



Annual Education Results Report

For the 2024 - 2025 School Year

Published November 2024

School Authority: 40 Mile Christian Education Society

Foundational Statements

Introduction

Forty-Mile Christian Education Society operates Cherry Coulee Christian Academy (CCCA), which is situated in the Town of Bow Island. This accredited, independent, interdenominational, Christian School is parent owned and parents are involved in all aspects of school operations. The school is housed in a collection of portables and newer gym/classrooms on land donated to the school by a private donor. On a three-year rotation basis, members of the Society elect individuals to serve on the school board. CCCA is a member school in the Koinonia Christian Education Society. The school follows the policies and procedures of this organization. CCCA is also a member of the Association of Independent Schools and Colleges of Alberta (AISCA).

Vision

We will be distinctively Christian in our community, curriculum, character, and convictions. To be the best school, academically, in our area.

Mission

Cherry Coulee Christian Academy exists to assist families by providing a quality, Christ-centered, Bible based education to equip students for life, and to influence the world around them for Christ.



CCCA exists to supplement the Christian home and Church by providing children with an education that will enable them:

- to know, and respond in love to, Jesus Christ,
- to understand and compassionately serve others,
- to develop the academic knowledge and skills necessary for effective citizenship,
- to be physically, emotionally, mentally, and spiritually strong, healthy and pure.

We are committed to a **BIBLICAL STANDARD OF EXCELLENCE**, for the glory of God, in all we do. (1 Corinthians 10:31)

Board Mandate

The Preamble of the Alberta School Act states, "...parents have a right and a responsibility to make decisions respecting the education of their children..." In order to fulfill this, the directors of the Cherry Coulee Christian Academy School Board are members of the Forty-Mile Christian Education Society formed from the parent body. They are legally and ultimately responsible for the school. The Board may refer major decisions to the parent body (the Society Membership) and leaves day-to-day operation of the school to the principal and staff. The Board's task is to assess and oversee the goals and operation of the school, to make policy decisions necessary to operate the school, and to appoint staff members and to set out their duties. (Ref. Forty-Mile Christian Education Society Act Bylaws, Article V, VI, pages 5-9, Koinonia Policy and Procedures Manual, Page 1)

Beliefs

The educational philosophy of the 40-Mile Christian Education society is based on a God-centered view of man and truth as presented in the Bible. Since God created and sustains all things through His Son, Jesus Christ, the universe and all life are dynamically related to God and have the purpose of glorifying Him. This is pointedly true of man, who was made in God's image different in kind from all other creatures, with the unique capacity to know and respond to God, personally and voluntarily.

The authority for education comes from God's command that children be taught to love God and place Him first in their lives, and from the fact that parents are responsible for the education and training of their children. The school was founded on this principle, and this continues to be a focal point of its operation. We further believe education is to be taught from a Biblical perspective. (Deuteronomy 6:4- 9)

CCCA has a distinctively Biblical "Statement of Faith," that all staff, parents and students agree to and support. This document is made available to all families through the student handbook.

We believe that every child is made in the image of God and has inherent worth, just as God loves and values each one of us giving each unique talents and needs.

Based on these beliefs the following goals are pursued in the spiritual, personal and social, and the academic development of the student. These goals are stated in the constitution of the 40-Mile Christian Education Society.

Domain: Student Growth & Achievement

Student Learning Engagement

	40-Mile Christian Ed. Society										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	15	75.7	20	83.6	20	88.8	33	66.0	n/a	Declined	n/a	n/a	n/a	230,958	85.8	249,740	85.1	257,214	84.4	265,079	83.7
Parent	n/a	n/a	2	-	3	-	3	-	2	-	-	-	-	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3	33,209	83.7
Student	n/a	n/a	15	75.7	20	83.6	14	77.5	33	66.0	n/a	Declined	n/a	n/a	n/a	189,789	71.8	187,102	71.3	193,029	70.9	199,823	69.3
Teacher	n/a	n/a	4	-	4	-	6	100.0	3	-	-	-	-	n/a	n/a	30,173	98.0	30,944	95.5	32,323	95.1	32,047	96.1

AEAMS data indicates a decline of opinion of student learning engagement (66%). However, this data might have been negatively impacted by abnormal circumstances over the past year. Many of our parents took every opportunity to travel out of the country, I believe largely because of all the travel restrictions during COVID as there is a lingering fear that the border can be shut down with little or no notice and for long periods. I have never seen this behavior before, and this caused a great deal of disruption in all of the classes. For the students, and the teachers. It was a strange year.

