

Annual Education Results Report (AERR)

Al Mustafa Academy and Humanitarian Society 2020-2021



Message from the Board Chair

Assalaamualaykum,

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

The mission of our school is to raise good Canadian citizens who can serve their country and their nation, implementing both the Alberta Education curriculum as well as the noble and peaceful Islamic teachings that spread knowledge, education, Islamic cultures and peaceful manners. By doing this, Al Mustafa Academy serves the Canadian society and contributes in the development and progress of the country. Bearing these ethics in mind, Al Mustafa Academy started with a small number of students a few years ago, but this number increased to more than seven hundred students this year in 2021.

The well balanced education that we provide our students, together with the Alberta curriculum will result in good citizens and good leaders, who are open minded and well educated.

To achieve our noble goals, we have selected qualified and experienced teachers and staffs who believe in student centered learning. Our students are the core of the teaching and learning process at our school and they participate actively in the learning process. Moreover, we are aware of the need to develop teacher knowledge and skills. Therefore, we run professional development sessions for them on a regular basis. These sessions are carried out by highly qualified experts in the field of education, to provide our staff with new educational theories and approaches.

Meanwhile, we maintain robust academic and religious studies programs in our school, and we are proud of our students' achievements in both the religious and academic programs.

In spite of the current global conditions, we continue to ensure that we provide quality education to our students in a safe and caring atmosphere while adhering to all local regulations and advisories.

Yours in education,

Syed Hasan
Board Chair

Accountability Statement

The Annual Education Results Report for the 2020-2021 school year 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 along with locally obtained data to support the development of this Education Plan, and 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 7, 2021.

Foundation Statements

Vision

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

Mission

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

A Profile of the School Authority

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

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

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

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



Summary of Accomplishments

1. **Enrollment:** We continue to attract students to both of our campuses from all over the City of Edmonton and throughout the year. We have seen growth in our north campus. We also saw an increase in the number of students enrolled in our Quran memorization program. In addition, our school continues to serve the needs of the most vulnerable in our community including refugees and those facing financial difficulties in keeping with our humanitarian vision.
2. **Renovations:** Both campuses have had significant renovations done including washroom upgrades, classroom refurbishments, and the purchase of portables for the north campus.
3. **Transportation:** We are operating 21 buses which bring the overwhelming majority of our students to school. We maintain an excellent safety record in the operation of our buses and transportation system.
4. **Community collaboration:** We continue to expand our collaboration with Muslim organizations across the city, and we have visited many of them to promote our school and its humanitarian mission to serve the educational needs of Muslim students in the Edmonton area. We also offer our facilities to community groups as part of our commitment to community engagement (e.g. cultural events, weekend classes, youth groups, sports groups, etc.) although this initiative has been limited by the Covid-19 crises.
6. **Student Leadership:** Students deliver the Friday sermon and are also involved in sports leadership programs within the school as well in after school programs organized or managed by the school e.g. FreePlay.
7. **Extra-curricular Programs:** Al Mustafa is the only private school participating in the Freeplay after school sports program which is offered to our students in the north campus. There is a separate after school sports program at our south campus covering a variety of sports including basketball, soccer, and volleyball. We have also introduced karate classes for our senior grades at both our campuses which is delivered by a highly experienced instructor who is ranked 7th Dan in the karate belting system. Before and after school programs that focus on extra academic support and Quran instruction are also offered for students at both our campuses.
8. **Review of school documents:** The administration and board reviewed the registration form as well as school policies in general. Required updates/changes were made accordingly.
9. **Staff Professional Development:** Al Mustafa Academy works hard to develop the professional capacity of its staff by running regular professional development (PD) sessions for them. These sessions cover methods of teaching as well as the most up-to-date theories in education, learning and teaching. These sessions are run by professional experts with postgraduate qualifications and long experience in the field.

10. School Committees: Al Mustafa Academy has plans to form different committees to help in running school activities and handle disciplinary, cultural, social and sporting issues. The committees planned include:

- a. *Discipline Committee*: The goal of this committee is to handle all issues related to discipline such as bullying, school rules, violations of school regulations, and misbehaviors. The committee will assist in controlling such incidents in a professional way for the safety and peaceful environment in the school. The committee will consist of four staff members in addition to the Student Council President.
- b. *Sports and Extra-Curricular Committee*: This committee will handle all sporting and student recreational activities. It will consist of four staff members in addition to the Student Council President. The Student Council also participates in the activities of this committee (3 members).
- c. *Health And Wellness Committee*: The role of this committee (consisting of 3 members) is to observe and monitor health issues in the school, ensure that standards of cleanliness are maintained throughout the campuses, ensure that there adequate supplies of health supplies (masks, sanitizers), as well as monitor other issues related to physical and mental health and wellness of the students, staff and visitors.
- d. *Social and Parent Committees*: The role of this committee (consisting of 3 members) is to build good relations with the families of our students; to address their concerns and to cooperate with them for the benefit of our students and school.
- e. *Student Council*: The council will consist of an executive and will be formed by election to prepare students for democratic life. It will assist in all activities in the school such as social activities, sports, etc., with guidance and direction from some staff members (5 members).

Other committees may be added later based on needs and circumstances.



Required Alberta Education Assurance Measures

Overall Summary from Spring 2021

Assurance Domain	Measure	Al Mustafa Academy & Human Soc			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	88.7	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	81.0	71.5	66.8	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	63.2	*	n/a	83.4	80.3	79.6	Very Low	n/a	n/a
	5-year High School Completion	*	n/a	n/a	86.2	85.3	84.8	*	n/a	n/a
	PAT: Acceptable	n/a	n/a	41.3	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	5.7	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	47.6	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	23.8	n/a	n/a	24.1	n/a	n/a	n/a
Teaching & Leading	Education Quality	88.3	74.2	76.5	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	82.9	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	85.6	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	96.2	78.9	75.7	79.5	81.8	81.4	n/a	n/a	n/a

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
- Participation in the 2019/20 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses was determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
- The “N/A” placeholder for the “Current Result” for PAT and Diploma Exam measures are included until results can be updated in the Fall.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Comments on the Overall Summary:

The results reflected in this table have been gathered under Alberta's new Assurance Framework and are aligned with the five domains of that framework. Many of the survey questions were newly introduced to better align with these domains but a few remain unchanged.

Al Mustafa students did not write the Provincial Achievement Tests and Diploma Examinations this past year in common with many students in the province, and therefore data in these rows is missing. Instead, we are using our own school report card data for grades three, six, nine and twelve to illustrate the achievement of our students. These selected grades cover the range of grades traditionally used as benchmarks in provincial assessments.

