



**2024 - 2025 Annual Education Results Report
(AERR)**

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Al Faruq Islamic School (AFIS)

Al Faruq Islamic School operates under the Downtown Islamic Association (DIA), a Canadian, independent, faith-based charitable organization founded in 1998. For over two decades, DIA has been committed to enriching Muslim communities through inclusive programs, spiritual services, and educational initiatives. Al Faruq Islamic School is one of DIA's cornerstone projects, created to nurture confident, compassionate, and well-rounded Muslim students who are grounded in faith and prepared to contribute meaningfully to Canadian society.

At Al Faruq Islamic School, our purpose is to provide a learning environment where students grow spiritually, academically, and socially. We offer an education rooted in Islamic principles while supporting strong academic achievement within the Alberta curriculum. Our goal is to build students who think critically, act ethically, and understand their responsibilities to themselves, their families, and their communities.

Our school emphasizes character development through compassion, integrity, respect, and responsibility. We believe these values form the foundation of a strong Muslim identity and guide students in applying their faith in practical and meaningful ways. Through daily Islamic studies, Qur'an learning, and opportunities for community engagement, students develop a balanced understanding of their role within both the Muslim and Canadian contexts.

In the classroom, teachers are dedicated to creating a supportive and inclusive atmosphere where each student feels valued and capable of success. We promote high expectations, individualized support, and a culture of continuous growth. Our small school community allows for strong relationships between educators, students, and families, ensuring that every learner is known, supported, and encouraged.

Al Faruq Islamic School strives to prepare students with the knowledge, character, and life skills needed to meet the challenges of today's world. By nurturing well-rounded, confident Muslim-Canadian youth, we aim to contribute positively to the broader community and help shape future leaders who embody the values of faith, learning, and service.

Message from the Principal

As Principal of Al Faruq Islamic School, it is my privilege to share with you the progress and direction of our school community as outlined in our Annual Education Results Report for 2024–2025. This year has been one of growth, reflection, and continued commitment to providing high-quality, faith-based education that nurtures both academic excellence and Islamic character.

At Al Faruq Islamic School, operated by the Downtown Islamic Association (DIA), we are guided by two foundational principles: every child has leadership potential, and every individual has the capacity to grow and succeed with the right support. These principles are embedded in our curriculum and daily practice, ensuring that each student develops academically, spiritually, socially, and morally.

This year, we have continued to implement the new Alberta Education Curriculum, while integrating Islamic Studies, Quran, and Arabic instruction into daily learning. Our focus remains on fostering academic achievement within an Islamic framework, supporting English Language Learners, and providing specialized learning supports to meet the diverse needs of our students. Programs such as the Empowering Writers initiative, diagnostic assessments, and student learning assessments (SLA) have allowed us to monitor growth and provide targeted support to ensure each student achieves their personal best.

We remain deeply committed to nurturing leadership and character development. Through structured opportunities for service, community involvement, and faith-based initiatives, students are encouraged to embody values of honesty, respect, responsibility, and compassion. Our continuous professional development for staff ensures that teaching is both academically rigorous and enriched with Islamic pedagogy, creating learning environments where students thrive intellectually and spiritually.

In addition, our community has remained a central focus. Al Faruq Islamic School continues to engage parents, staff, and stakeholders through surveys, advisory committees, and open communication. These collaborations ensure that our programs are responsive to the needs of our students and families.

I am proud of the accomplishments of our students, staff, and community this year. Through a shared vision of academic excellence, spiritual growth, and community engagement, Al Faruq Islamic School continues to prepare confident, capable students who are grounded in faith and ready to contribute positively to Canadian society.

Accountability Statement

The Annual Education Results Report for Al Faruq Islamic School for the 2024/2025 school year was prepared under the direction of the Board in accordance with its responsibilities under the Private Schools Regulation and the Education 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 acquire the knowledge, skills, and attitudes necessary to be successful, responsible, and contributing members of society.

This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in this document to inform the development of our 2024–2027 Education Plan, and is committed to implementing the strategies outlined in that plan to enhance student learning, academic achievement, and spiritual growth within an Islamic values-based environment.

This Annual Education Results Report (AERR) for 2024/2025 was approved by the Board on Dec 14, 2025.