High School Completion

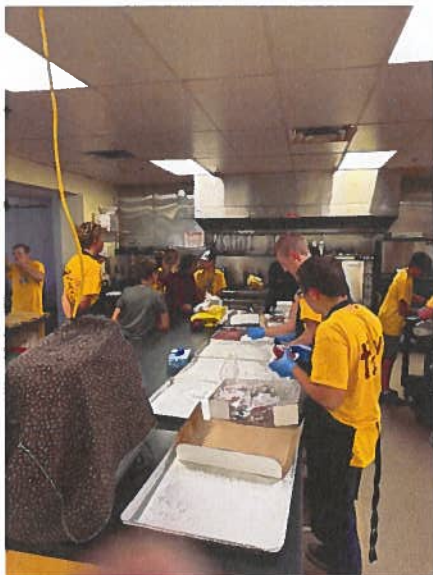
	40-Mile Christian Ed. Society										Alberta												
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
3 Year Completion	17	6.6	14	0.0	17	0.0	12	0.0	22	9.8	Very Low	Improved	Issue	45,354	80.3	46,245	83.4	47,675	83.2	48,340	80.7	49,297	80.4
4 Year Completion	14	8.1	17	12.8	14	0.0	17	0.0	12	0.0	Very Low	Maintained	Concern	44,980	84.0	45,351	85.0	46,242	87.1	47,660	86.5	48,298	85.1
5 Year Completion	11	19.3	14	7.9	17	12.7	14	8.1	17	6.5	Very Low	Maintained	Concern	44,988	85.3	44,972	86.2	45,344	87.1	46,238	88.6	47,659	88.1

The above graph does not give an accurate indication of high school completion as it includes homeschool numbers. Many of the homeschool students do not do regular high school and go straight into the workforce once old enough. A number of these HS students as well as graduates from Cherry Coulee have gone on to start their own businesses, mainly in the trades. For the HS of our brick-and-mortar school the graduation rate of our high school for 2023-24 was 100% as we had 1 grade 12 students last year and he graduated. The 3-year average was 100%.

Citizenship – Volunteerism

	40-Mile Christian Ed. Society										Measure Evaluation			Alberta									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	19	71.2	15	93.1	20	86.4	20	92.1	33	77.9	High	Declined	Acceptable	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3	285,100	79.4
Parent	3	*	2	*	3	*	3	*	2	*	*	*	*	36,891	82.4	30,905	81.4	31,889	80.4	31,869	79.4	33,217	78.7
Student	19	71.2	15	93.1	20	86.4	14	84.3	33	77.9	Very High	Maintained	Excellent	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3	199,818	69.6
Teacher	4	*	4	*	4	*	6	100.0	3	*	*	*	*	33,946	93.6	30,197	94.1	30,961	91.7	32,347	90.3	32,087	89.8

Each year our students engage in various forms of service projects, whether it is serving at the Lethbridge Soup Kitchen, My City Care, Prairie Gleaners, Lethbridge Food Bank, Coldest Night of the Year, singing at the local seniors home and Alfred Eagan, raking leaves in the community, putting together goodie-bags for our neighbors. This year we fund-raised for and students went on a Mexico Missions trip after a 5 year interruption due to COVID.



Domain: Teaching and Leading

Education Quality

	40-Mile Christian Ed. Society										Measure Evaluation			Alberta									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	19	83.1	15	97.2	20	96.4	20	92.7	33	89.7	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	3	*	2	*	3	*	3	*	2	*	*	*	*	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4	33,250	83.8
Student	19	83.1	15	97.2	20	96.4	14	88.1	33	89.7	Very High	Maintained	Excellent	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9
Teacher	4	*	4	*	4	*	6	97.2	3	*	*	*	*	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9

Over the past six year, teachers at Cherry Coulee Christian Academy have been working with Master’s Academy in Calgary to enhance our educational practices and change the culture of our school to prepare the students to be future ready. Staff have spent time at Masters Academy and have engaged in numerous PD sessions with representatives from the school. Ensuring that students take ownership of their school work has been one of the key areas that teachers have been focusing on. Through the use of self-assessment, benchmarks, and reflective language, our teachers have been challenging students to identify learning gaps and take the necessary steps to bridge learning gaps.