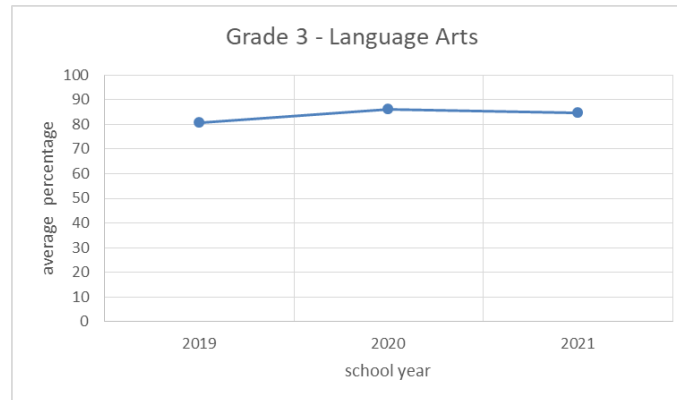
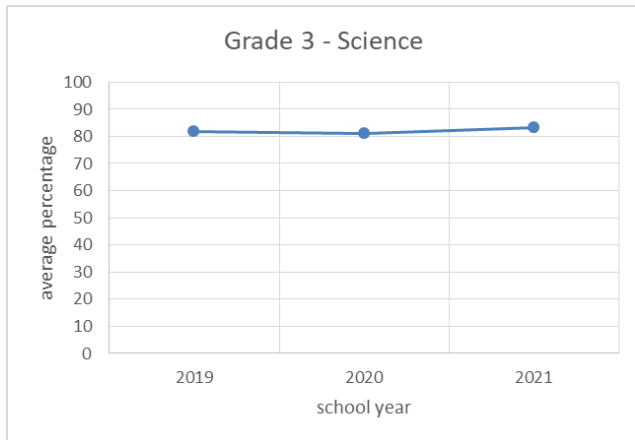
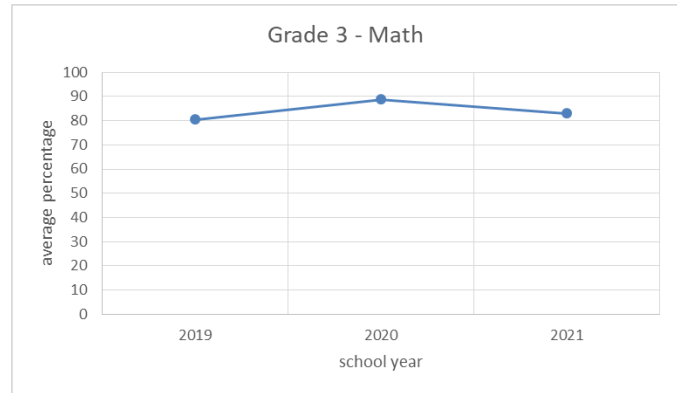
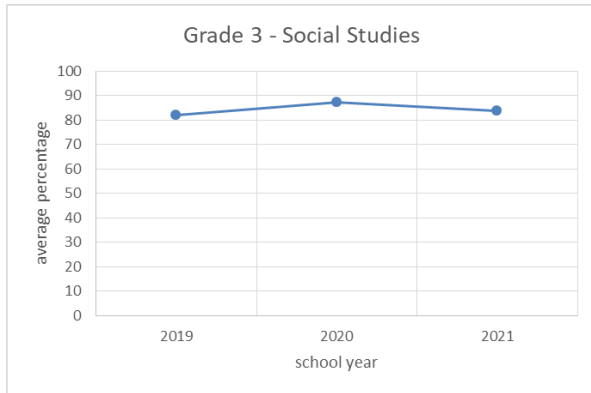
We are especially encouraged by the results reflecting student learning experiences (e.g. in areas such as a safe environment and access to learning resources) as well as parental engagement, which is a reflection of our efforts in these areas.

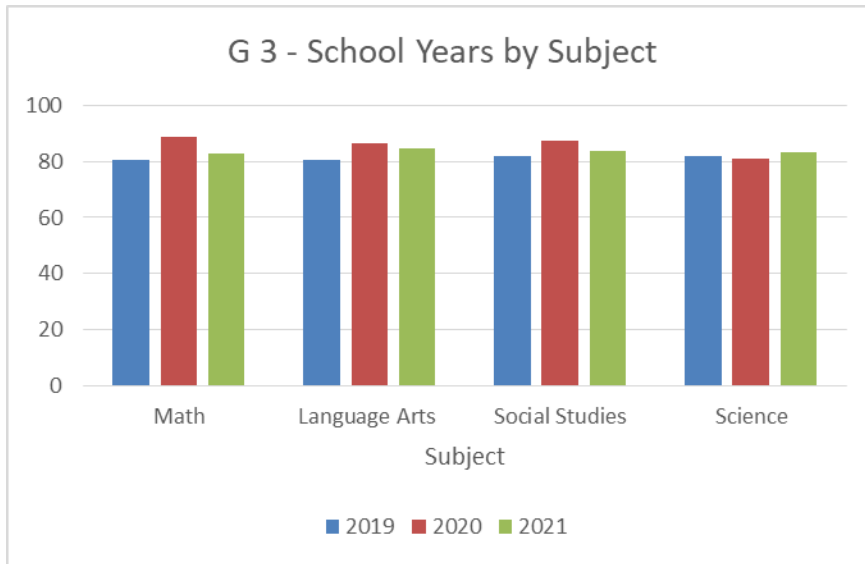
Domain One: Student Growth and Achievement



Measure 1: Report Card Analysis

Grade 3 Average Percentage			
Subject	2019	2020	2021
Math	80.6	88.7	82.8
Language Arts	80.7	86.3	84.8
Social Studies	81.9	87.2	83.9
Science	81.7	81	83.1



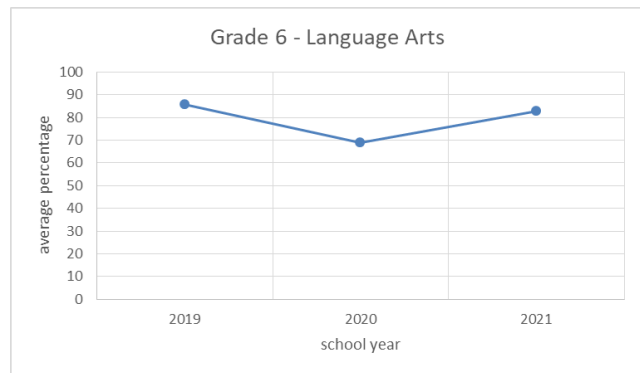
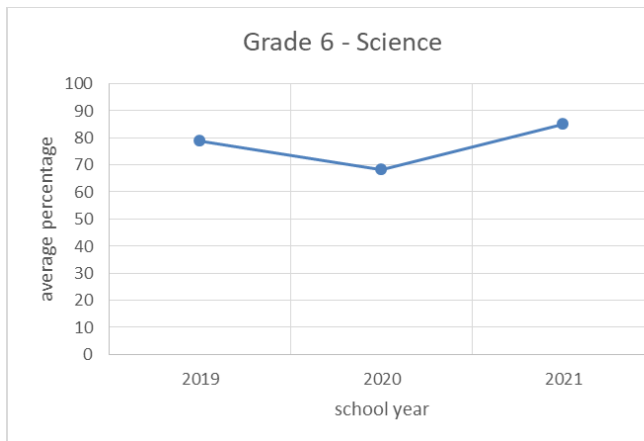
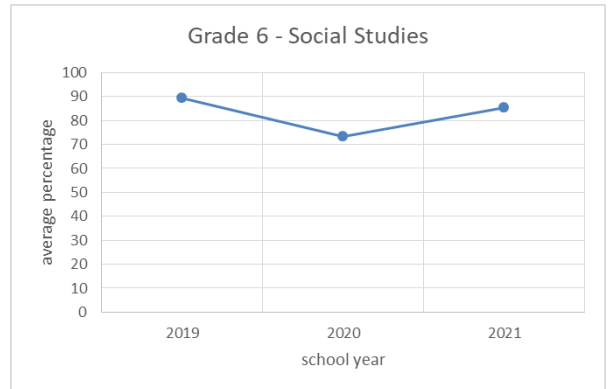
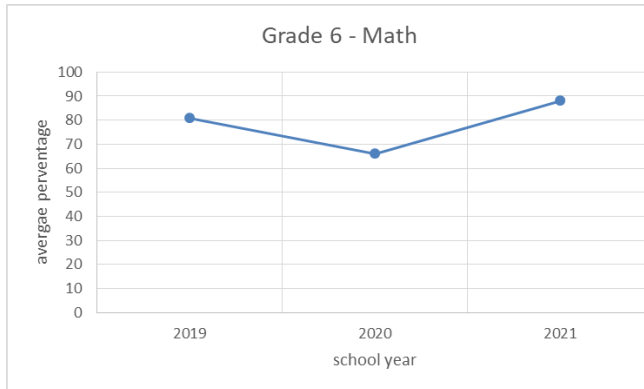


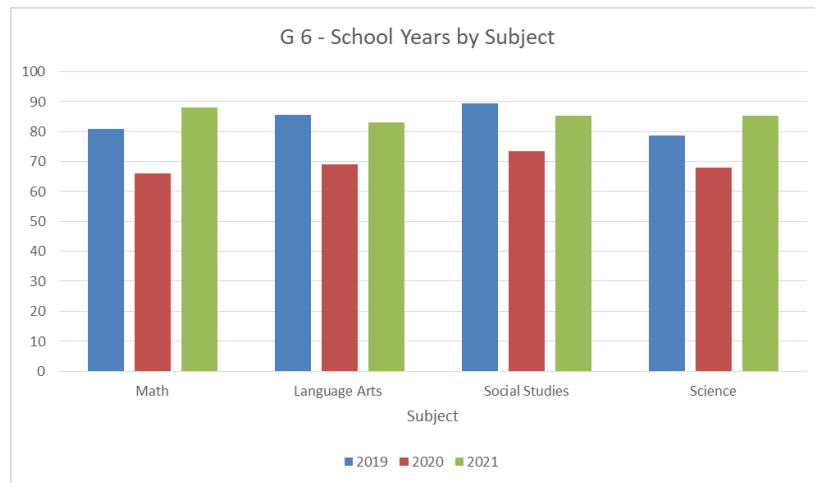
Commentary on Grade 3 results:

The table and graph of the Grade 3 Average Percentage indicates that the Math results over the three years were very close, although higher in 2020. The language results are also similar to the Math results but higher in 2020. To improve the level of our students, we designed higher levels of academic activities in 2021. The social studies and science results are also very close.

