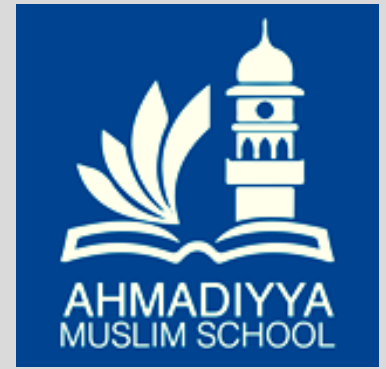


AHMADIYYA MUSLIM SCHOOL

Annual Education Results Report 2023/2024



ENGAGE - EMPOWER - EXCEL

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VISION

Our vision, "**Engage, Empower, and Excel**," guides our commitment at Ahmadiyya Muslim School (AMS) to foster an engaging and dynamic learning environment. We achieve this by providing tailored instruction, diverse teaching methods, and individualized teacher-student interactions, empowering students to strive toward their academic goals.

We offer a comprehensive education rooted in Islamic values within a safe, nurturing, and supportive setting. Our goal is to empower students not only to excel academically but also to grow as compassionate, responsible citizens of the world, ready to contribute positively to a global society.

MISSION

Our mission is to cultivate a learning environment that recognizes and builds upon each student's unique strengths. We are committed to fostering independence, confidence, and a love for learning, while delivering high-quality educational opportunities that empower students to achieve their fullest potential.

ACCOUNTABILITY STATEMENT

The Annual Education Results Report for Ahmadiyya Muslim Schools Society for the 2023/2024 school year was prepared under the direction of the Board of Directors in accordance with the responsibilities under the Private Schools Regulation and the Ministerial Grants Regulation. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society.

This Annual Education Results Report for 2023/2024 was approved by the Board on November 14, 2024.



(AMSSA Board Chair)

Date: November 30, 2024

SCHOOL AUTHORITY PROFILE

The Ahmadiyya Muslim Community consists of Muslims who believe in the Promised Messiah, Mirza Ghulam Ahmad of Qadian, India. Established in 1889, this community is rooted in the teachings of peace, love, justice, and the sanctity of life. Today, under the guidance of His Holiness, Mirza Masroor Ahmad, the community has grown into the largest unified Islamic community, spanning over 200 countries with millions of members. Despite facing challenges and persecution in many Muslim-majority countries, the Ahmadiyya Muslim Community continues to champion universal human rights, advocate for religious freedom, and promote the empowerment of women through education and equality.

Ahmadiyya Muslim School (AMS) was founded in 2020 and is located within the Baitun Nur Mosque in Northeast Calgary. With 167 students and 16 dedicated full-time staff, AMS offers a warm, supportive environment for learners from Junior Kindergarten to Grade 8. Our small class sizes create the perfect opportunity for personalized instruction, allowing teachers to engage with students in meaningful ways that aren't always possible in larger classrooms.

At AMS, all teachers are certified by Alberta Education, and we follow the provincial Program of Studies while integrating Islamic values and perspectives into daily learning. In addition to the Alberta curriculum, we offer an enriching Islamic Studies program at every grade level. Our mission is to help each student thrive academically and personally, with the goal of exceeding provincial standards and excelling on Provincial Achievement Tests and Diploma Exams.

We are proud to nurture confident, compassionate learners who are prepared to succeed in both their academic journey and in life.

STAKEHOLDERS' ENGAGEMENT

Throughout the process, opportunities for involvement were thoughtfully extended to all stakeholders, fostering diverse input and collaboration.

For staff members, including teachers, dedicated workshops and collaborative meetings were held, enabling them to play an active role in shaping school priorities, outcomes, strategies, and reporting measures. For instance, teachers engaged in data review sessions, analyzing student population statistics and assessment results to inform key academic goals and initiatives.

The AMS School Board worked closely with staff during strategic planning sessions, offering valuable feedback and suggestions to refine the school's objectives. A notable example of this collaboration was the board's involvement in developing strategies to enhance student engagement and academic achievement, ensuring alignment with broader educational standards and expectations.

Parents, including members of the Parent Council, were also invited to contribute through surveys, focus groups, and parent-teacher meetings. During school development forums, parents shared insights on programs and initiatives, directly influencing the planning process. Feedback gathered from these sessions played a crucial role in tailoring the school's approach to better meet the needs of both students and the community.

Additionally, student input was gathered by providing opportunities for students to share their feedback on school programs and activities. This ensured their voices were heard and allowed for the development of more enriching and engaging experiences that align with their needs and interests.

This comprehensive, multi-level engagement ensured that all stakeholders—including staff, parents, students, and the School Board—had a meaningful voice in shaping the school's future direction, resulting in a shared vision and collaborative effort toward continuous improvement.

EDUCATIONAL STRATEGIES FOR 2021-24

RELIGIOUS EDUCATION

Students will participate in regular Religious Studies sessions designed to instill Islamic values through character education. These sessions will emphasize integrating core principles across various academic disciplines, encouraging students to apply their understanding in other subjects and real-world contexts.

The development of the Religious Studies curriculum will be a collaborative effort involving the entire school team, ensuring a well-structured, comprehensive, and appropriately paced learning experience.

Adopting an interdisciplinary approach, the curriculum will foster a holistic educational framework. Students will be encouraged to apply Islamic concepts in meaningful ways, engaging in inquiry-based learning and community-oriented projects that promote critical thinking, social responsibility, and personal growth.

NUMERACY & LITERACY

The school will prioritize literacy and numeracy development by grouping students according to their levels of understanding, focusing on building strong foundational skills. These leveled literacy support groups are organized based on fluency and comprehension rather than grade level, ensuring instruction meets students' individual needs.

Support is provided through the Response to Intervention (RTI) model, which begins with high-quality, evidence-based instruction for the entire class. Students requiring additional assistance, as identified through assessments, receive targeted one-on-one interventions to address specific learning needs.

Teachers collaborate with support staff to develop individualized programming that empowers students to become more confident, independent learners. Personalized support helps strengthen students' skills and knowledge in key areas of development.

To ensure continuous improvement, teachers participate in weekly Professional Learning Community (PLC) meetings where they share best practices, exchange ideas, and refine instructional strategies. Collaborative planning across grade levels further aligns literacy and numeracy outcomes, fostering a cohesive and effective approach to student learning.