Alberta Education Assurance Measures Overall Summary

Assurance Domain	Measure	Current Result	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	89.20%	N/A	Maintained	N/A
	Citizenship	87.50%	N/A	Maintained	N/A
	Education Quality	92.00%	N/A	Maintained	N/A
Learning Supports	Access to Supports & Services	85.80%	N/A	Maintained	N/A
	Welcoming, Caring, Respectful & Safe Learning Environments (WCRSLE)	94.30%	N/A	Maintained	N/A
Governance / Well-Being and Engagement	Parental Involvement	78.60%	N/A	Maintained	N/A

As a first-year accredited school, Al Faruq Islamic School does not yet have sufficient multi-year data to generate Achievement or Overall Evaluations for the Assurance Measures. However, the 2024–2025 results provide a strong baseline for understanding experiences and identifying areas of growth.

The school's highest ratings were in Welcoming, Caring, Respectful & Safe Learning Environments (94.30%), reflecting strong relationships, a positive school culture, and consistent emphasis on Islamic character and well-being. Education Quality (92.00%) and Student Learning Engagement (89.20%) also indicate that students and parents perceive teaching and learning to be effective, meaningful, and well supported.

While Access to Supports & Services (85.80%) and Parental Involvement (78.60%) scored positively, these measures also highlight areas for continued improvement. As enrollment grows, the school will expand learning supports, increase parent workshops, and strengthen communication to ensure that all families feel fully informed and engaged.

These baseline results will guide the school's future planning and will serve as comparison data in 2025–2026 when longitudinal evaluation becomes available.

Foundation Statements

Al Faruq Islamic School (AFIS) operates under the Downtown Islamic Association (DIA), a long-standing Canadian, independent, faith-based charitable organization established in 1998. AFIS serves students from diverse cultural backgrounds and is dedicated to providing a learning environment where Islamic character, strong academics, and personal growth come together. Rooted in the holistic principles of Islam and aligned with the Alberta Education curriculum, AFIS aims to nurture students who are confident in their faith, committed to learning, and prepared to contribute positively to their communities.

Mission

Al Faruq Islamic School empowers students through a balanced education that integrates Islamic principles with academic excellence. Our mission is to help children grow spiritually, intellectually, and socially so they become responsible, compassionate, and engaged Muslim-Canadian citizens.

Vision

Guided by the teachings of the Qur'an and the example of Prophet Muhammad (PBUH), AFIS seeks to cultivate a school community built on compassion, integrity, and a deep connection to faith. We aim for every child to develop a confident Muslim identity, embody universal values, and gain the skills needed to navigate and succeed in the modern world. Our vision is to inspire lifelong learners who uphold strong moral character, strengthen their communities, and serve as positive contributors to the broader Canadian society.

Core Values

- **Faithfulness** – Building a sincere relationship with Allah (SWT) rooted in worship, gratitude, and good character.
- **Integrity** – Acting with honesty, responsibility, and strong moral principles.
- **Respect** – Treating every individual with dignity and kindness.
- **Excellence** – Striving for high standards in learning, conduct, and service.
- **Community** – Strengthening relationships within the school, families, and the broader society.

To Build a Culture of Learning	
<u>Teachers/Staff</u>	<u>Students</u>
<ul style="list-style-type: none"> • Nurture a learning environment grounded in safety, respect, and Islamic character. • Encourage curiosity and a love of learning through meaningful, engaging instruction. • Know each student as an individual and support their academic, spiritual, and social growth. • Celebrate student strengths, progress, and accomplishments, big and small. • Demonstrate compassion, professionalism, and integrity in all interactions. • Build strong partnerships with families and maintain open, supportive communication. • Honour and embrace the diverse identities, backgrounds, and learning styles within our school. 	<ul style="list-style-type: none"> • Treat others with respect, kindness, and fairness in both words and actions. • Strengthen their connection with Allah (SWT) and practice good manners and Islamic etiquette. • Show commitment to learning by asking questions, taking initiative, and striving to do their best. • Participate positively in school activities and contribute to a caring community. • Value their own identity while appreciating the unique qualities of their peers. • Take responsibility for their choices and work toward becoming confident, capable learners. • Approach challenges with patience, perseverance, and a willingness to grow.