In general, there is no significant change in the very good results achieved by this grade over the three years under review.

Grade 6 Average Percentage			
Subject	2019	2020	2021
Math	80.93	66.12	87.97
Language Arts	85.56	68.89	82.93
Social Studies	89.23	73.39	85.35
Science	78.6	68	85.12

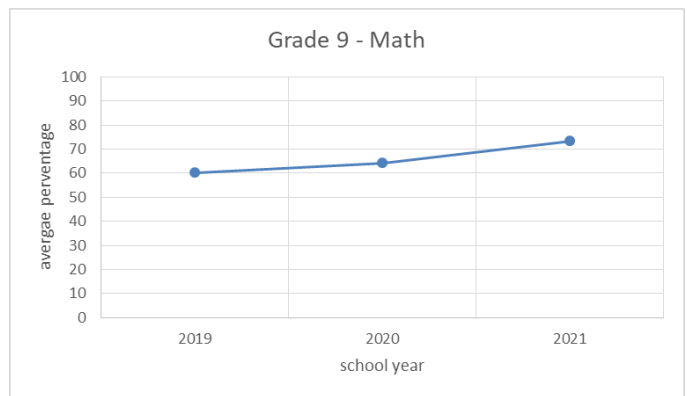
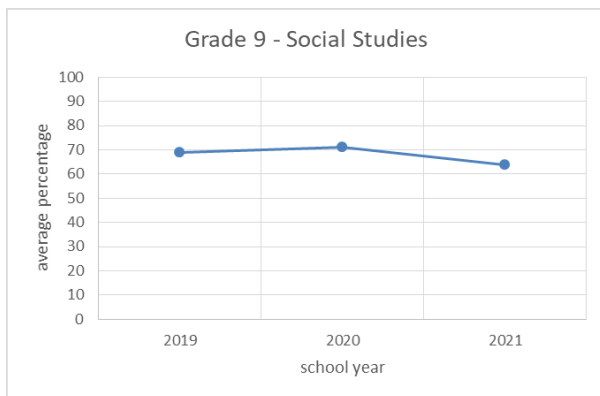


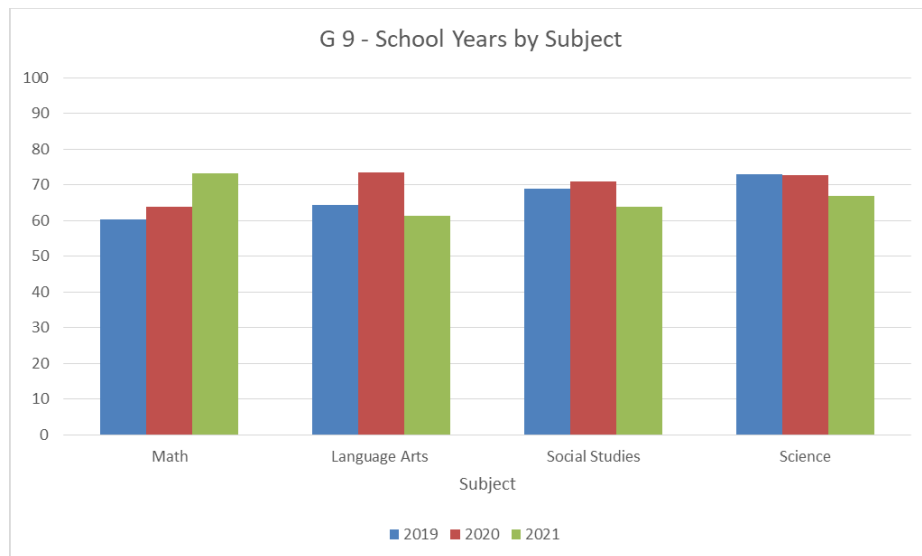
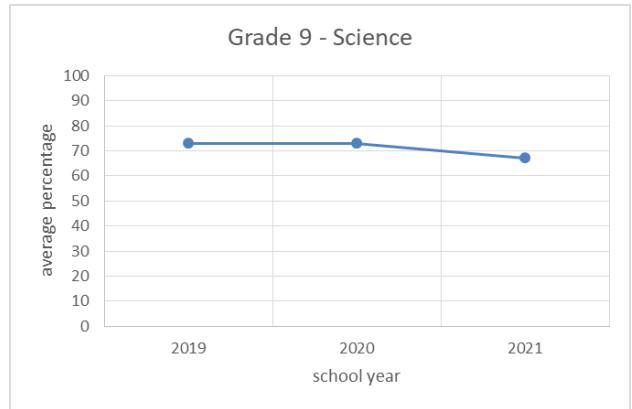
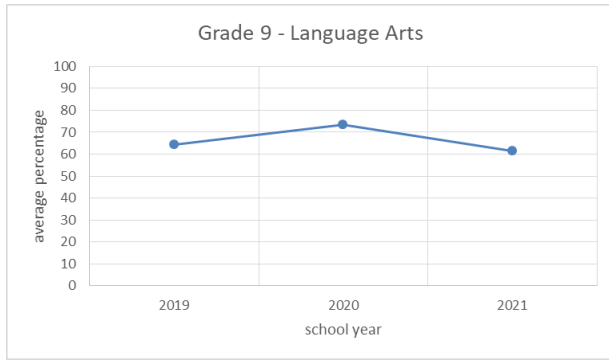


Commentary on Grade 6 results:

Grade 6 averages show significant drop in all four subject areas in 2020, but in 2021 all the results went up again. The disruption in learning caused by Covid-19 starting in 2020 no doubt contributed to this decline. The improved results in 2021 reflect the positive effects of in-person learning especially after the disruption caused by online learning in 2020. The results maintained their upward trend into 2021 reflecting the achievement potential of grade 6 students at Al Mustafa Academy.

Grade 9 Average Percentage			
Subject	2019	2020	2021
Math	60.27	63.97	73.14
Language Arts	64.39	73.54	61.27
Social Studies	68.88	71.06	63.9
Science	72.92	72.85	66.98

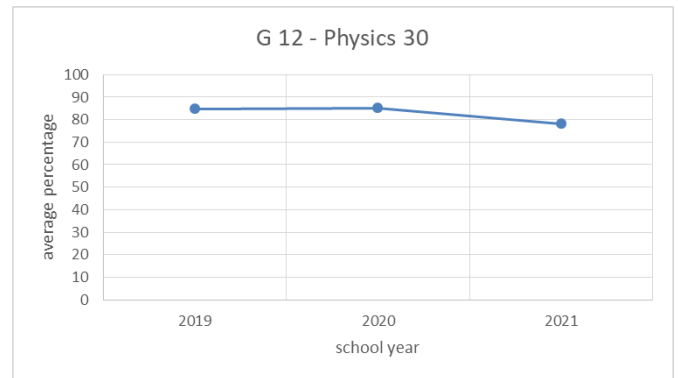
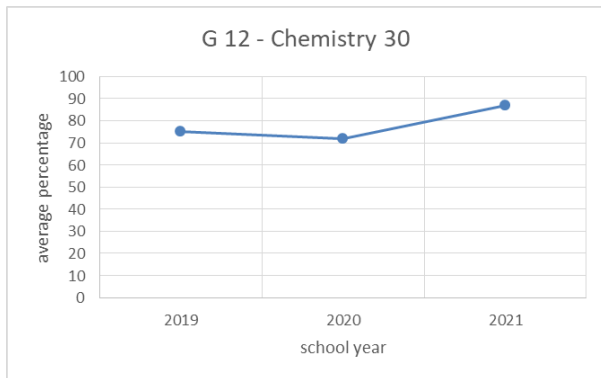