Domain: Learning Supports

Welcoming, Caring, Respectful, and Safe Learning Environment

	40-Mile Christian Ed. Society										Measure Evaluation			Alberta									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	18	74.4	15	95.0	20	85.7	20	95.0	33	81.7	Intermediate	Maintained	Acceptable	264,204	89.4	230,987	90.0	249,835	88.8	257,278	87.5	265,150	87.1
Parent	3	*	2	*	3	*	3	*	2	*	*	*	*	36,899	90.2	30,969	90.5	31,707	89.5	31,879	88.1	33,225	88.0
Student	18	74.4	15	95.0	20	85.7	14	90.0	33	81.7	High	Maintained	Good	193,364	82.6	169,813	84.0	187,165	82.5	193,049	81.5	199,865	80.4
Teacher	4	*	4	*	4	*	6	100.0	3	*	*	*	*	33,941	95.3	30,205	95.4	30,963	94.3	32,350	93.0	32,060	92.9

Knowing that we are not perfect we continue to strive to make Cherry Coulee a place where all students can feel welcome and teach them according to God's second Greatest Commandment, to "LOVE YOUR NEIGHBOR AS YOURSELF." Small class sizes help teachers/students and students/students connect. Buddy chapel, and student clubs help students to make multi-grade connections.

Access to Support & Services

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

	40-Mile Christian Ed. Society										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	15	92.6	20	84.9	20	87.2	33	78.8	n/a	Marshaled	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	2	*	3	*	3	*	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	15	92.6	20	84.9	14	88.1	33	78.8	n/a	Marshaled	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	4	*	4	*	6	86.2	3	*	*	*	*	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2	32,040	85.6

Staff will continuously improve their professional practice according to the TQS and local priorities, responding with skill and competence to the unique learning needs of all students. As we continue to grow as a school, the needs of our students also change. A couple of the ways we are addressing this is by adding EAs and working with AISCA to assist in meeting the learning support needs of our students.

To ensure that all students and teachers are learning about First Nations, Inuit and Metis perspectives, as well as the histories of Canada's indigenous groups, we have a connection with an indigenous gentleman and his wife who work with youth on reserves to provide spiritual support for their community as well he is an author of indigenous children's books. They come to speak to our students and teachers on various topics related to indigenous people.

Domain: Governance

Parental Involvement

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

	40-Mile Christian Ed. Society										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	n/a	n/a	6	96.6	n/a	n/a	n/a	n/a	n/a	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1	64,949	79.5
Parent	3	*	2	*	3	*	3	*	2	*	*	*	*	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4
Teacher	4	*	4	*	4	*	6	96.6	3	*	*	*	*	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6

We believe strongly in parental involvement at Cherry Coulee. Parents are involved in a variety of ways, through volunteering in the classroom, on field trips, school events, work projects, fundraising, serving on the Board, and daily interactions as they drop-off and pick up kids.

PAT Results

Course	Measure	40-Mile Christian Ed. Society						Alberta					
		Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average		
					N	%	N	%	N	%	N	%	
French Language Arts 6, 60616	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,870	69.9	3,131	77.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,870	9.3	3,131	12.5
Exemplar 6, 60616	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	504	80.4	578	78.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	504	18.5	578	19.4
Science 6	Acceptable Standard	*	*	*	5	*	n/a	n/a	n/a	53,806	68.8	54,859	66.7
	Standard of Excellence	*	*	*	5	*	n/a	n/a	n/a	53,806	24.8	54,859	21.8
Social Studies 6	Acceptable Standard	*	*	*	5	*	n/a	n/a	n/a	60,804	68.5	57,655	66.2
	Standard of Excellence	*	*	*	5	*	n/a	n/a	n/a	60,804	19.8	57,655	18.0
English Language Arts 8	Acceptable Standard	*	*	*	14	*	n/a	n/a	n/a	59,096	69.5	56,255	71.4
	Standard of Excellence	*	*	*	14	*	n/a	n/a	n/a	59,096	11.8	56,255	13.4
K&E English Language Arts 8	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,465	49.6	1,254	50.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,465	5.6	1,254	5.7
French Language Arts 9, 60616	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,308	76.6	3,215	76.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,308	10.6	3,215	10.9
Exemplar 9, 60616	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	615	83.1	575	81.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	615	19.7	575	22.3
Mathematics 9	Acceptable Standard	*	*	*	14	*	n/a	n/a	n/a	58,577	52.7	55,447	54.4
	Standard of Excellence	*	*	*	14	*	n/a	n/a	n/a	58,577	14.0	55,447	13.5
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,967	52.2	1,815	52.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,967	9.9	1,815	11.3
Science 9	Acceptable Standard	Very High	n/a	n/a	14	92.9	n/a	n/a	n/a	59,072	67.6	56,311	66.3
	Standard of Excellence	Very High	n/a	n/a	14	21.4	n/a	n/a	n/a	59,072	28.8	56,311	20.1
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,411	52.3	1,197	52.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,411	8.9	1,197	10.9
Social Studies 9	Acceptable Standard	High	n/a	n/a	14	78.6	n/a	n/a	n/a	59,125	60.5	56,309	58.4
	Standard of Excellence	Very Low	n/a	n/a	14	0.0	n/a	n/a	n/a	59,125	15.8	56,309	15.9
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,351	50.4	1,140	49.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,351	11.3	1,140	10.6