Trends and Issues

- The implementation of the new Alberta curriculum created a year of adjustment for teachers, who required additional planning time and professional development to align instructional materials. As teachers became more comfortable with the changes, the school also recognized the ongoing need for new resources and consistent curriculum mapping.
- The school saw a noticeable increase in English Language Learner needs as more newcomer families enrolled. This resulted in higher demand for targeted literacy support, small-group instruction, and additional classroom strategies to help learners integrate socially and academically.
- Student enrollment continued to rise, which highlighted growing community interest in the school's programs. This growth put pressure on classroom space, staffing, and scheduling, prompting administration to explore short-term solutions while preparing for future expansion.
- There was an increased number of students requiring specialized supports such as OT, SLP, and PUF assistance. Families also sought more mental-health and wellness services, leading to a greater focus on holistic student support.
- Technology use remained strong as digital platforms continued to support both in-class and online learners. Teachers needed ongoing IT support and training to fully integrate digital tools into daily instruction.
- Islamic character and leadership programming continued to grow, and families strongly valued the expanded Qur'an, Arabic, and Islamic Studies initiatives. Balancing instructional minutes between academic and faith-based learning became an important area of focus.
- Teachers experienced increased reporting and assessment expectations as the school collected more data for PATs, SLAs, literacy benchmarks, and assurance surveys. This required more collaboration time and deeper analysis to guide instructional decisions.
- The school faced ongoing facility pressures as the South Campus reached near capacity. Adjustments in scheduling and classroom use were needed while plans for the new Northeast Campus continued.
- Recruiting and retaining qualified teachers remained a challenge in a competitive Edmonton market. The school worked to strengthen onboarding, mentorship, and professional learning to support staff stability.
- Families expressed a desire for more communication and opportunities to understand curriculum expectations and assessment practices. This led to the school increasing workshops, parent meetings, and informational updates.

Summary of Accomplishments

- Teachers successfully implemented the new Alberta curriculum across all required grades, and they collaborated to create lesson plans and units that integrated Islamic perspectives with provincial expectations. This strengthened consistency across classrooms and supported smoother transitions for students.
- The school expanded its Islamic education offerings, with improved Qur'an memorization programs and clearer rubrics for Islamic character and leadership. Faith-based themes became more consistently embedded in daily routines, assemblies, and service projects.
- Literacy and numeracy support grew stronger through the use of diagnostic assessments administered multiple times throughout the year. The Empowering Writers program and targeted math interventions helped teachers provide more individualized instruction.
- Support for English Language Learners improved through increased small-group sessions, more in-class assistance, and enhanced professional development for teachers. Communication with families also strengthened through bilingual updates and more intentional conferencing.
- Professional development throughout the year increased teaching quality and consistency. Training sessions on curriculum implementation, Islamic pedagogy, and classroom management supported staff growth and helped align instructional approaches.
- Student leadership and Islamic character development programs expanded significantly, giving students more opportunities to lead assemblies, participate in service activities, and take on meaningful roles during Ramadan and school events. Recognition systems helped reinforce positive character traits.
- Learning supports and wellness services became more accessible, with increased availability of OT, SLP, PUF supports, educational assistants, and mental-health coaching. Faith-centered wellness activities and anti-bullying initiatives contributed to a stronger sense of belonging.
- The school strengthened governance and accountability by updating policies, improving communication with families, and enhancing financial reporting processes. Regular surveys, parent meetings, and transparency initiatives supported stronger relationships with stakeholders.
- Significant progress was made toward the development of the Northeast Campus, including work on accreditation, zoning, and health compliance. Engagement with families interested in the new campus grew through seminars, events, and early programming opportunities.

School: Al Faruq Islamic School



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Student Achievement Results by Grade

The following section presents student achievement results across all grade levels for the 2024–2025 school year. Because this was the school's first operational year, reporting was organized into two formal terms rather than the standard three-term structure. Achievement data for each grade reflects student performance in core subject areas during these two reporting periods. These results provide a foundational baseline for monitoring growth, informing instructional planning, and guiding future school improvement efforts. In accordance with Alberta Education guidelines for new schools, Al Faruq Islamic School was exempt from administering Provincial Achievement Tests (PATs) during its first year of operation; therefore, no PAT data is included in this report.