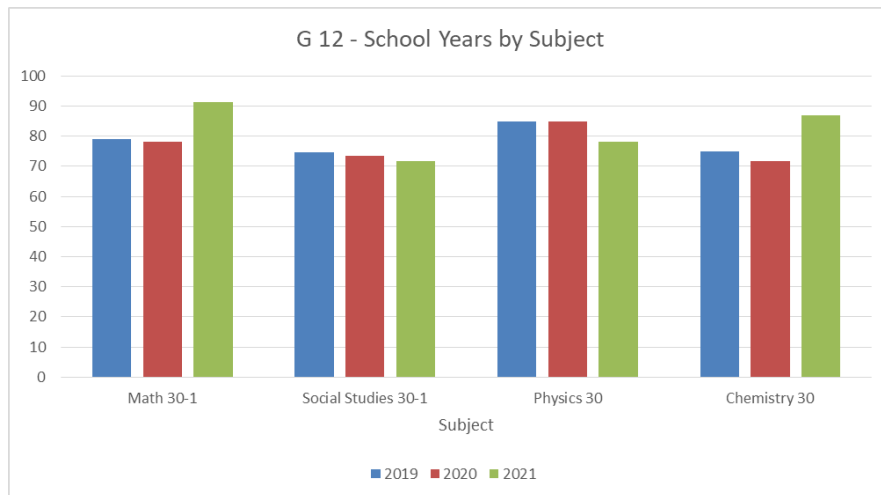
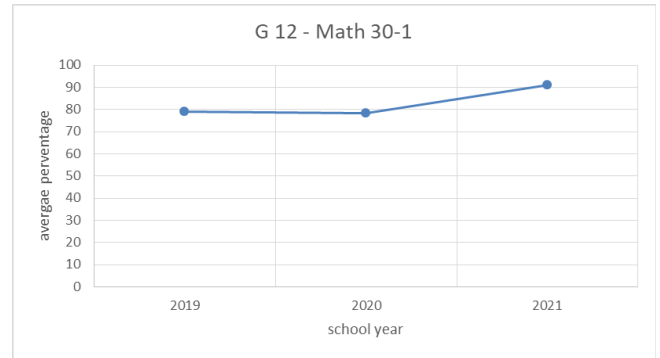
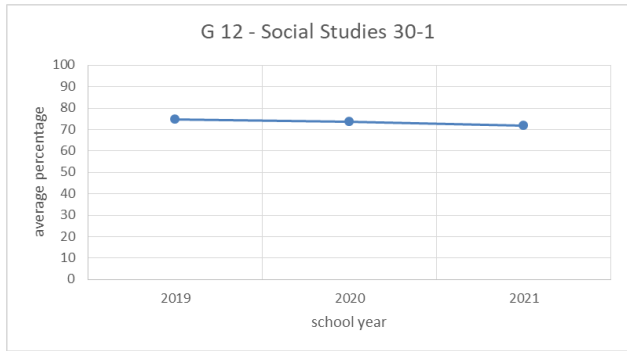


Commentary on Grade 9 results:

The results of the four subjects are in the 60's and 70's range throughout the years under review. The results show a decline going into 2021 for all the subjects except for math which showed an upward trend throughout the years under review. The situation demands more attention and there are plans to improve the outcomes for this grade. These include: remedial classes to review concepts and extra practice opportunities (after school; online support); competitions to foster interest and participation in these subjects; investment in software resources; etc.

Grade 12 Average Percentage			
Subject	2019	2020	2021
Math 30-1	79.00	78.25	91.25
Social Studies 30-1	74.67	73.57	71.75
Physics 30	84.88	85.00	78.00
Chemistry 30	75.00	71.79	87.00





Commentary on Grade 12 results:

Math: The results for 2019 and 2020 were very close i.e. 79% and 78.25% respectively. However, 2021 results show significant improvement at 91.25%. The improved learning environment of the 2021

school year (e.g. return to in-person learning), no doubt contributed to this excellent improvement in results.

Social Studies: The results for Social Studies 30-1 over the three years under review were very close in the 70's. Many of the students at Al Mustafa Academy come from second language backgrounds and this is reflected in their struggle to achieve higher grades in this subject due to its language rich format. Al Mustafa does provide extra language support for those students who need it as part of our effort to improve literacy and numeracy skills, but a review of teaching practices for social studies is also under way to investigate ways that students can learn social studies information in an easier and more efficient manner.

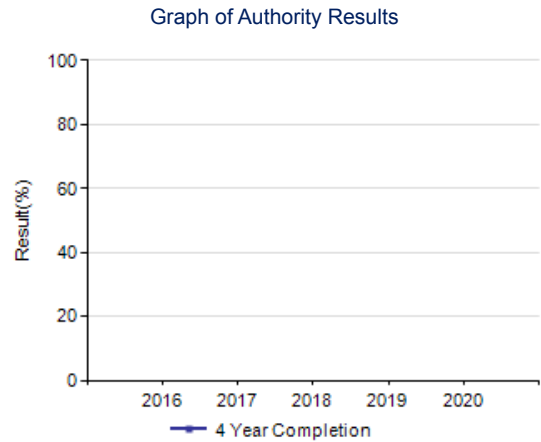
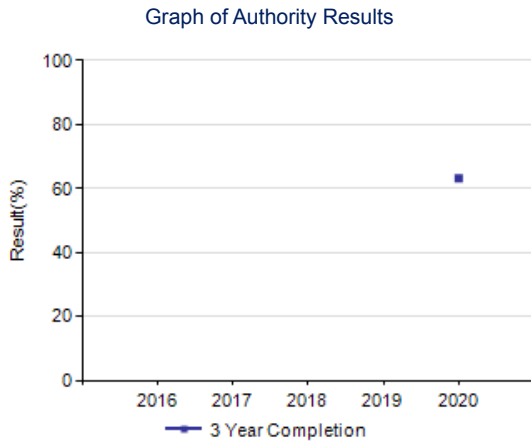
Physics: Physics 30 results in the first two years (i.e. 2019, 2020) were very good at 84.88% and 85% respectively. The results for 2021 were lower for reasons that are under review. An improved learning environment with in-person learning should have resulted in better grades in this subject as was generally experienced in other subject areas.

Chemistry: The 2021 results (87%) are significantly higher than the previous two years i.e. 2019 and 2020 results were 75% and 71.79% respectively. Again, the impact of improved learning conditions with the return of in-person learning in 2021 cannot be underestimated as we have seen similar improved results in other subject areas.

General Comments: The impact of Covid-19 on students cannot be underestimated as they found themselves coping with an unfamiliar format of learning (i.e. online learning), technical issues relating to online learning (some families did not have enough computers or sufficient WIFI capacity in their homes) , as well as the lack of in-person support, all contributed to lower results. However, the return to in-person learning also impacted students and allowed for more flexibility in teaching and student outreach, which is reflected in the improved results generally observed for the 2021 academic year. In addition, extra remedial support was offered to students targeting their difficulties and learning styles as part of our effort to advance the numeracy and literacy skills in our students.

Measure 2: High School Results - Diploma Examination, Completion Rates, Rutherford Eligibility

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.																							
	Authority										Measure Evaluation			Province									
	2016		2017		2018		2019		2020		Achievement	Improvement	Overall	2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
3 Year Completion	n/a	n/a	n/a	n/a	1	*	3	*	8	63.2	Very Low	n/a	n/a	44,823	78.5	44,982	78.7	44,978	79.7	45,354	80.3	46,245	83.4
4 Year Completion	n/a	n/a	n/a	n/a	n/a	n/a	1	*	3	*	*	n/a	n/a	43,739	81.6	44,841	83.0	44,994	83.3	44,980	84.0	45,351	85.0
5 Year Completion	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1	*	*	n/a	n/a	44,191	83.6	43,736	83.8	44,842	85.2	44,988	85.3	44,972	86.2



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
3. 2016 results for 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
4. Participation in the 2019/20 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement levels of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
5. Current and historical results were adjusted to reflect an update to the Alberta Education Assurance Measure reporting system.