INDIVIDUALIZED LEARNING

Teachers designed personalized learning goals for each student based on their unique needs, as identified through pre-assessment results. Instructional plans were carefully differentiated, utilizing one-on-one and small-group settings to address individual learning requirements. Students received ongoing support throughout the day to work toward their specific goals.

Education Assistants participated in targeted training sessions to develop the skills needed for effective one-on-one support, ensuring they could address students' learning needs with confidence and precision. Individualized Program Plans (IPPs) were implemented for students requiring specialized support, incorporating strategies from experts such as speech-language pathologists, occupational therapists, and physiotherapists.

Once students completed a focused skill set with support staff, teachers developed post-assessment plans to evaluate progress and adjust learning strategies as needed, ensuring continued growth and achievement.



SAFE CARING ENVIRONMENT

A total of 67 responses were collected for a wellness screening at AMS for students from Kindergarten to 6. The School Connectedness Scale was used to measure a students' sense of belonging and engagement at school.

	No	Sometimes	Yes
I feel safe at school	6	21	40

The AMS team is dedicated to enhancing a safe and caring school environment through the following strategies:

- **Encourage Student Involvement:** We will offer a wide range of extracurricular activities to engage students in areas of interest, fostering teamwork, creativity, and leadership skills.
- **Cultivate Positive Relationships:** We will continue to prioritize the building of meaningful connections between staff and students, promoting trust and open communication.
- **Implement Clear Behavioural Expectations:** By establishing clear and consistent behavioural expectations, we will create a respectful atmosphere where positive behaviour is acknowledged and reinforced.
- **Develop Conflict Resolution Skills:** We will focus on teaching students strategies for resolving conflicts peacefully, such as active listening, empathy, and constructive communication.
- **Foster Emotional Intelligence:** We will implement programs that support the development of emotional intelligence, including mindfulness practices and strategies for managing stress, anxiety, and emotions in challenging situations.
- **Promote a Growth Mindset:** We will encourage students to adopt a growth mindset by providing opportunities for them to set and achieve personal goals, celebrate successes, and learn from setbacks, helping them build self-efficacy and confidence in their abilities.

Some of the strategies we used for creating a safe and caring environment at AMS:

- **Clear Behavior Expectations and Policies:** Established and communicated clear behavior expectations for students and staff, including anti-bullying policies and respectful communication guidelines. We regularly reviewed these policies to ensure they align with the school's values and enforce them consistently.
- **Social-Emotional Learning (SEL) Programs:** Implemented Open Parachute SEL programs that taught students skills such as empathy, emotional regulation, and conflict resolution. These programs helped to foster positive relationships among students and between students and staff, creating a supportive and caring atmosphere.
- **Inclusive and Diverse Learning Environment:** Promoted inclusivity by celebrating diversity within the school community, ensuring that all students feel valued and respected regardless of their background. Staff received cultural sensitivity training to learn about different cultures and perspectives.
- **Mental Health Support:** Provided access to mental health resources, such as counsellors and wellness programs. Encouraged open conversations around mental health to destigmatize the topic, and offered students support when they faced emotional or psychological challenges. Whole group sessions were provided to students around emotional well-being and management, self confidence and growth mindset.
- **Parental and Community Engagement:** Actively involved parents and the wider community in the school's activities. This partnership strengthened the support system for students, and regular communication between the school and home reinforced the values of a safe and caring environment.

These strategies contributed to a positive school culture where safety and care were at the forefront of the learning experience.

B.4 Safe and Caring

Measure History

School: 2339 Ahmadiyya Muslim School

Province: Alberta

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.

	Ahmadiyya Muslim School													Alberta									
	2020		2021		2022		2023		2024					Measure Evaluation			2020		2021		2022		2023
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	38	94.4	64	94.8	6	93.3	Very High	Maintained	Excellent	264,204	89.4	230,987	90.0	249,835	88.8	257,278	87.5	265,150	87.1
Parent	n/a	n/a	n/a	n/a	8	100.0	11	100.0	2	*	*	*	*	36,899	90.2	30,969	90.5	31,707	89.5	31,879	88.1	33,225	88.0
Student	n/a	n/a	n/a	n/a	24	83.2	47	84.5	n/a	n/a	n/a	n/a	n/a	193,364	82.6	169,813	84.0	187,165	82.5	193,049	81.5	199,865	80.4
Teacher	n/a	n/a	3	*	6	100.0	6	100.0	6	93.3	Intermediate	Maintained	Acceptable	33,941	95.3	30,205	95.4	30,963	94.3	32,350	93.0	32,060	92.9

- Monthly virtues, the Seven Sacred Teachings, Reading Buddies, Academic Awards, and lunchtime and afterschool clubs contribute significantly to these strong results from teachers.
- Our school fosters an environment of respect, accountability, and kindness, which is clearly reflected in these outcome responses from the teachers.
- A harmonious and respectful atmosphere, modeled daily by staff, reinforces positivity and teamwork for our students.
- Teachers encourage students to view the school as a community and inspire them to contribute positively, which has greatly influenced these strong results.

*Note that the data values have been suppressed where the number of respondents/students is fewer than 6.



PEACE WALK

Students at Ahmadiyya Muslim School took a powerful stand for peace and justice by organizing and participating in a Peace Walk to raise awareness about global atrocities. As part of their initiative, they also hosted a ribbon sale to collect donations for Humanity First's Middle East Crisis Fund, supporting those impacted by the ongoing crisis in the region. Alongside the walk and fundraising efforts, students wrote heartfelt letters to government officials, urging them to take action against violence and injustice worldwide.

These activities were designed to instill empathy and encourage students to take an active role in global issues. By engaging in these efforts, students had the opportunity to connect with the real-world challenges faced by others, fostering a deep sense of compassion. The importance of these initiatives lies in teaching students how to be empathetic citizens of the world, understanding that their actions can make a difference in the lives of others. Through these hands-on experiences, students are not only learning about peace and justice but are also developing the values of advocacy, responsibility, and solidarity, which will empower them to contribute positively to society and advocate for a more compassionate world.





GOAL 1:

Students will use an increased understanding of Islamic principles to engage, empower and excel in their learning.



