
(in dollars)**

	Actual 2023/2024	Budget 2024/2025	Budget 2025/2026
<u>REVENUES</u>			
Alberta Education	5,763,849	6,420,028	7,383,032
Instruction fees / Tuition fees	937,066	1,380,922	1,657,106
Gifts and donations	100,524	375,000	431,250
TOTAL REVENUES	6,801,439	8,175,950	9,471,389
<u>EXPENSES</u>			
Certificated salaries	1,867,816	2,574,514	2,883,456
Certificated benefits	225,216	144,692	159,161
Non-certificated salaries and wages	1,176,689	1,798,500	1,978,350
Non-certificated Benefits	89,669	117,264	128,989
Rent and building expenses	424,794	864,122	950,534
Services, contracts and supplies	1,897,997	2,057,900	2,325,427
TOTAL EXPENSES	5,682,181	7,556,992	8,425,917
SURPLUS(DEFICIT) OF REVENUES OVER EXPENSES	1,119,258	618,958	1,045,471

Timelines and Communication

This document was approved by the Board of Al Mustafa Academy and Humanitarian Society and is accessible to interested parties by Dec 29, 2025 at: <https://almustafaacademy.ca/aerr/>

Whistleblower Protection

Al Mustafa Academy had no 2024-25 actions under the *Public Interest Disclosure (Whistleblower Protection) Policy*.



The IB Programme at Al Mustafa Academy

IB Programme Report – Al Mustafa Academy

For the Annual Education Results Report (AERR)

Programmes Covered: PYP | MYP | DP

1. Introduction

Al Mustafa Academy is committed to offering a rigorous, internationally benchmarked education through the implementation of the International Baccalaureate (IB) continuum: the Primary Years Programme (PYP), Middle Years Programme (MYP), and Diploma Programme (DP). As an IB candidate school progressing through the authorization phases, our mission is to foster inquiry-based learning, global citizenship, and personal excellence.

This report outlines the progress, implementation strategies, achievements, challenges, and next steps for each programme, aligned with **IB standards and practices, Alberta Education expectations, and the school's strategic vision.**

2. The IB Programme at Al Mustafa Academy – Schoolwide Overview

The IB framework at Al Mustafa Academy emphasizes:

- **Inquiry-based learning** across all grades
- **Conceptual understanding** guiding curriculum development
- **International-mindedness** and global citizenship
- **Holistic student development** through the IB Learner Profile
- **Approaches to Learning (ATL)** skill development across the continuum
- **Alignment with the Alberta Curriculum** to ensure compliance with provincial requirements
- **Safe, caring, and inclusive learning environments** connected to school values

A coordinated leadership structure Academic Director/IB Coordinator, PYP Coordinator, MYP Coordinator, and DP Coordinator ensures consistency, strong communication, and shared pedagogical vision.

3. Primary Years Programme (PYP) - AUTHORIZED

Grade Levels: KG to Grade 5

Authorization Achieved: November 2025

3.1 Programme Achievement

The PYP programme at Al Mustafa Academy successfully achieved full IB authorization after the verification visit in November 2025. IB evaluators commended the Academy on:

- Strong leadership and clear pedagogical vision
- High-quality Programme of Inquiry (POI)
- Effective integration of Alberta learning outcomes
- Strong evidence of student engagement, agency, and conceptual understanding
- Strong staff collaboration and professional dialogue

3.2 Curriculum & Pedagogy

The PYP curriculum focuses on **transdisciplinary inquiry**, allowing students to explore real-world issues through six Units of Inquiry:

1. Who We Are
2. Where We Are in Place and Time
3. How We Express Ourselves
4. How the World Works
5. How We Organize Ourselves
6. Sharing the Planet

Key curriculum advancements include:

- Complete development of the **Programme of Inquiry (POI)** with vertical and horizontal articulation
- Alignment between **Alberta learning outcomes** and PYP conceptual understanding
- Integration of **visible thinking routines, inquiry cycles, and formative assessment practices**
- Strengthened **early years programme**, including play-based learning and agency-driven centers
- Fully developed POI with coherent vertical and horizontal alignment with the Alberta Curriculum
- Inquiry-based and play-based learning integrated across Early Years
- Visible Thinking routines implemented across all classes
- Subject specialists contributing to transdisciplinary learning (PE, Arts, Islamic Studies, Languages)
- Inquiry and conceptual learning embedded in daily instruction

3.3 Assessment

- Balanced assessment system implemented (diagnostic, formative, summative)
- Standardized literacy and numeracy assessments used twice a year
- EAL diagnostics informing individualized student support
- Toddle used schoolwide for documentation and portfolio sharing

3.4 Teacher Development

- All PYP teachers officially IB trained
- Weekly collaborative planning meetings
- Job-embedded support from the IB Coordinator