COMMENT ON HIGH SCHOOL RESULTS:

Al Mustafa Academy aspires to graduate its students in a timely and prepared manner. Therefore, the results of this measure are of great concern to us. It must be noted that the school has a small cohort of students and therefore any small change in numbers graduating can have a big impact on the overall graduation results. The issue that most impacted these results relates to the early withdrawals of students from courses due to the fact that some of them were challenged by online learning demands, a fact particularly affecting those students who were already weak students. Irregular attendance in online learning impacted student participation and achievement in classes. Also, a number of students who were delayed graduating were ELL students or recent immigrants who were still adjusting to our school system. The option not to write exams offered by the Ministry may also have been a contributing factor to early withdrawals from courses as students may have been less motivated to continue. Finally, many students and their families were compelled to travel due to mitigating personal circumstances and this too impacted the overall graduation rates.

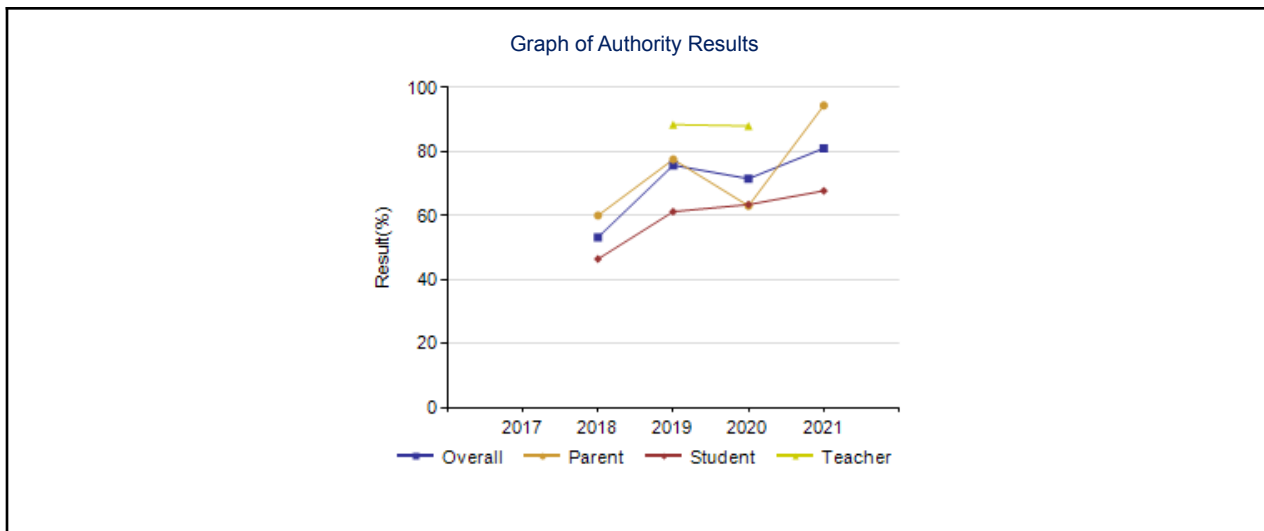


Measure 3: Citizenship

Citizenship – Measure Details

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

	Authority										Measure Evaluation			Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	70	53.2	149	75.7	217	71.5	169	81.0	n/a	n/a	n/a	299,972	83.7	253,727	83.0	265,614	82.9	264,413	83.3	230,843	83.2
Parent	3	*	9	60.0	8	77.5	15	63.0	29	94.4	n/a	n/a	n/a	32,863	82.7	35,482	81.7	35,247	81.9	36,891	82.4	30,905	81.4
Student	n/a	n/a	61	46.4	127	61.2	192	63.4	140	67.7	n/a	n/a	n/a	235,647	74.4	185,623	73.9	197,090	73.5	193,577	73.8	169,741	74.1
Teacher	n/a	n/a	n/a	n/a	14	88.4	10	88.0	n/a	n/a	n/a	n/a	n/a	31,462	94.0	32,622	93.4	33,277	93.2	33,945	93.6	30,197	94.1



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic.
3. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures in 2019/20. Caution should be used when interpreting trends over time.
4. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Citizenship measure – Comment on results:

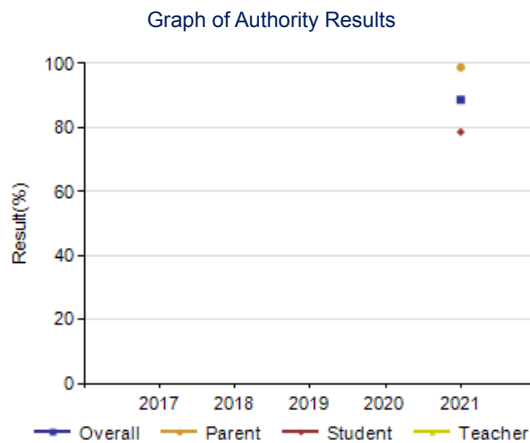
Al Mustafa Academy showed dramatic improvement in this category, most significantly among parents. Our commitment is to develop in our students a strong sense of civic consciousness. We regularly invite civic leaders, politicians as well as community leaders to address our students and discuss matters relating to civil society, democracy and community engagement. We believe that these messages are especially important to our newcomer and refugee students who are well represented at both our campuses.

Measure 4: 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									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169	88.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,956	85.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	29	98.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,994	89.0
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	140	78.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,789	71.8
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,173	96.0

Graph of Authority Results



Notes:

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

2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
3. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Student Learning Engagement – Comment on Results

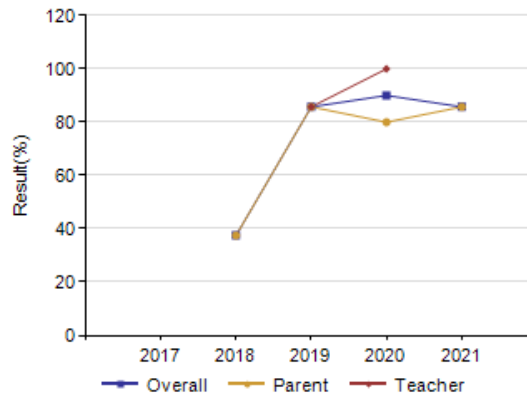
This question was administered as a pilot this year. Al Mustafa Academy was able to quickly respond to the emergent learning needs posed by the Covid-19 crises by setting up online learning protocols and support services quickly and efficiently. We supported many families by donating computers and also offering technical support. We provided hard copies of learning materials and even facilitated the home delivery of the materials to families that were unable to acquire them from school. Also, through online learning many of our families were able to witness the style of teaching and content of their child’s learning. We trust that all these factors contributed to the strong results shown by parents. However, when it comes to students the results are understandable given the fact that Covid-19 impacted their normal routine as well as involvement in activities and programs. School for students is very different in these unusual Covid-19 times as well as less engaging, and this is reflected in their response.

Measure 5: 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										Province												
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	8	37.5	21	85.7	24	90.0	28	85.7	n/a	n/a	n/a	61,674	82.7	65,186	82.4	66,088	83.0	68,221	84.1	58,109	85.7
Parent	3	*	8	37.5	7	85.7	15	80.0	28	85.7	n/a	n/a	n/a	30,828	75.1	33,176	74.6	33,423	75.2	34,944	76.0	28,862	77.8
Teacher	n/a	n/a	n/a	n/a	14	85.7	9	100.0	n/a	n/a	n/a	n/a	n/a	30,846	90.4	32,010	90.3	32,665	90.8	33,277	92.2	29,247	93.7

Graph of Authority Results



Notes:

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

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

Preparation for Work – Comment on Results

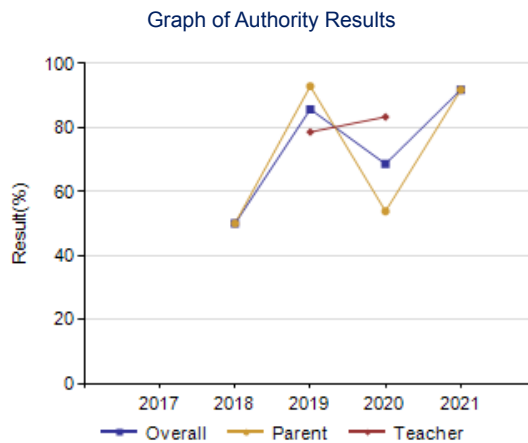
This question was administered as a pilot to both parents and teachers this year. Parents expressed great confidence that their children were being taught attitudes and behaviors that are important to success in the workplace. Al Mustafa Academy provides students, especially our senior students, opportunities to explore and present their skills by engaging them in school and community projects. We also invite community members and alumni to discuss their professional lives, serving as examples to our students.