RESULTS:

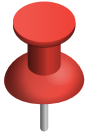
At Ahmadiyya Muslim School (AMS), students participate in daily Islamic Studies classes designed to deepen their understanding of the fundamentals of Islam. These classes cover essential topics such as the Five Pillars of Islam, the concept of God, the essence of being a Muslim, and key aspects of Islamic history. Additionally, students explore what it means to be a well-rounded Muslim and global citizen by engaging with concepts like charity, patriotism, brotherhood, and peace.

A unique feature of AMS is our focus on monthly virtues, which are seamlessly integrated into the Islamic Studies curriculum. Students explore virtues such as peace, courage, gratitude etc. through Quranic verses, sayings of the Holy Prophet Muhammad (peace be upon him), and stories from early Islamic history. These lessons are further enriched by connections to Canadian history and significant events, including Remembrance Day, the Terry Fox Run, and Orange Shirt Day. This approach allows students to engage deeply with the virtue of the month, fostering a holistic understanding of their faith while empowering them to be thoughtful, compassionate, and active members of society.

The impact of these lessons is reflected in the students' Islamic Studies report card results:

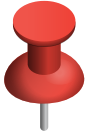
- **Understanding of Islamic Concepts:** Students achieved an average of "Evident Success," demonstrating a strong grasp of key Islamic principles.
- **Quranic Memorization and Pronunciation:** Students attained an average of "Emerging Success," indicating ongoing progress in accurately memorizing and reciting Quranic verses.

Through this comprehensive approach, AMS ensures that students are equipped to engage, empower, and excel both academically and spiritually, fostering well-rounded individuals who embody Islamic values in their daily lives.



GOAL 2:

Students will have an increased understanding of numeracy and literacy outcomes, while achieving grade-level expectations.



RESULTS:

At Ahmadiyya Muslim School (AMS), we employ a comprehensive range of assessment tools to gain a deeper understanding of students' proficiency in literacy and numeracy. Alongside Alberta Education's Early Years Literacy and Numeracy Assessments, we utilize the **Math Intervention/Programming Instrument (MIPI)** to assess and analyze students' numeracy skills and outcomes.

For literacy, we administer the **Fountas & Pinnell (F&P) Reading Assessments** at the beginning of the academic year to accurately determine students' reading levels. These assessments provide valuable insights that enable our educators to tailor instruction, ensuring targeted support and the promotion of student success in both literacy and numeracy.

The following are the students' average results for the MIPI in grades that did not conduct the numeracy screening:

Grade 5: 47.1%

Grade 6: 53.3%

Grade 7: 56.6%

The assessment results indicate that students are making progress in numeracy. However, they also highlight the need for a continued focus on targeted math interventions to further support student growth in numeracy. By prioritizing these interventions, we aim to enhance student outcomes and ensure a solid foundation in mathematical skills.



Based on assessment results, the targeted intervention and supports provided have been beneficial as we have seen a significant increase in the number of students who are at grade level. The Learning Disruption grants received due to the loss of learning was used to provide and implement supports for students who are struggling in numeracy and literacy. We will continue to use the grant to acquire literacy/numeracy resources which will benefit the students.

All of the students are considered EAL and the overall EAL level for the school is LP2. We have access to translators, both in Urdu and Arabic, which are the primary languages spoken by the families. Additionally, the school team received professional development sessions on supporting EAL students. In this PD session, information was given about speaking multiple languages at home/school, code switching, and when we should be concerned about a student's ability to grasp a language.



In terms of their reading levels, students were assessed using the Fountas and Pinnell Benchmark Assessment System. The following are the reading level results for each grade at the end of the year:

Fountas and Pinnell Reading Benchmark Assessment		
Grade	% of students at grade level	Variance from 2021-2022
1	61.9	+18.1
2	87.5	+70.8
3	62.5	-6.3
4	80	+15.7
5	56.3	+9.3
6	25	+14
7	10	No comparative data

The results demonstrate that students are making consistent progress in literacy. However, they also underscore the need for sustained focus on providing targeted literacy interventions, especially for students in Grade 3 and above. Strengthening support in these key areas will be essential to ensuring continued growth and success in literacy development.



MATH, LITERACY & NUMERACY

At the beginning of the year, the Math Intervention/Programming Instrument (MIPI) was administered to establish baseline benchmarks for students. In addition, Alberta Education's new Numeracy Screener, LeNS, and CC3 assessments were administered to students in Grades 1-4. These assessments were used throughout the year to support ongoing planning and ensure that instructional strategies were aligned with student needs.

Early Years Literacy Numeracy Assessments					
Grade 1- 22 students					
Castles & Coltheart 3 (CC3)		LeNS		AB Ed Numeracy Screening Assessment	
At-Risk	Not At-Risk	At-risk	Not At-Risk	At-Risk	Not At-Risk
4	18	5	17	5	17
Average # of months behind (after initial assessment - September 2023)					
6		7		10	
Average # of months gained (Year End - June 2024)					
4		5		5	



Early Years Literacy Numeracy Assessments					
Grade 2- 17 Students					
Castles & Coltheart 3 (CC3)		LeNS		AB Ed Numeracy Screening Assessment	
At-Risk	Not At-Risk	At-risk	Not At-Risk	At-Risk	Not At-Risk
13	4	13	4	13	4
Average # of months behind (after initial assessment - September 2023)					
4		8		10	
Average # of months gained (Year End - June 2024)					
2		6		5	

Early Years Literacy Numeracy Assessments			
Grade 3- 18 students			
Castles & Coltheart 3 (CC3)		AB Ed Numeracy Screening Assessment	
At-Risk	Not At-Risk	At-Risk	Not At-Risk
9	9	17	1
Average # of months behind (after initial assessment - September 2023)			
6		3	
Average # of months gained (Year End - June 2024)			
4		3	

Early Years Literacy Numeracy Assessments			
Grade 4- 19 Students			
Castles & Coltheart 3 (CC3)		AB Ed Numeracy Screening Assessment	
At-Risk	Not At-Risk	At-Risk	Not At-Risk
4	15	14	5
Average # of months behind (after initial assessment - September 2023)			
3		5	
Average # of months gained (Year End - June 2024)			
3		3	

Support strategies used for those students identified as at risk at each grade level were:

- One-on-one and small group literacy support from a Literacy Specialist 2-3 times a week
- One-on-one and small group numeracy support from educational assistants and classroom teachers
- Information packages for parents and supporting homework for students to get extra support at home
- Educational Assistant support in the classroom daily



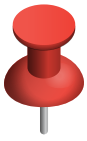
LITERACY NIGHT

We are thrilled to highlight the success of a Literacy Night held at Ahmadiyya Muslim School to celebrate all the hard work taking place in literacy across all grades. This engaging event celebrated the importance of literacy and provided students with an exciting opportunity to explore the power of reading, writing, and storytelling.