Average Course Performance (Terms 1 and 2)

Kindergarten

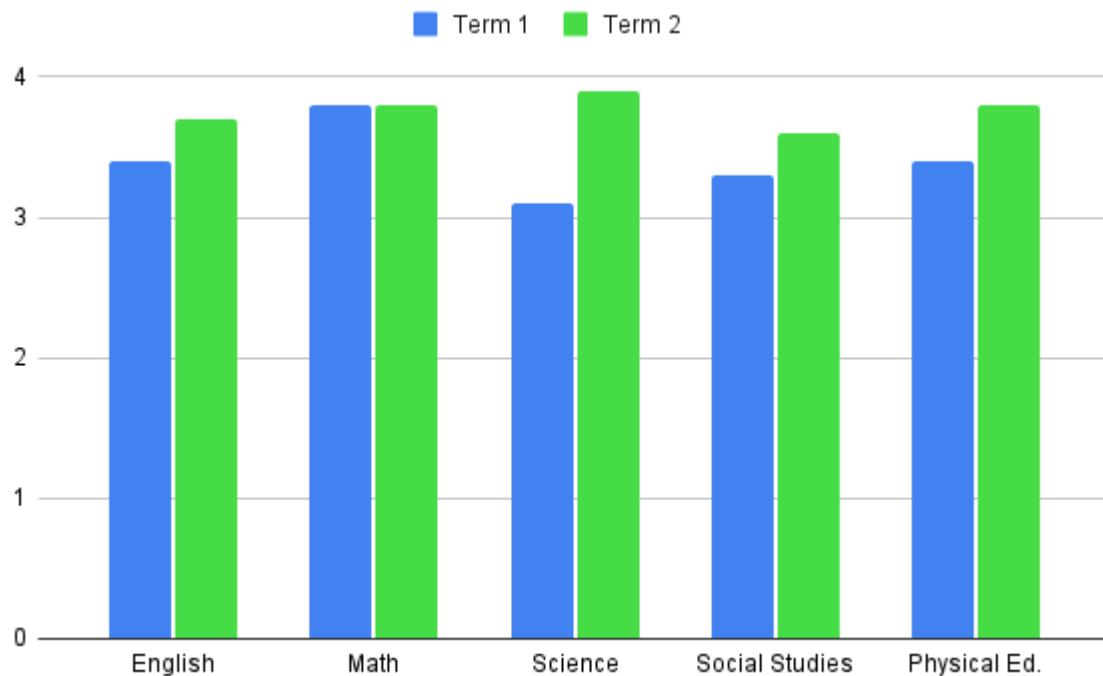
The kindergarten students have shown wonderful growth throughout the year. They are developing confidence in exploring new ideas, expressing themselves, and working both independently and with their peers. Their curiosity and enthusiasm for learning are evident in every activity, from early literacy and numeracy skills to creative play, hands-on exploration, and problem-solving.

Because kindergarten is a developmental program of studies, students were not assessed using traditional letter grades. Instead, teachers provided individualized comments that reflect each child's progress in key areas such as social-emotional development, early literacy and numeracy, fine-motor and gross-motor skills, and readiness for structured classroom learning. These descriptive assessments give families a clearer picture of each child's unique strengths, emerging skills, and next steps for growth.

Throughout the year, students demonstrated increasing independence, stronger communication skills, and a growing ability to collaborate with classmates. They learned routines, practiced responsibility, and built foundational skills that will support a smooth transition into Grade 1. The progress seen across the kindergarten class highlights the effectiveness of developmentally appropriate instruction and the nurturing, play-based environment cultivated by their teachers.