Measure 6: 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									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	8	50.0	21	85.7	24	68.6	28	91.8	n/a	n/a	n/a	62,589	71.0	66,144	70.9	66,943	71.4	69,182	72.6	59,478	82.1
Parent	3	*	8	50.0	7	92.9	15	53.8	28	91.8	n/a	n/a	n/a	31,326	64.8	33,714	64.0	33,876	64.0	35,454	64.6	29,693	75.3
Teacher	n/a	n/a	n/a	n/a	14	78.6	9	83.3	n/a	n/a	n/a	n/a	n/a	31,263	77.3	32,430	77.8	33,067	78.8	33,728	80.6	29,785	88.9

Graph of Authority Results



Notes:

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

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

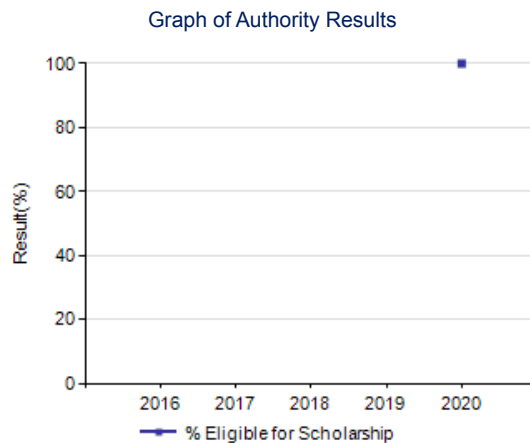
Lifelong Learning – Comment on Results

This question was administered to both parents and teachers as pilot this year. Parents expressed the greatest satisfaction in this survey question far exceeding the provincial average. Al Mustafa strives to impart on our students the virtue of being lifelong learners by referring to our religious and cultural values (i.e. learning and the pursuit of knowledge are exalted virtues in the Islamic tradition) and also by showcasing the lifelong learning practices of our staff as an example to students to emulate, among other measures.

Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.																							
	Authority										Measure Evaluation			Province									
	2016		2017		2018		2019		2020		Achievement	Improvement	Overall	2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Rutherford Scholarship Eligibility Rate	2	*	n/a	n/a	1	*	3	*	7	100.0	Very High	n/a	n/a	59,063	62.3	60,127	63.4	60,559	64.8	58,970	66.6	59,357	68.0

Rutherford eligibility rate details.									
Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2016	2	*	*	*	*	*	*	*	*
2017	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2018	1	*	*	*	*	*	*	*	*
2019	3	*	*	*	*	*	*	*	*
2020	7	7	100.0	6	85.7	4	57.1	7	100.0



Notes:

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

2. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
3. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.
4. Participation in the 2019/20 Diploma Examinations was impacted by the COVID-19 pandemic. Caution should be used when interpreting the trends over time.

Rutherford Eligibility Rate – Comment on results

We are proud of the results in this category. Al Mustafa Academy takes very seriously the responsibility of ensuring that our students graduating from high school have a good chance of succeeding in their future plans, and we have made significant efforts to support this goal. We currently have small cohorts of students in our high school program, which allows us to offer more individualized instruction and better interaction with students.

Domain Two: Teaching and Leading



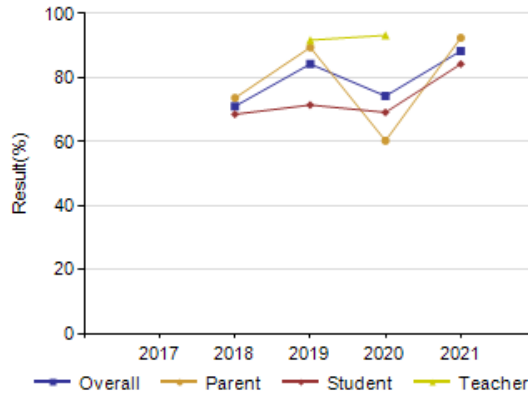
Measure: Overall Quality of Basic Education

Education Quality – Measure Details

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

	Authority										Measure Evaluation			Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	72	71.0	149	84.2	217	74.2	169	88.3	n/a	n/a	n/a	300,253	90.1	254,026	90.0	265,841	90.2	264,623	90.3	230,814	89.6
Parent	3	*	9	73.6	8	89.4	15	60.2	29	92.4	n/a	n/a	n/a	32,880	86.4	35,499	86.0	35,262	86.4	36,907	86.7	31,024	86.7
Student	n/a	n/a	63	68.5	127	71.4	192	69.1	140	84.2	n/a	n/a	n/a	235,901	88.1	185,888	88.2	197,282	88.1	193,763	87.8	169,589	86.3
Teacher	n/a	n/a	n/a	n/a	14	91.7	10	93.2	n/a	n/a	n/a	n/a	n/a	31,472	95.9	32,639	95.8	33,297	96.1	33,953	96.4	30,201	95.7

Graph of Authority Results



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Education Quality – Comment on Results

The results in this measure were close to the provincial average and exceeded previous year’s results. The best results were shown by parents who are clearly impressed with the quality of basic education their children are receiving at Al Mustafa Academy. Students also expressed great satisfaction in this survey measure in contrast to the previous measure relating to learning engagement in which they showed lesser satisfaction. A suggested reason for this contrast in response is that students essentially appreciate their overall learning even while maintaining reservations about certain aspects of their engagement with some learning activities. We are especially grateful for these results given the impact of Covid-19 on learning and school activities, as well as educational opportunities in general, and we trust that these results are a reflection of our efforts and investments in the school.

Domain Three: Learning Supports

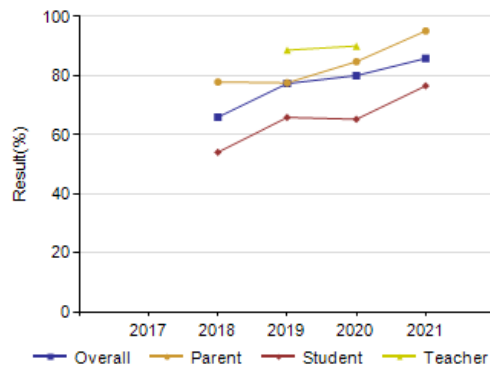
Measure 1: Welcome, Caring, Respectful and Safe Schools

Safe and Caring – Measure Details

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	Authority										Measure Evaluation			Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	70	65.9	149	77.3	216	80.0	169	85.8	n/a	n/a	n/a	299,627	89.5	253,494	89.0	265,382	89.0	264,204	89.4	230,987	90.0
Parent	3	*	9	77.8	8	77.5	15	84.7	29	95.1	n/a	n/a	n/a	32,868	89.9	35,486	89.4	35,247	89.7	36,899	90.2	30,969	90.5
Student	n/a	n/a	61	54.0	127	65.8	191	65.2	140	76.5	n/a	n/a	n/a	235,302	83.3	185,384	82.5	196,856	82.3	193,364	82.6	169,813	84.0
Teacher	n/a	n/a	n/a	n/a	14	88.6	10	90.0	n/a	n/a	n/a	n/a	n/a	31,457	95.3	32,624	95.0	33,279	95.1	33,941	95.3	30,205	95.4

Graph of Authority Results



Notes:

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3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.



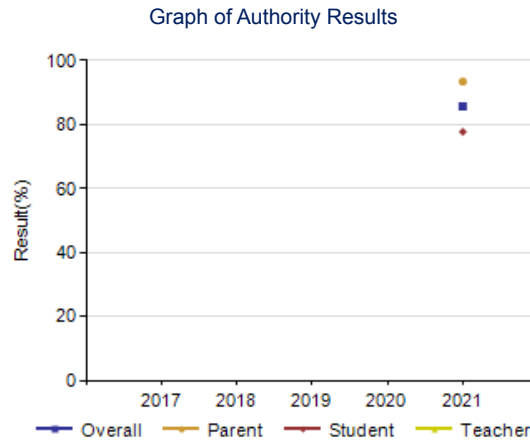
Safe and Caring – Comments on Results

The results have shown significant improvement amongst stakeholders compared to previous years, and are in fact above previous year’s results. The school has made important infrastructure investments to enhance safety including building fences, installing additional security cameras, and improving supervision protocols. In addition, the message of caring for others, showing respect and displaying fair treatment is promoted with frequent reminders to students in sermons, religious classes and assemblies. The school also collaborates with religious scholars and community groups to support us in conveying these important messages to students, staff, and families. Finally, students, staff and parents are reassured that violations of these values will be addressed seriously, promptly and without prejudice.