A special highlight of the evening was the visit from acclaimed author Lisa Bowes, who captivated students with her inspiring journey as a writer. She shared valuable insights into the creative process, encouraging students to embrace their own storytelling potential. Her engaging presentation sparked curiosity and enthusiasm, leaving a lasting impression on all who attended.

Students participated in interactive literacy activities designed to foster a love for reading and writing. From exploring new books to engaging in fun literacy games, the night was a true celebration of learning and creativity.





GOAL 3:

Students will experience excellent teaching as AMS staff continuously grow in their ability to deliver research-based instruction and leadership.

PROFESSIONAL DEVELOPMENT

Some of the Professional Development AMS staff took part in are:

Improve instructional practices to improve student achievement

- For effective reading strategies,
- to support student engagement in writing,
- to support assessment practices for English Language Arts
- Aligning the Layers of Reading with the NEW K-3 ELAL Curriculum
- Phonological Awareness
- Effective Body Breaks
- Emotional Regulation
- Mental Well-being- 'Finding the Words'

Engage in Professional Learning Communities to enhance their knowledge, comfort and skills in successfully developing TQS/LQS competency 5 (Application of FNMI Foundational Knowledge).

- Incorporating Indigenous literature and storytelling into the classroom,
- Respectfully teaching sensitive historical and cultural topics

Teachers participated in professional development opportunities with the Calgary Regional Consortium.

- Incorporating Literacy and Numeracy Across the Curriculum
- Math Symposium - Aligning the New Math Curriculum with our Current Junior High Math



Teaching & Leading

A.4 Education Quality - Measure History

School: 2339 Ahmadiyya Muslim School

Province: Alberta

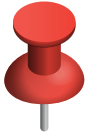
Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	Ahmadiyya Muslim School													Alberta									
	2020		2021		2022		2023		2024					Measure Evaluation			2020		2021		2022		2023
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	38	93.9	64	93.2	6	94.4	Very High	Maintained	Excellent	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1	265,643	87.6
Parent	n/a	n/a	n/a	n/a	8	91.5	11	93.8	2	*	*	*	*	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4	33,250	83.8
Student	n/a	n/a	n/a	n/a	24	95.7	47	91.3	n/a	n/a	n/a	n/a	n/a	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9
Teacher	n/a	n/a	3	*	6	94.4	6	94.4	6	94.4	Intermediate	Maintained	Acceptable	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9

We continue to maintain strong overall results in Education Quality thanks to our dedicated teachers, professional development opportunities, and the ability to create deeper learning engagement with our small class sizes.

Strategies:

- Teachers will engage in monthly PD opportunities each year, some collectively to address school-wide goals and others to support individual Professional Growth Plans.
- Teachers and team members model appropriate social and communication skills and safe behaviours, including using respectful language, both verbal and non-verbal
- Teachers and team members follow the Alberta Programs of Study.
- Maintaining class sizes of 18 students to ensure opportunities for enriched learning opportunities.
- Open lines of communication between teachers, administration and parents are met providing weekly and monthly emails and newsletters and opportunities to attend Parent Council meetings.
- Teachers are required to submit annually to administration Teacher Professional Growth Plans, Long Range Plans, Unit Plans, Lesson Plans and Sub Plans. TPGPs are reviewed and updated each term.
- Teachers are required to submit Personal Growth Plans to encourage them to meet their own goals to help support a balance between home and work life.
- Teachers are evaluated both formally and informally throughout the year by the principal.



GOAL 4:

AMS will operate in a manner that fosters the engagement of parents in student learning.

AMS PARENTS COUNCIL

The Parent Council at Ahmadiyya Muslim School (AMS) was actively involved in various activities that contribute to the school's development and community engagement. Some of these activities include:

- **Enhancing School Communication:** Parent Council members contributed to improving communication between the school and families by offering suggestions for better communication methods, organizing informational sessions for parents, and creating newsletters to keep parents informed about school activities and upcoming events.
- **Fundraising Initiatives:** The council played a significant role in coordinating fundraising efforts for school programs, infrastructure improvements, and extracurricular activities. This included organizing a Winter Wonderland where they raised funds to support student enrichment activities like a skating program.
- **Providing Feedback on School Policies:** Parent Council members offered their input on important school policies, such as communication practices, uniform policies, parent involvement initiatives and our education plan. This ensured that the parents' perspectives are considered when making decisions that impact students and their families.





- **Supporting Classroom and Learning Initiatives:** The Parent Council worked closely with teachers to support classroom activities and learning initiatives, such as volunteering during field trips, assisting with classroom projects, and organizing interactive activities on Literacy Night to enrich the students' educational experience.
- **Supporting Wellness and Mental Health Initiatives:** The council helped raise awareness and organize programs focused on student wellness and mental health, such as mindfulness workshops, stress management activities, and supporting initiatives that promote a healthy school environment as well to provide strategies to parents to support the students at home.
- **Advocating for Educational Resources:** The Parent Council was actively involved in advocating for additional resources and materials to support students' academic and extracurricular activities, working with the school administration to ensure that students have access to the tools and programs they need to succeed. Particular emphasis and desire to have a science lab was identified.

These activities illustrate the active role the Parent Council plays in fostering a collaborative, supportive, and engaged school community at AMS.

Governance

C.1 Parental Involvement - Measure History

School: 2339 Ahmadiyya Muslim School

Province: Alberta

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

	Ahmadiyya Muslim School													Alberta											
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	n/a	n/a	14	100.0	17	87.0	6	70.0	Very Low	Declined	Concern	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1	64,949	79.5		
Parent	n/a	n/a	n/a	n/a	8	100.0	11	98.2	2	*	*	*	*	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4		
Teacher	n/a	n/a	3	*	6	100.0	6	75.9	6	70.0	Very Low	Maintained	Concern	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6		

Parental involvement remains an area of concern, and greater efforts are needed to foster stronger engagement and collaboration between parents and the school. To address this, we plan to implement the following strategies:

- Maintain and update school policies and procedures to reflect the evolving needs of our dynamic school environment.
- Foster a safe and caring school environment by encouraging teachers, team members, students, and parents to work together.
- Promote open lines of communication by providing consistent weekly and monthly emails, newsletters, and opportunities for parents to attend monthly
- Actively invite parents to participate in both on- and off-campus volunteering opportunities to strengthen their connection with the school community.
- Keep parents informed about changes and improvements to the school and its programming through regular updates via email. Parents will also be invited to participate in discussions during monthly Parent Council meetings.
- Encourage parents to complete the Annual Assurance Survey and the AMS Internal Annual Parent Survey by providing time within school hours for parents to come in and complete these. The results of these surveys will be used to inform and update priorities in the school's Education Plan.