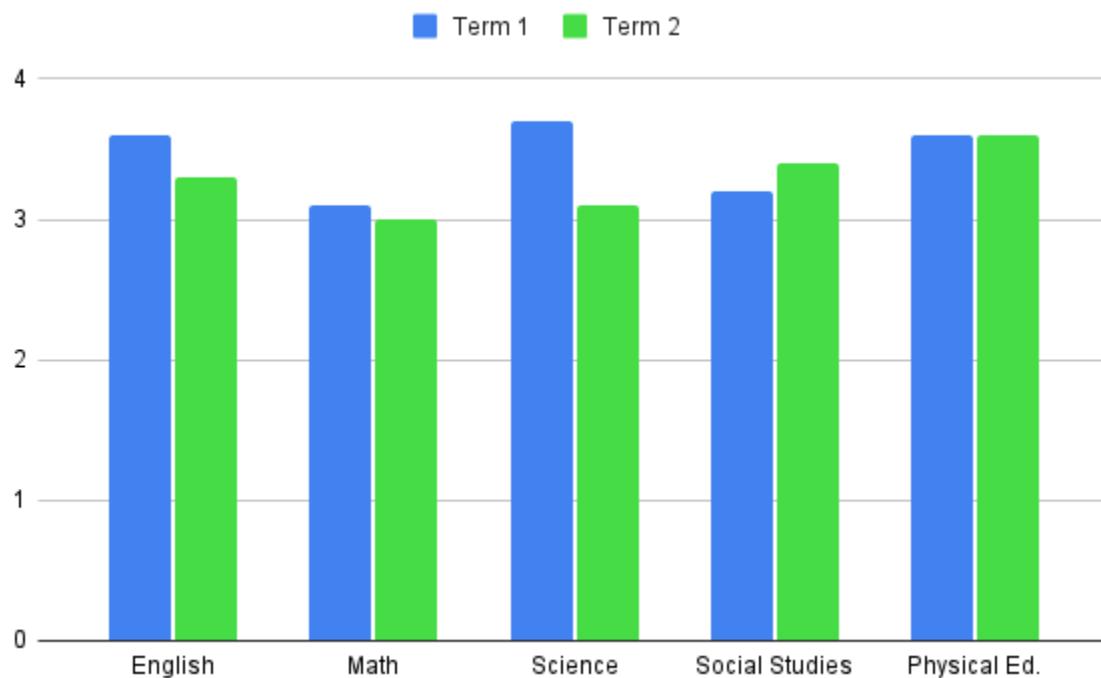
Grade 1

Course	Average (4-point Scale)	Letter Equivalent	Interpretation
English Term 1	3.4	B+/A-	Strong Performance
Math Term 1	3.8	A-	Very Strong Performance
Science Term 1	3.1	B	Good Performance
Social Studies Term 1	3.3	B+	Strong Performance
Physical Ed. Term 1	3.4	B+/A-	Strong Performance
English Term 2	3.7	A-	Very Strong Performance
Math Term 2	3.8	A-	Very Strong Performance
Science Term 2	3.9	A	Excellent Performance
Social Studies Term 2	3.6	A-	Very Strong Performance
Physical Ed. Term 2	3.8	A-	Very Strong Performance