Measure 2: Access to Learning Supports and Services

Access to Learning Supports & Services – Measure Details

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.																									
	Authority										Measure Evaluation			Province											
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	168	85.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,761	82.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	29	93.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,936	78.9
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	139	77.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,631	80.2
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7



Notes:

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3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

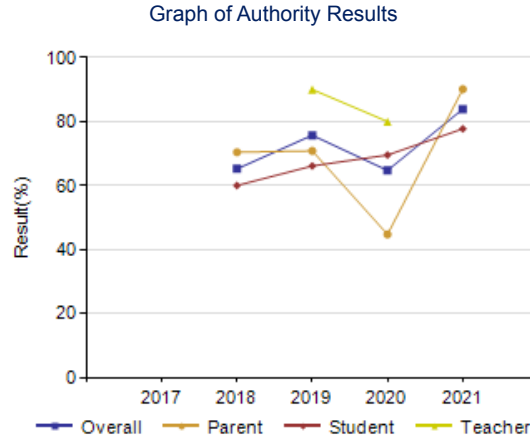
Access to Learning Supports and Service – Comments on Results

This question was administered as pilot this year and therefore there are no comparative results from previous years. Al Mustafa’s results were above the provincial average. Parents in particular feel that students have access to the appropriate supports and services at school, while students are less satisfied. Al Mustafa continues to seek out resources, partnerships and seeks improved efficiencies in our learning system to provide the best learning environment to our students within our means.

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									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	71	65.2	14	75.7	21	64.7	16	83.9	n/a	n/a	n/a	160,737	84.9	253,515	84.2	265,362	84.7	264,165	84.9	230,686	82.7
Parent	3	*	9	70.4	8	70.8	15	44.7	29	90.1	n/a	n/a	n/a	32,800	77.2	35,439	77.0	35,184	77.8	36,846	78.1	30,874	76.7
Student	n/a	n/a	62	60.0	12	66.1	19	69.5	13	77.7	n/a	n/a	n/a	96,489	83.4	185,470	81.7	196,933	81.9	193,409	82.2	169,631	80.2
Teacher	n/a	n/a	n/a	n/a	14	90.0	10	80.0	n/a	n/a	n/a	n/a	n/a	31,448	94.1	32,606	94.0	33,245	94.5	33,910	94.4	30,181	91.2



Notes:

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2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

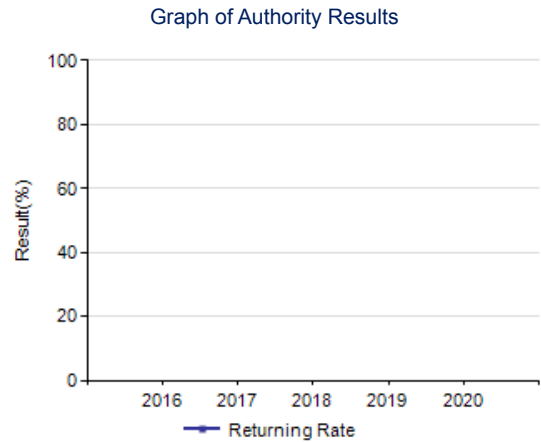
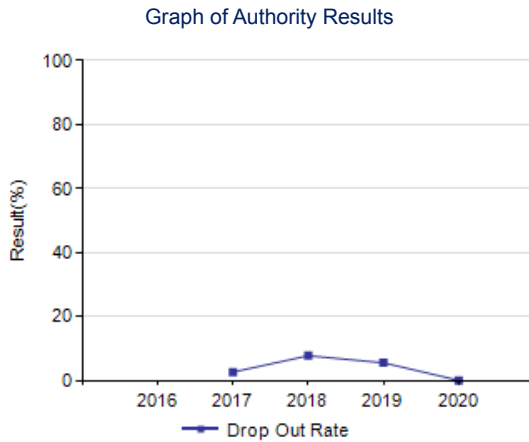
Programs for At Risk Students – Comments on Results

Al Mustafa Academy is proud of its role in serving the needs of some of the most vulnerable children in our community including refugees, orphans and others of marginalized backgrounds. We strive to provide the best learning environment within our means, and which is also culturally relevant to our students. This appreciation is reflected in the response by parents who have expressed the greatest satisfaction in this survey question.

Measure 4: Drop Out Rate

Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18																							
	Authority										Province												
	2016		2017		2018		2019		2020		Measure Evaluation			2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Drop Out Rate	n/a	n/a	19	2.6	19	7.7	32	5.5	31	0.0	Very High	Improved	Excellent	181,382	3.0	182,062	2.3	182,832	2.6	184,812	2.7	186,228	2.6
Returning Rate	n/a	n/a	n/a	n/a	3	*	2	*	2	*	n/a	n/a	n/a	7,614	18.9	7,626	19.9	6,800	22.7	6,750	18.2	6,720	18.1



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

Drop Out Rate – Comment on results

We are very proud of these results which reflect our commitment to ensuring that students find Al Mustafa Academy a nurturing and beneficial learning environment. Our goal is to ensure that our dropout rate remains at this level with no students choosing to leave, and their choice to be in our school remains strong.

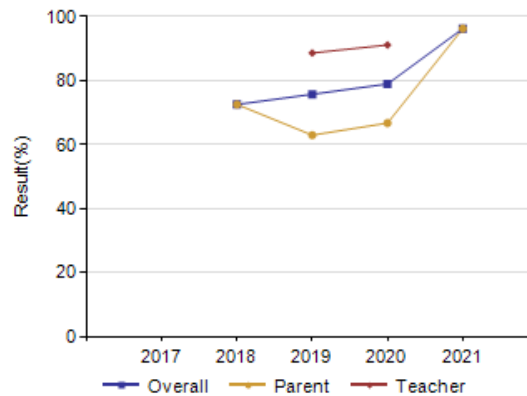
Domain Four: Governance

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									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	8	72.5	21	75.7	24	78.9	28	96.2	n/a	n/a	n/a	63,905	81.2	67,509	81.2	68,116	81.3	70,377	81.8	60,919	79.5
Parent	3	*	8	72.5	7	62.9	15	66.7	28	96.2	n/a	n/a	n/a	32,505	73.9	34,998	73.4	34,944	73.6	36,556	73.9	30,886	72.2
Teacher	n/a	n/a	n/a	n/a	14	88.6	9	91.1	n/a	n/a	n/a	n/a	n/a	31,400	88.5	32,511	88.9	33,172	89.0	33,821	89.6	30,033	86.8

Graph of Authority Results



Notes:

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

Parental Involvement – Comment on Results

Parental involvement over the years has shown a dramatic improvement. Al Mustafa Academy invites parents to be involved in their children’s learning, and we promote an open door policy of communication regarding parents’ concerns for their children’s learning. We are a community based school and we encourage and promote this attitude among our families.

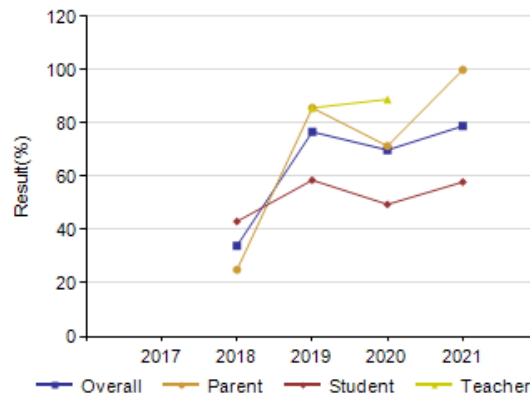
Measure 2: School Improvement

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									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	68	34.0	148	76.7	215	69.9	159	78.9	n/a	n/a	n/a	297,632	81.4	251,246	80.3	263,364	81.0	262,079	81.5	224,041	81.4
Parent	3	*	8	25.0	7	85.7	14	71.4	24	100.0	n/a	n/a	n/a	31,845	80.8	34,237	79.3	34,159	80.3	35,896	80.0	28,016	81.7
Student	n/a	n/a	60	43.1	127	58.6	192	49.5	135	57.9	n/a	n/a	n/a	234,964	81.1	185,106	80.2	196,592	79.4	192,917	79.6	167,992	79.1
Teacher	n/a	n/a	n/a	n/a	14	85.7	9	88.9	n/a	n/a	n/a	n/a	n/a	30,823	82.2	31,903	81.5	32,613	83.4	33,266	85.0	28,033	83.4

Graph of Authority Results



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

School Improvement – Comment on Results

Once again parents recognize the significant efforts and improvements that the school has made over time even while this fact has not resonated with students. We will work hard to ensure that students properly understand the investments made on their behalf, which we are confident will reflect in better impressions from them regarding this matter.