By prioritizing these initiatives, we aim to build stronger partnerships with parents and enhance their involvement in shaping the school environment.

LOCAL MEASURES FOR REPORTING

DEVELOPMENT THROUGH LEARNING

70% of students will receive "evident" or "excellent" indicators of success on their report cards in the sections of "Citizenship in Learning", "Personal Development Through Learning" and "Character in Learning."

The table below outlines the percentage of students who received "Evident" or "Excellent" ratings in these categories.

Report Card Indicators of "Citizenship in Learning", "Personal Development Through Learning" and "Character in Learning."	Percentage of students
Makes responsible decisions within the learning community.	74
Demonstrates respect and appreciation for diversity	74
Works and collaborates effectively with others	72
Sets and works towards learning goals	70
Engages in learning with confidence and persistence	71
Treats others with respect and compassion	69

Upon reflecting on our progress, we are pleased to report that we successfully achieved our goal of 70% or above in all indicators, with one exception: "Treats Others with Respect and Compassion." In the other categories, including "Citizenship in Learning," "Personal Development Through Learning," and "Character in Learning," we met or exceeded our target, with 70% or more of students receiving "Evident" or "Excellent" indicators of success.

While the overall results are positive, we acknowledge that the area of "Treats Others with Respect and Compassion" requires further attention. Moving forward, we will focus on strategies to enhance social-emotional learning and encourage positive interactions among students to ensure improvement in this key area. We remain committed to fostering a respectful and compassionate school environment and will continue working toward this goal.

Our Alberta Education Assurance Measure Results collected, in the Fall of 2024, through student, parent and staff surveys, indicate that AMS continued to achieve excellent results. Highlights of those results are included below.

Ahmadiyya Muslim School is proud to report to AMS families, stakeholders and make publicly available our results on several measures that provide an indication to how we are succeeding as a school. The following information was compiled from data that was gathered on behalf of AMS by Alberta Education. Parents, students and teachers from AMS, are surveyed each year in the spring on many categories and you will see the results of those surveys represented here.



Required Alberta Education Assurance Measures - Overall Summary Fall 2024

School: 2339 Ahmadiyya Muslim School

Assurance Domain	Measure	Ahmadiyya Muslim School			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	100.0	86.7	88.2	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	96.7	90.1	89.9	79.4	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	64.7	0.0	0.0	68.5	66.2	66.2	Low	Improved Significantly	Good
	PAT6: Excellence	5.9	0.0	0.0	19.8	18.0	18.0	Very Low	Improved	Issue
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	94.4	93.2	93.5	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	95.2	93.1	92.1	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	100.0	93.0	91.7	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	70.0	87.0	93.5	79.5	79.1	78.9	Very Low	Declined	Concern

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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.
3. Aggregated Grade 6 Provincial Achievement Test (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 6 course. Courses included: Social Studies (Grade 6).
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. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. 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.
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.
9. 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.

Required Alberta Education Assurance Measures - Overall Summary

Measure Evaluation Reference

Fall 2024

School: 2339 Ahmadiyya Muslim School

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the five improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Supplemental Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 2339 Ahmadiyya Muslim School

Measure	Ahmadiyya Muslim School			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	52.7	3.5	n/a	n/a	n/a	n/a
Drop Out Rate	n/a	n/a	n/a	2.5	2.5	2.4	n/a	n/a	n/a
In-Service Jurisdiction Needs	n/a	n/a	n/a	81.1	82.2	83.0	n/a	n/a	n/a
Lifelong Learning	100.0	97.2	98.6	79.9	80.4	80.7	Very High	Maintained	Excellent
Program of Studies	95.3	95.0	95.5	82.8	82.9	82.9	Very High	Maintained	Excellent
Program of Studies - At Risk Students	100.0	95.2	92.8	80.6	81.2	81.5	Very High	Maintained	Excellent
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	70.7	71.9	70.0	n/a	n/a	n/a
Safe and Caring	93.3	94.8	94.6	87.1	87.5	88.1	Very High	Maintained	Excellent
Satisfaction with Program Access	69.0	91.1	88.5	71.9	72.9	72.7	Low	Declined	Issue
School Improvement	83.3	88.2	89.9	75.8	75.2	74.7	Very High	Maintained	Excellent
Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.7	60.0	n/a	n/a	n/a
Work Preparation	100.0	100.0	100.0	82.8	83.1	84.0	Very High	Maintained	Excellent

Notes:

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

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A.7 Lifelong Learning

Measure History

School: 2339 Ahmadiyya Muslim School

Province: Alberta

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	Ahmadiyya Muslim School													Alberta									
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	8	100.0	17	97.2	6	100.0	Very High	Maintained	Excellent	69,182	72.6	59,478	82.1	60,822	81.0	62,032	80.4	62,712	79.9
Parent	n/a	n/a	n/a	n/a	8	100.0	11	94.4	2	*	*	*	*	35,454	64.6	29,693	75.3	30,314	74.6	30,381	73.4	31,458	73.3
Teacher	n/a	n/a	3	*	5	*	6	100.0	6	100.0	Very High	Maintained	Excellent	33,728	80.6	29,785	88.9	30,508	87.4	31,651	87.3	31,254	86.6

Our maintained overall results reflect the emphasis AMS places on citizenship, community involvement, and accountability among our students.

1. AMS students actively contribute to their school community by taking on responsibilities such as being Reading Buddies, participating in leadership clubs, and volunteering for events like Literacy Night and Art Night.
2. Beyond the school, AMS students are engaged members of the broader community. Their contributions include participating in neighbourhood cleanups, the Peace Walk, creating greeting cards for people of different faiths, and organizing clothing and food drives for those in need.
3. Weekly spelling tests and daily home reading programs instill time management skills in students from an early age. These habits prepare them to handle increased homework and study demands as they grow older.