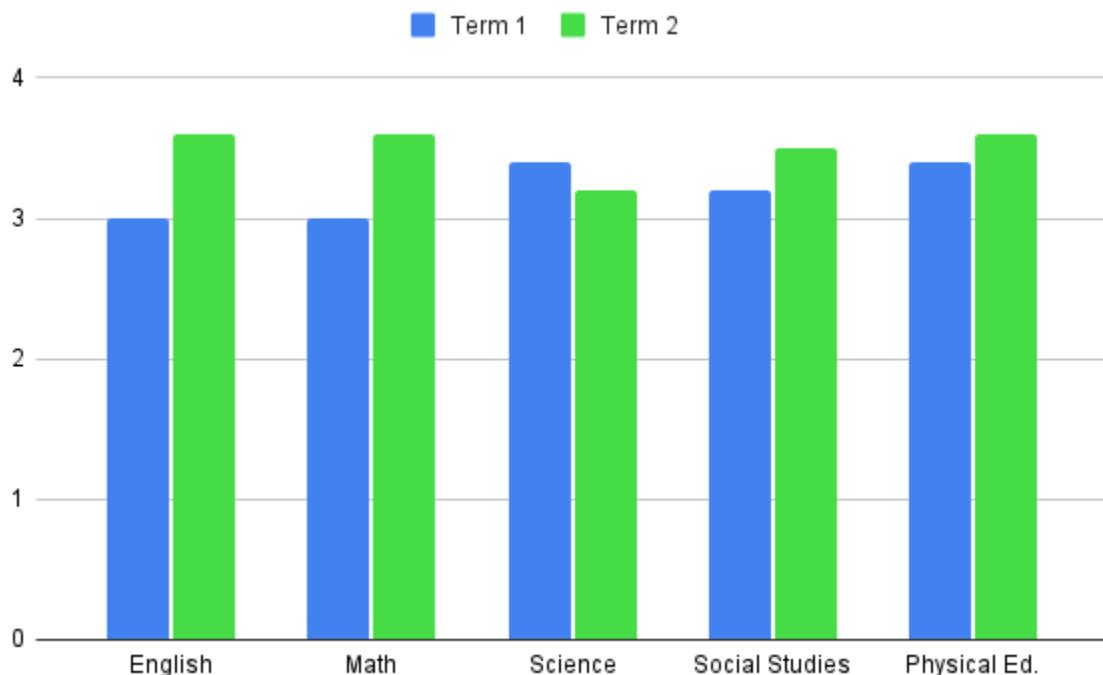
Grade 2

Course	Average (4-point Scale)	Letter Equivalent	Interpretation
English Term 1	3.6	A-	Very Strong Performance
Math Term 1	3.1	B	Good Performance
Science Term 1	3.7	A-	Very Strong Performance
Social Studies Term 1	3.2	B+	Good Performance
Physical Ed. Term 1	3.6	A-	Very Strong Performance
English Term 2	3.3	B+/A-	Strong Performance
Math Term 2	3.0	B	Good Performance
Science Term 2	3.1	B	Good Performance
Social Studies Term 2	3.4	B+/A-	Strong Performance
Physical Ed. Term 2	3.6	A-	Very Strong Performance



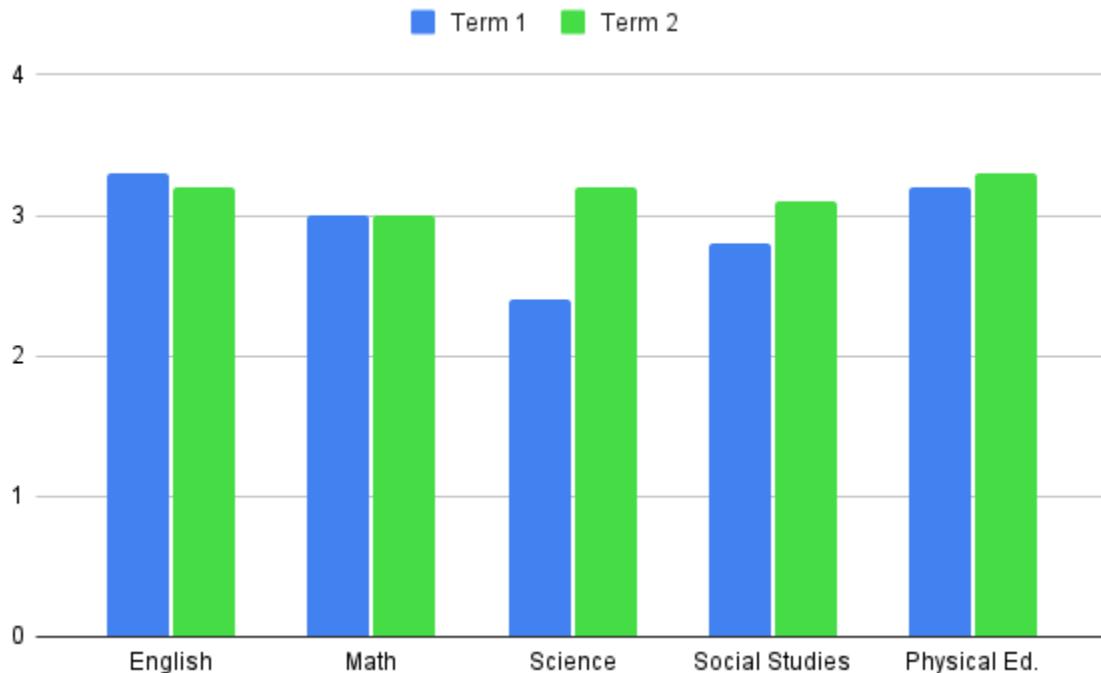
Grade 3

Course	Average (4-point Scale)	Letter Equivalent	Interpretation
English Term 1	3.0	B	Good Performance
Math Term 1	3.0	B	Good Performance
Science Term 1	3.4	B+/A-	Strong Performance
Social Studies Term 1	3.2	B	Good Performance
Physical Ed. Term 1	3.4	B+/A-	Strong Performance
English Term 2	3.6	A-	Very Strong Performance
Math Term 2	3.6	A-	Very Strong Performance
Science Term 2	3.2	B	Good Performance
Social Studies Term 2	3.5	A-/B+	Strong Performance
Physical Ed. Term 2	3.6	A-	Very Strong Performance