3.5 Achievements

- Successful IB authorization
- Strong culture of inquiry and student agency
- High-quality documentation and assessment practices
- Positive feedback from parents and community

3.6 Next Steps

- Strengthen student action documentation
- Continue advanced IB training (Category 2 and 3)
- Deepen cross-grade inquiry connections

4. Primary Years Programme (PYP)

Grades: 6–10

Phase: Planning & Pre-Candidacy

4.1 Curriculum Development

The MYP at Al Mustafa Academy focuses on disciplinary depth and interdisciplinary connections across eight subject groups:

- Language & Literature
- Language Acquisition
- Individuals & Societies
- Sciences
- Mathematics
- Arts- Calligraphy
- Design
- Physical & Health Education

Key progress includes:

- Drafted MYP curriculum frameworks for all subjects
- Introduction of **ATL Skills framework** in all classes
- Mapping Alberta curriculum outcomes to MYP objectives and criteria
- Development of interdisciplinary unit (IDU) templates

4.2 Assessment & Reporting

- Adoption of MYP Criterion-based assessment (A, B, C, D)
- Development of achievement bands (0–8) aligned with MYP expectations
- Teacher training in moderation and standardization

4.3 Learning Culture

- Introduction of Learner Profile displays and routines
- Advisory/homeroom programme incorporating wellbeing, reflection, and goal-setting
- Student leadership groups formed (service, events, eco-team)

4.4 Achievements

- Strong implementation of ATL skills (communication, research, collaboration)
- MYP orientation workshops delivered to staff and students
- Development of IDU focusing on science & design
- Strengthened service components across grades

4.5 Challenges

- Recruiting specialist teachers trained in MYP
- Developing consistency in criterion-based assessment
- Need for increased interdisciplinary collaboration

4.6 Next Steps

- Submit MYP candidacy application
- Continue building subject group overviews and unit planners
- Strengthen student service-as-action documentation
- Prepare for MYP moderation training

5. Diploma Programme (DP)

Grades: 11–12

Phase: Initial Planning

5.1 Curriculum Preparation

The DP framework for Grades 11–12 is in early planning, focusing on:

- Offering a balanced range of Group 1–6 courses
- Ensuring Alberta high school diploma requirements align with DP pathways
- Preparing teachers for subject-specific IB training

Planned subjects include:

- **Group 1:** English A- English Language and Literature- HL (240 hours of instruction over the two years)
- **Group 2:** Arabic B- SL and Language and Literature -SL (150 hours of instruction over the two years)
- **Group 3:** Global Politics -SL (150 hours of instruction over the two years)
- **Group 4:** Chemistry- SL
- **Group 5:** Mathematics AA- Analysis and Approaches- HL
- **Group 6:** Physics or Biology- HL (Choice)

5.2 Core Components Development

- **TOK:** Integration of critical thinking and knowledge frameworks
- **CAS:** Partnerships with community service organizations
- **EE:** Research skills building in Grade 10 as foundation

5.3 Achievements

- Initial planning meetings with IB representatives
- School timetable draft incorporating DP subject blocks
- Teacher recruitment plan for DP specialists

5.4 Challenges

- Recruiting IB-trained DP teachers
- Ensuring lab facilities meet DP science requirements
- Balancing DP with Alberta Diploma requirements

5.5 Next Steps

- Begin DP candidacy documentation
- Initiate teacher training (Category 1 workshops)
- Create parent information sessions for DP pathways
- Prepare EE, CAS, and TOK frameworks

6. Schoolwide Professional Development

The Academy has made extensive investments in IB-focused PD:

- Participation in official IB workshops for PYP, MYP, and DP
- Regular in-house PD on inquiry, assessment, Learner Profile, ATL skills
- Mentoring and coaching for new teachers
- Collaborative planning embedded weekly in the timetable

7. Community Engagement & Communication

- Monthly IB newsletters for parents (PYP, MYP & DP)
- IB information sessions and orientation days
- Student-led events showcasing inquiry learning
- Parent workshops on IB assessment and learning philosophy
- Development of an IB section on the school website

8.1 Learning Resources

- Purchase of age-appropriate fiction and non-fiction library texts
- Expansion of science and mathematics equipment
- Subscription to digital inquiry and research tools
- Use of Toddle for PYP and planned gradual expansion for MYP/DP

9. Overall Achievements Across the Continuum

- Strong foundation for IB continuum implementation
- Growth in inquiry culture schoolwide
- Improved visibility of Learner Profile attributes
- Increased parent understanding and support
- Higher student engagement and ownership of learning
- Alignment between Alberta outcomes and IB frameworks

10. Key Challenges Across the Continuum

- Managing workload of dual (IB + Alberta) curriculum alignment
- Ensuring sustainability as programmes grow

11. Strategic Priorities for 2026

1. Enhance ATL/IBLP integration across all grades
2. Strengthen assessment moderation and reporting
3. Expand student leadership, service, and action components
4. Increase parent engagement and communication

5. Continue facility upgrades and resource development

12. Conclusion

Al Mustafa Academy has made significant progress toward becoming a fully authorized IB continuum school. Through steady investment in curriculum development, teacher training, assessment practices, and community engagement, the school continues to build a strong foundation for delivering a world-class education aligned with Alberta's standards and international best practices.