A.1b Program of Studies

Measure History

School: 2339 Ahmadiyya Muslim School

Province: Alberta

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.

	Ahmadiyya Muslim School													Alberta									
	2020		2021		2022		2023		2024					Measure Evaluation			2020		2021		2022		2023
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	14	96.1	17	95.0	6	95.3	Very High	Maintained	Excellent	184,393	82.4	157,680	81.9	172,339	82.9	179,589	82.9	184,554	82.8
Parent	n/a	n/a	n/a	n/a	8	92.2	11	92.9	2	*	*	*	*	36,901	80.1	30,817	81.7	31,625	82.4	31,780	82.2	33,145	82.3
Student	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	113,541	77.8	96,676	74.9	109,776	76.9	115,487	77.4	119,382	76.7
Teacher	n/a	n/a	3	*	6	100.0	6	97.1	6	95.3	Very High	Maintained	Excellent	33,951	89.3	30,187	89.2	30,938	89.3	32,322	89.3	32,027	89.2

Our continued success and overall measure of excellence can be attributed to the following strategies:

- A comprehensive physical education program includes activities such as an in-line skating program, track and field, and cricket. Additionally, after-school sports clubs like basketball, soccer, and badminton provide students with opportunities to stay active and engaged.
- Monthly schedules include dedicated time for teachers to collaborate with their team partners and colleagues, fostering the creation of enriching and engaging learning opportunities for the students.
- The Parent Council actively supports the purchase of resources, including gym, library and outdoor equipment, to enhance and sustain our programming.
- Weekly teacher-led club opportunities, such as puzzlers club, gardening club, leadership and Nazm club provide students with optional enrichment activities that have been enthusiastically embraced by our school community.

*Note that the data values have been suppressed where the number of respondents/students is fewer than 6.



B.3 Program of Studies - At Risk Students

Measure History

School: 2339 Ahmadiyya Muslim School

Province: Alberta

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.

	Ahmadiyya Muslim School													Alberta									
	2020		2021		2022		2023		2024					Measure Evaluation			2020		2021		2022		2023
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	38	90.3	64	95.2	6	100.0	Very High	Maintained	Excellent	264,165	84.9	230,686	82.7	249,524	81.9	256,932	81.2	264,651	80.6
Parent	n/a	n/a	n/a	n/a	8	95.8	11	100.0	2	*	*	*	*	36,846	78.1	30,874	76.7	31,643	75.3	31,805	73.7	33,110	73.5
Student	n/a	n/a	n/a	n/a	24	80.6	47	85.7	n/a	n/a	n/a	n/a	n/a	193,409	82.2	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7
Teacher	n/a	n/a	3	*	6	94.4	6	100.0	6	100.0	Very High	Maintained	Excellent	33,910	94.4	30,181	91.2	30,946	90.3	32,322	89.9	32,025	89.5

Our strong teacher feedback on this measure reflects that they feel well-supported at AMS.

1.AMS has partnered with Renfrew Educational Services to provide universal supports in key areas, including:

- Occupational Therapy
- Physiotherapy
- Speech and Language
- Psychology

We prioritize working closely with students and their families to develop supportive learning plans. Renfrew Educational Services enhances capacity in these areas by offering group or whole-class interventions. Teachers benefit from this universal approach and maintain regular communication with Renfrew educators to ensure the best outcomes for students.

2. AMS has also utilized the Alberta Education 2023-24 Classroom Complexity Grant to fund additional support from Educational Assistants, ensuring that students who need extra help in academic subjects receive the assistance required to succeed.

*Note that the data values have been suppressed where the number of respondents/students is fewer than 6.



Required Alberta Education Assurance Measures - Overall Summary

Source Data Reference

Fall 2024

School: 2339 Ahmadiyya Muslim School



Assurance Domain	Measure Evaluation	Current Result	Previous Year Result	Previous 3 Year Average	Achievement Standard Years	Last Updated
Student Growth and Achievement	Student Learning Engagement	2023/2024	2022/2023	School Years 2021/2022, 2022/2023	n/a	Mar 28, 2024
	Citizenship	2023/2024	2022/2023	School Years 2021/2022, 2022/2023	2003/2004 to 2005/2006	Mar 28, 2024
	3-year High School Completion	2022/2023	2021/2022	School Years 2019/2020, 2020/2021, 2021/2022	2015/2016 to 2017/2018	Mar 18, 2024
	5-year High School Completion	2022/2023	2021/2022	School Years 2019/2020, 2020/2021, 2021/2022	2015/2016 to 2017/2018	Mar 18, 2024
	PAT6: Acceptable	2023/2024	2022/2023	School Years 2022/2023	2009/2010 to 2011/2012	Oct 04, 2024
	PAT6: Excellence	2023/2024	2022/2023	School Years 2022/2023	2009/2010 to 2011/2012	Oct 04, 2024
	PAT9: Acceptable	2023/2024	2022/2023	School Years 2022/2023	2011/2012 to 2013/2014	Oct 04, 2024
	PAT9: Excellence	2023/2024	2022/2023	School Years 2022/2023	2011/2012 to 2013/2014	Oct 04, 2024
	Diploma: Acceptable	2023/2024	2022/2023	School Years 2022/2023	2013/2014 to 2015/2016	Sep 16, 2024
	Diploma: Excellence	2023/2024	2022/2023	School Years 2022/2023	2013/2014 to 2015/2016	Sep 16, 2024
Teaching & Leading	Education Quality	2023/2024	2022/2023	School Years 2021/2022, 2022/2023	2003/2004 to 2005/2006	Mar 28, 2024
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	2023/2024	2022/2023	School Years 2021/2022, 2022/2023	n/a	Mar 28, 2024
	Access to Supports and Services	2023/2024	2022/2023	School Years 2021/2022, 2022/2023	n/a	Mar 28, 2024
Governance	Parental Involvement	2023/2024	2022/2023	School Years 2021/2022, 2022/2023	2003/2004 to 2005/2006	Mar 28, 2024

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Student Growth and Achievement