Other Survey Measures

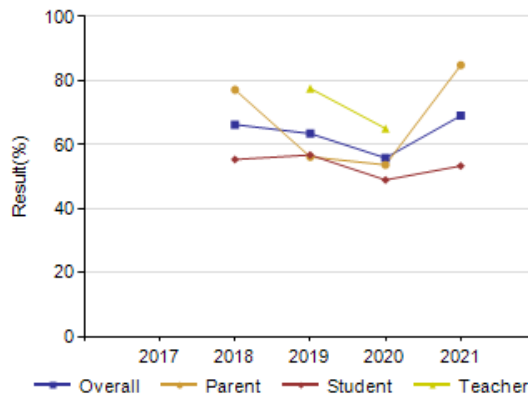
Measure: Survey question on Program of Studies

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									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	46	66.2	89	63.4	112	55.8	69	69.0	n/a	n/a	n/a	207,304	81.9	175,907	81.8	181,846	82.2	184,393	82.4	157,680	81.9
Parent	3	*	9	77.1	8	56.1	15	53.6	29	84.8	n/a	n/a	n/a	32,874	80.1	35,489	79.9	35,252	80.1	36,901	80.1	30,817	81.7
Student	n/a	n/a	37	55.3	67	56.7	87	48.9	40	53.3	n/a	n/a	n/a	142,957	77.7	107,780	77.2	113,304	77.4	113,541	77.8	96,676	74.9
Teacher	n/a	n/a	n/a	n/a	14	77.5	10	65.0	n/a	n/a	n/a	n/a	n/a	31,473	88.0	32,638	88.4	33,290	89.1	33,951	89.3	30,187	89.2

Graph of Authority Results



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Program of Studies - Comment on Results

The overall result trend over time has been upward with the notable exception of teachers who did not respond in the 2021 survey. Again, parents have the best impression of the opportunity for their children to receive a broad program of studies including fine arts, career, technology, and health and physical education. Most concerning to us is the impression of students regarding the same criteria,

which is contrast to their higher rates of approval in other measures relating to their learning experience, even though results here do show an improvement from last year's results. The impact of Covid-19 on the variety and delivery of school programs must be considered when viewing these results. In fact, many activities that are usually popular with students were put on hold due to the Pandemic. For the record, the school has since established new and exciting extra-curricular programs this year including after school sports programs, a karate program, before and after school clubs, even as we expand extracurricular opportunities previously offered (e.g. calligraphy). In addition, our staff is encouraged to offer their talents to enhance the learning and working environment of the school. Our goal is to consult with students to advise us on programs and activities that appeal to them, and so far we have already been offered some interesting suggestions from them that are under review (e.g. doing a school theatre production).

Financial Results

Private School Authority Code: 0301
 School Code: 1912

BUDGETED STATEMENT OF OPERATIONS
 for the Year Ending August 31
 (in dollars)

	Budget 2021 / 2022	Projected 2020 / 2021	ACTUAL 2019 / 2020 (Note 1)
REVENUES			
Alberta Education (excluding Home Education)	4,161,975.32	3,907,820.00	3,346,213.00
Alberta Education - Home Education	-	-	-
Total Alberta Education Revenues	4,161,975.32	3,907,820.00	3,346,213.00
Instruction fees / Tuition fees	520,740.00	381,600.00	72,181.00
Non-instructional (O&M, Transportation, Admin fees)	130,185.00	95,400.00	390,815.00
Gifts and donations	250,000.00	300,000.00	71,890.00
TOTAL REVENUES	5,062,900.32	4,684,820.00	3,881,099.00
EXPENSES			
Certificated salaries (excluding Home Education)	1,885,000.01	1,671,199.99	1,545,525.00
Certificated benefits (excluding Home Education)	133,600.91	118,382.52	96,960.00
Non-certificated salaries and wages (excluding Home Education)	1,231,440.01	1,092,740.00	689,398.00
Non-certificated Benefits (excluding Home Education)	81,725.50	127,322.93	46,572.00
Services, Contracts & Supplies - other than Consulting / Consulting / Management Fees	530,240.00	400,523.00	674,663.00
Leases - Building	300,000.00	450,000.00	390,634.00
Severe Disabilities / DSEPS	47,472.51	34,577.00	-
Program Unit	302,527.49	297,900.00	-
English as a Second Language	-	-	-
Gross school generated funds	-	-	-
Capital and debt services			
Amortization of capital assets			
From restricted funds	-	-	-
from unrestricted funds	\$327,747	41,125.00	171,438.00
Total amortization of capital assets	327,747.36	41,125.00	171,438.00
Interest on capital debt	\$58,692	64,580.00	58,895.00
Other interest charges	-	-	9,024.00
Losses (gains) on disposal of capital assets	-	-	30,350.00
Other (specify):	-	-	-
TOTAL EXPENSES	\$4,898,446	4,898,445.51	3,713,459.00
SURPLUS(DEFICIT) OF REVENUES OVER EXPENSES	164,454.81	386,469.56	167,640.00
	\$164,455		

Timelines and Communication

This document was approved by the Board of Al Mustafa Academy and Humanitarian Society on December 7, 2021 and is accessible to interested parties at www.almustafaacademy.ca

Whistleblower Protection

Al Mustafa Academy had no 2020-21 actions under the *Public Interest Disclosure (Whistleblower Protection) Policy*.

Concluding Comments

Assalaamualaykum,

Thank you for taking the time to read the annual education report (AERR) for the Al Mustafa Academy. Our goal is to offer the Edmonton Muslim community a quality learning experience for their children in a safe and caring Muslim environment. We are proud of our humanitarian mission that supports the idea of not denying any Muslim child the opportunity to get a quality education due to tight financial circumstances. We are proud to serve some of the most marginalized people in our community, including refugees. The information reported in this document reflects the opinions of our stakeholders even as we note that more teacher participation is needed to obtain the most accurate results.

We are proud to announce that we have achieved many of the goals outlined in our education plan submitted last May, especially those that were prioritized to be addressed this year. In the May report, Al Mustafa Academy committed to our stakeholders to meet the emergent needs of our community, improve the learning environment, increase the language capabilities of our ELL students, provide more support and resources to staff, expand the understanding amongst students and staff of our First Nations communities, and establish successful engagements with community partners. By the grace of the Almighty, we are grateful to report that we have met these goals so far even as we pursue other goals mentioned in that report.

We are proud to note that so far this year, and in response to demands from families, we have expanded and enhanced our before/after school programs to provide our students extra support in academics and Quran. Also, we have increased our enrollment in the Quran memorization program. Many of our students are English language learners and Al Mustafa Academy has made significant investments to advance their skill in the English language including instituting a pull out program of language support. We have also collaborated with a local Cree Nation representative to collaborate with us on an ongoing basis to develop our understanding of the First Nations for our students. To improve the physical learning environment for students we have so far upgraded facilities (e.g. washroom renovations, installation of an extra building portable at our north campus) and expanded our extra-curricular programs (e.g. calligraphy classes), especially our after school sports programs. Currently, our north campus is participating in the Free Footie Program (a sports program covering many sports including soccer, basketball, volleyball, hockey), while the south campus offers a variety of sports activities; both these programs are offered after school to our students at no extra charge. Importantly, we have

instituted a vigorous program of staff professional development to ensure that our staff is well informed about best teaching practices to properly benefit and improve the overall academic results of our students. It is our cherished hope that these and other efforts by the Al Mustafa Academy will ensure a successful and meaningful learning experience for our students.

Sincerely,

Ebrahim H. Dhooma
Principal