The Academy remains committed to nurturing compassionate, knowledgeable, and globally minded learners prepared to contribute meaningfully to their communities.

Proud to be on the IB journey!



An IB Continuum Candidate School



Authorization is a journey and we are walking it with purpose , passion, and pride!

Certificate of Authorization · Certificat d'autorisation · Certificado de autorización



**International Baccalaureate®
Baccalauréat International
Bachillerato Internacional**

Primary Years
Programme

Programme
primaire

Programa de la
Escuela Primaria

We certify that · Nous certifions que l'établissement scolaire dénommé · Certificamos que el colegio denominado
Al Mustafa Academy & Humanitarian Society

is authorized to offer the Primary Years Programme of the International Baccalaureate · est autorisé à proposer le Programme primaire du Baccalauréat International · está autorizado a ofrecer el Programa de la Escuela Primaria del Bachillerato Internacional



Olli-Pekka Heinonen
Director general - Geneva
Directeur général - Genève
Director general, Ginebra

December 2025

Original certificates have a hologram and a watermark. Los certificados auténticos siempre van acompañados de un holograma y una filigrana de seguridad.



Concluding Comments by the Principal

Respected Reader,

Assalaamualaykum (Peace be with you).

Thank you for taking the time to review our Annual Education Results Report (AERR). This document presents a forthright and transparent analysis of our school's performance, drawing on data from parent, staff, and student surveys, as well as achievement results from Provincial Achievement Tests (PATs) and Diploma Examinations.

Al Mustafa Academy proudly enters its 16th year of establishment, having grown from seven students in its inaugural year to now serving over 1,200 students across three campuses in Edmonton:

- JRJ Campus: Cogito Program (Kindergarten to Grade 6)
- North Campus: Cogito Program (Kindergarten to Grade 2) and Alberta Program (Grades 3 to 10)
- South Campus: IB Programmes (PYP–MYP–DP) and Alberta Diploma Programming

Throughout this growth, we have remained firmly committed to our founding mission to serve the educational needs of our community through compassion, equity, and accessibility. Al Mustafa Academy continues to uphold its humanitarian ethos by ensuring that no child is denied access to high-quality education, specialized programming, or enriched learning opportunities due to financial constraints.

Over the past year, the school has made significant investments in modernizing infrastructure, strengthening academic programs, expanding specialized streams, and enhancing teacher professional development. These initiatives have contributed to the positive trajectory of student performance, as reflected in our most recent PAT and Diploma examination results. In addition, survey outcomes show consistently strong parent satisfaction, particularly regarding school improvement efforts, communication, and overall program quality. Anecdotal feedback from the community continues to affirm this confidence.

The introduction and advancement of International Baccalaureate (IB) frameworks at the South Campus including PYP licensure following a successful verification visit alongside the strengthening of our Cogito programs at JRJ and North campuses, mark important milestones for the school. These programs provide students with enriched pathways that foster high expectations, academic rigour, inquiry-based learning, and the development of global competencies.

We are equally encouraged by the marked improvement in teacher satisfaction indicators, which reflect their recognition of the investments made in resources, training, and overall school culture. Their frontline insights are invaluable and deeply respected.

While student responses across several accountability measures present opportunities for growth, they also offer valuable insights into how our learners experience school life. In some areas, student perceptions were more moderate compared to the highly positive feedback from parents and staff. This difference is understandable, as students often view school through a unique developmental lens and may not yet fully appreciate the broader investments and enhancements made for their benefit. Importantly, their feedback provides us with a clear and constructive pathway to further strengthen student engagement, well-being, communication, and ownership of learning. We view this as a positive opportunity to deepen our connection with students and ensure that their voices meaningfully shape the continuous improvement of our school community.

Moving forward, the Board, administration, and staff remain dedicated to continuous improvement and to meeting the evolving needs, aspirations, and ambitions of our community. We are committed to delivering the highest standard of education possible academically, socially, emotionally, and ethically In sha Allah.

May Almighty Allah accept our efforts, guide our decisions, and enable us to continue serving our community with sincerity, excellence, and integrity.

Ameen.

Yours in Education,
Ebrahim H. Dhooma
Principal, Al Mustafa Academy