S.1 Student Learning Engagement - Measure History

School: 2339 Ahmadiyya Muslim School

Province: Alberta

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

	Ahmadiyya Muslim School													Alberta									
	2020		2021		2022		2023		2024					Measure Evaluation			2020		2021		2022		2023
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	38	89.6	64	86.7	6	100.0	n/a	Maintained	n/a	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4	265,079	83.7
Parent	n/a	n/a	n/a	n/a	8	100.0	11	100.0	2	*	*	*	*	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3	33,209	86.7
Student	n/a	n/a	n/a	n/a	24	68.8	47	60.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9	199,823	69.3
Teacher	n/a	n/a	3	*	6	100.0	6	100.0	6	100.0	n/a	Maintained	n/a	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1	32,047	95.1

- Weekly updates provided to families via ClassDojo allows insights into student learning and engagement. Feedback from our families about the use of this app for communication and classroom photos has been very positive.
- Monthly newsletter highlights curriculum related growth and experiences for every classroom. This provides parents with the ability to see what is happening within all classrooms at AMS.
- Our students are provided an opportunity to develop a strong connections with their teachers and all team members within the school environment.



Student Growth and Achievement

A.6 Citizenship - Measure History

School: 2339 Ahmadiyya Muslim School

Province: Alberta

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

	Ahmadiyya Muslim School													Alberta									
	2020		2021		2022		2023		2024					Measure Evaluation			2020		2021		2022		2023
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	38	89.7	64	90.1	6	96.7	Very High	Maintained	Excellent	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4
Parent	n/a	n/a	n/a	n/a	8	100.0	11	100.0	2	*	*	*	*	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7
Student	n/a	n/a	n/a	n/a	24	69.1	47	70.4	n/a	n/a	n/a	n/a	n/a	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6
Teacher	n/a	n/a	3	*	6	100.0	6	100.0	6	96.7	Very High	Maintained	Excellent	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8

Community Engagement and Citizenship

- At AMS, our focus on fostering community engagement and supporting local initiatives has significantly contributed to developing active and responsible citizenship among our students. The introduction of our annual Literacy Night and Art Night events have been met with great enthusiasm, further solidifying our school's commitment to these values.

Supporting Initiative

- AMS proudly supports local and national initiatives, including contributions to the Calgary Food Bank, the Terry Fox Foundation, and humanitarian campaigns led by the Ahmadiyya Muslim Community through fundraising for Humanity First. These efforts instill a strong sense of service in our students.
- Students wrote letters to various government officials and emphasize the need for peace in our world.

Community Service and Enrichment Activities

- Our students participate in community cleanups, fostering environmental responsibility and a sense of pride in maintaining our local community.

Reading Buddies Program

- The AMS Reading Buddies program has been a cherished weekly activity, where younger and older students collaborate to improve literacy skills and build friendships. This initiative has strengthened our school community and created a supportive, inclusive atmosphere.

Virtue Boards and Character Development

- Each month, a teacher and their class create a "Virtue Board" connected to our Islamic teachings, emphasizing qualities such as kindness, respect, and responsibility. These activities ensure every student contributes meaningfully, promoting shared learning and a deeper connection to our faith and values.

Student Recognition Through Awards

- At AMS, our monthly virtues assemblies celebrate individual student achievements in demonstrating the virtue of the month. These gatherings recognize and motivate students to strive for excellence and embody the values we hold dear.

Student Growth and Achievement (Grades K-9)

Grade 6 PAT Results By Number Enrolled Measure History

School: 2339 Ahmadiyya Muslim School

Province: Alberta

	Ahmadiyya Muslim School					Measure Evaluation			Alberta				
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall	2020	2021	2022	2023	2024
N	n/a	n/a	n/a	21	17	n/a	n/a	n/a	n/a	n/a	56,482	57,655	60,804
Acceptable Standard %	n/a	n/a	n/a	0.0	64.7	Low	Improved Significantly	Good	n/a	n/a	67.8	66.2	68.5
Standard of Excellence %	n/a	n/a	n/a	0.0	5.9	Very Low	Improved	Issue	n/a	n/a	20.1	18.0	19.8

As outlined in our 2023 Education Plan, our significantly improved results on this measure can be attributed to the following strategies:

Priority 1: Student Growth & Achievement - Literacy and Numeracy Assessment/Data Collection for Student Achievement

- Beginning in grade 5, teachers created and introduced their own multiple choice tests to help students prepare for this style of testing, particularly in math.
- Grade 6 teacher prepared students using the digital practice tests.
- Students participated in optional field testing for Math.
- Regular meetings took place with administration in preparation for PATs.
- Updated student chromebooks were purchased to support the mandatory move to digital PATs
- Implementation of the F&P Benchmark Assessments to support literacy development and assessment.
- Student participation in AMS Home Reading program remained consistent.

Student Growth and Achievement (Grades K-9)

PAT Results Course Summary - By Number Writing

Province: Alberta

		Ahmadiyya Muslim School		Alberta	
		2024	2021 - 2023 Avg	2024	2021 - 2023 Avg
French Language Arts 6 année	Number Writing	n/a	n/a	1,638	2,923
	Acceptable Standard %	n/a	n/a	79.8	83.1
	Standard of Excellence %	n/a	n/a	10.6	13.3
Français 6 année	Number Writing	n/a	n/a	439	507
	Acceptable Standard %	n/a	n/a	92.3	89.9
	Standard of Excellence %	n/a	n/a	21.2	22.1
Science 6	Number Writing	17	n/a	45,578	46,184
	Acceptable Standard %	58.8	n/a	81.2	79.3
	Standard of Excellence %	5.9	n/a	29.3	25.9
Social Studies 6	Number Writing	16	n/a	52,610	48,742
	Acceptable Standard %	68.8	n/a	79.2	78.3
	Standard of Excellence %	6.3	n/a	22.8	21.3
English Language Arts 9	Number Writing	n/a	n/a	48,994	47,191
	Acceptable Standard %	n/a	n/a	83.8	85.1
	Standard of Excellence %	n/a	n/a	14.2	15.9
K&E English Language Arts 9	Number Writing	n/a	n/a	1,052	883
	Acceptable Standard %	n/a	n/a	69.0	71.2
	Standard of Excellence %	n/a	n/a	7.8	8.0
French Language Arts 9 année	Number Writing	n/a	n/a	3,110	3,027
	Acceptable Standard %	n/a	n/a	81.5	80.8
	Standard of Excellence %	n/a	n/a	11.3	11.5
Français 9 année	Number Writing	n/a	n/a	579	541
	Acceptable Standard %	n/a	n/a	88.3	86.7
	Standard of Excellence %	n/a	n/a	20.9	23.7
Mathematics 9	Number Writing	n/a	n/a	49,797	46,587
	Acceptable Standard %	n/a	n/a	62.0	64.7
	Standard of Excellence %	n/a	n/a	16.5	16.0
K&E Mathematics 9	Number Writing	n/a	n/a	1,584	1,480
	Acceptable Standard %	n/a	n/a	64.8	64.7
	Standard of Excellence %	n/a	n/a	12.3	13.9
Science 9	Number Writing	n/a	n/a	50,395	47,397
	Acceptable Standard %	n/a	n/a	79.2	78.8
	Standard of Excellence %	n/a	n/a	24.4	23.9