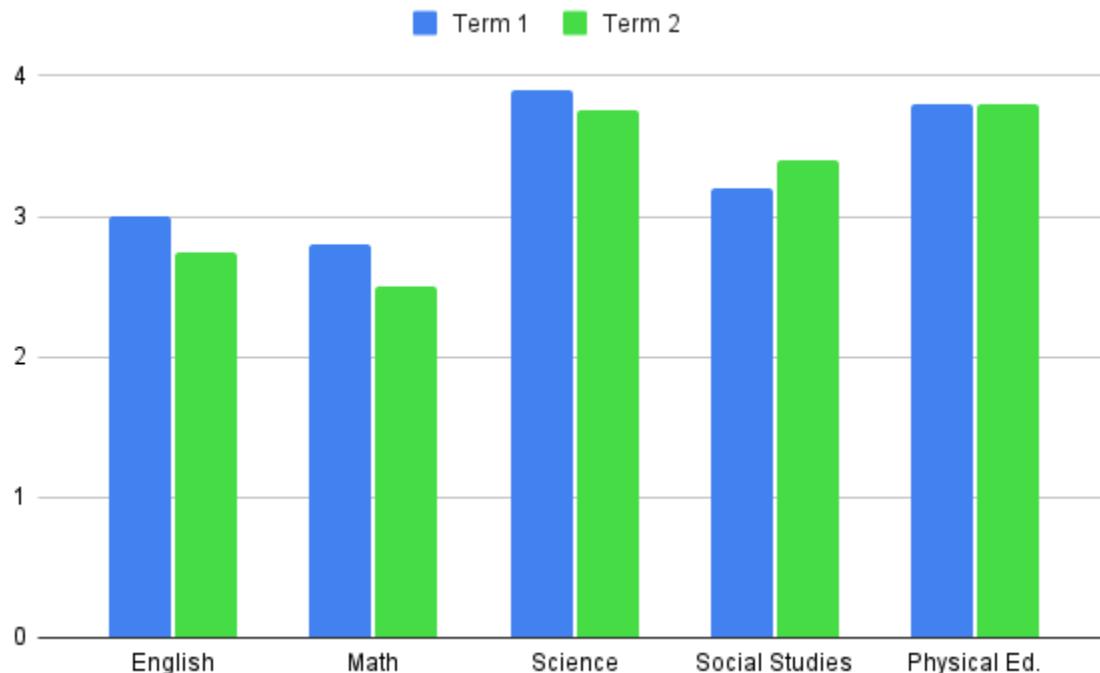
Grade 4

Course	Average (4-point Scale)	Letter Equivalent	Interpretation
English Term 1	3.3	A-/B+	Strong Performance
Math Term 1	3.0	B	Good Performance
Science Term 1	2.4	B-/C+	Satisfactory Performance
Social Studies Term 1	2.8	B-/B	Good Performance
Physical Ed. Term 1	3.2	B	Good Performance
English Term 2	3.2	B	Good Performance
Math Term 2	3.0	B	Good Performance
Science Term 2	3.2	B	Good Performance
Social Studies Term 2	3.1	B	Good Performance
Physical Ed. Term 2	3.3	A-/B+	Strong Performance



Grade 5

Course	Average (4-point Scale)	Letter Equivalent	Interpretation
English Term 1	3.0	B	Good Performance
Math Term 1	2.8	B-/C+	Satisfactory Performance
Science Term 1	3.8	A	Very Strong Performance
Social Studies Term 1	3.2	B	Good Performance
Physical Ed. Term 1	3.8	A	Very Strong Performance
English Term 2	2.8	B-/C+	Satisfactory Performance
Math Term 2	2.5	B-/C+	Satisfactory Performance
Science Term 2	3.8	A	Very Strong Performance
Social Studies Term 2	3.4	B+/A-	Strong Performance
Physical Ed. Term 1	3.8	A	Very Strong Performance



Grade 6

Course	Average (4-point Scale)	Letter Equivalent	Interpretation
English Term 1	2.7	B	Good Performance
Math Term 1	3.2	B	Good Performance
Science Term 1	3.3	A-/B+	Strong Performance
Social Studies Term 1	3.0	B	Good Performance
Physical Ed. Term 1	3.6	A-	Very Strong Performance
English Term 2	2.7	B	Good Performance
Math Term 2	3.0	B	Good Performance
Science Term 2	3.0	B	Good Performance
Social Studies Term 2	3.2	B+/A-	Strong Performance
Physical Ed. Term 2	3.6	A-	Very Strong Performance