Learning Supports

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

School: 2339 Ahmadiyya Muslim School

Province: Alberta

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

	Ahmadiyya Muslim School													Alberta									
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	38	91.2	64	93.1	6	95.2	n/a	Maintained	n/a	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0
Parent	n/a	n/a	n/a	n/a	8	100.0	11	100.0	2	*	*	*	*	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3
Student	n/a	n/a	n/a	n/a	24	73.5	47	79.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2
Teacher	n/a	n/a	3	*	6	100.0	6	100.0	6	95.2	n/a	Maintained	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6

- Implement clear rules and policies for teachers, team members, students, and parents to maintain a safe and respectful school environment.
- Review and update school policies and procedures annually to address the evolving needs of the school community.
- Educate students on being caring, safe, and respectful individuals by involving them in programs such as the Monthly Virtues Program, Pink Shirt Day, supporting causes like Humanity First and Calgary Food Bank.
- Teachers will model respectful, caring, and safe behaviour for students to emulate.
- Team members will attend professional development opportunities to better support the mental health and well-being of students.
- Conduct regular fire and lockdown drills to ensure student and staff safety.
- Maintain open lines of communication between teachers, administration, and parents to address concerns and share updates effectively.
- Parent Council will act as a liaison, addressing parent needs and relaying questions, concerns, or suggestions to school administration. They will also organize fundraisers and events to foster community engagement.
- Teachers and administration will encourage and value parental suggestions and opinions, providing prompt and meaningful feedback.
- Teachers will set high expectations, helping students develop organizational skills, responsible behaviour, a strong work ethic, and respect towards themselves, their environment and others.
- Regularly inform parents about changes and improvements to school facilities and programs. Updates will be shared through emails and monthly Parent Council meetings, inviting continued parental engagement.

Learning Supports

H.1 Access to Supports and Services - Measure History

School: 2339 Ahmadiyya Muslim School

Province: Alberta

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

	Ahmadiyya Muslim School													Alberta									
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	38	90.5	64	93.0	6	100.0	n/a	Maintained	n/a	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6	264,733	79.9
Parent	n/a	n/a	n/a	n/a	8	97.5	11	100.0	2	*	*	*	*	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7	33,177	75.4
Student	n/a	n/a	n/a	n/a	24	80.6	47	85.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7
Teacher	n/a	n/a	3	*	6	93.3	6	93.3	6	100.0	n/a	Maintained	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2	32,040	85.6

As outlined in our 2023 Education Plan, our maintained results on this measure can be attributed to the following strategies:

Priority 2: Learning Supports - The school team will work collaboratively to identify and execute student-centred goals to increase student success in learning.

Renfrew Educational Services provides Expanding Learner Supports, a grant with AISCA to provide small group and class wide support in Occupational Therapy, Speech Therapy and Psychology.

- Speech therapists provide classroom and small group sessions
- Occupational therapists provide classroom and small group sessions
- Psychologists provide psychoeducational assessments for those students identified.

School administration and Renfrew Educational Services have updated families on our continued partnership.

Ahmadiyya Muslim Schools IPP process continues to include regularly scheduled meetings including the homeroom teacher, principal and parents 3 times per year.

- IPPs highlight individualized supports in place for student learning needs.

FINANCIAL INFORMATION

Financial Information Contact

Head of School - Adila Munir

Phone: +1 403 355 6313

Email: principal.calgary@ahmadiyyaschool.ca

Budget Summary

- This is our 3rd year receiving revenue from Alberta Education for our grade K to 9 students for the year 2024-25 school year
 - The revenue from Alberta Education for 2024-25 is estimated to be \$1,046,527.00
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Whistleblower Statement

Pursuant to section 32 of the Public Interest Disclosure (Whistleblower Protection) Act, no disclosures were received to date.

FINANCIAL STATEMENT

	AFS 2024	Budget 2024 (NOTE *)	AFS 2023 (NOTE *)
		⌘	⌘
REVENUES			
Alberta Education (excluding Home Education)	\$1,072,067	\$1,026,879	\$701,308
Alberta Education - Home Education	\$0	\$0	\$0
Total Alberta Education Revenues	\$1,072,067	\$1,026,879	\$701,308
Other Government of Alberta	\$0	\$0	\$0
Federal Government and/or First Nations	\$0	\$0	\$0
Other Alberta school authorities	\$0	\$0	\$0
Instructional fees/Tuition fees	\$161,900	\$168,000	\$124,800
Non-instructional fees (O&M, Transportation, Admin, etc.)	\$3,471	\$8,400	\$0
Other sales and services	\$0	\$0	\$0
Interest on investments	\$0	\$0	\$0
Gifts and donations	\$0	\$4,500	\$4,400
Amortization of capital allocations	\$0	\$0	\$0
Other	\$0	\$0	\$0
Total Revenues	\$1,237,438	\$1,207,779	\$830,508
EXPENSES			
Home Education	\$0	\$0	\$0
Instruction - ECS	\$169,718	\$329,400	\$196,053
Instruction - Grades 1 to 12	\$731,881	\$529,839	\$483,276
Operations and maintenance	\$8,100	\$133,440	\$7,284
Transportation	\$0	\$6,500	\$0
Board and System Administration	\$0	\$65,000	\$0
External services	\$0	\$0	\$0
Total Expenses	\$909,699	\$1,064,179	\$686,613
SURPLUS (DEFICIT) OF REVENUES OVER EXPENSES	\$327,739	\$143,600	\$143,895