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in the Provincial Achievement Tests 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.
4. Participation in the Provincial Achievement Tests was impacted by the fires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
6. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Early Literacy and Numeracy Summary

Literacy:

Lens Assessment:						
	Number of students participating in the LeNS assessment	Average score at the beginning of intervention program	Average score at the end of the intervention program	Average score increase from beginning to the end of intervention program	Average number of months behind grade level at the beginning to end of intervention programming	Average number of months gained of grade level from the beginning to end of intervention programming
Grade 1	6	100%	100%	N/A	N/A	N/A
Grade 2	9	100%	100%	N/A	N/A	N/A
Grade 3	-	-	-	-	-	-
Total	15	100%				

CC3:																
	Number of students participating in the CC3 Assessment	Beginning: Regular Words	Beginning: Irregular Words	Beginning: Non Words	End: Regular Words	End: Irregular Words	End: Non Words	Score Increase from Beginning to End of Intervention Program: Regular Words	Score Increase from Beginning to End of Intervention Program: Irregular Words	Score Increase from Beginning to End of Intervention Program: Non Words	Average number of months behind grade level at the beginning of intervention program: Regular Words	Average number of months behind grade level at the beginning of intervention program: Irregular Words	Average number of months behind grade level at the beginning of intervention program: Non Words	Average number of months gained at grade level from beginning to end of intervention program: Regular Words	Average number of months gained at grade level from beginning to end of intervention program: Irregular Words	Average number of months gained at grade level from beginning to end of intervention program: Non Words
Grade 1	2	48%	40%	40%	78%	70%	80%	30%	30%	30%	6	7	6	4	3	4
Grade 2	5	68%	47%	78%	78%	68%	79%	20%	21%	1%	6	4	5	3	3	1
Grade 3	3	36%	40%	38%	40%	42%	46%	6%	2%	3%	10	8	9	1	2	1
Total	10															

CAT 4:						
	Name of standardized assessment (CI Choice)	Number of students receiving intervention programming (CI Choice)	Average Level at beginning of Intervention Program:	Average Level at End of Intervention Program:	Average number of months behind Grade level at beginning of Intervention Program	Average number of months gained of Grade level from beginning to end of Intervention Program
Grade 1	CAT 4	4	0.5	1.3	5	3
Grade 2	CAT 4	5	0.5	1.6	10	7
Grade 3	CAT 4	4	1.25	2.3	12	6
Total		13				

Numeracy:

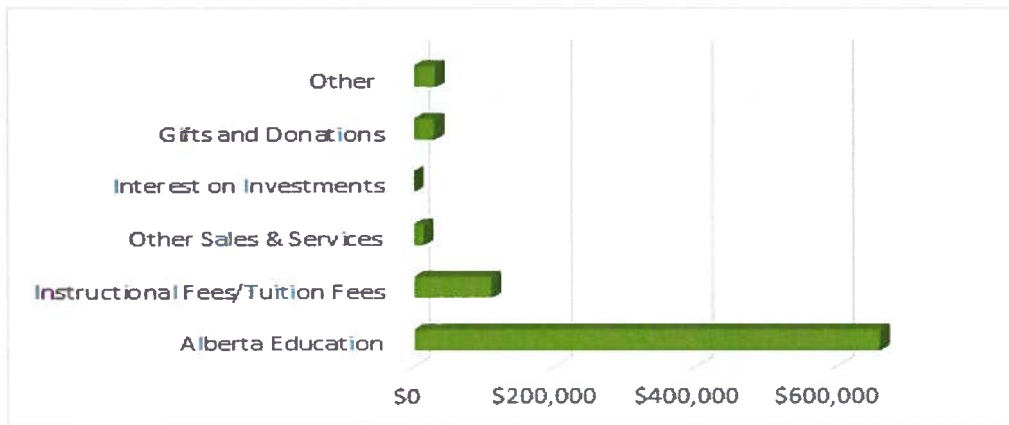
Numeracy						
	Name of Standardized Assessment (CI Choice)	Number of Students Receiving Intervention Programming (CI Choice)	Average Level at the Beginning of Intervention Program:	Average Level at the End of Intervention Program:	Average Number of Months Behind Grade Level at Beginning of Intervention Program:	Average Number of Months Gained at Grade Level from Beginning to End of Intervention Program:
Grade 1	Numeracy Screen	1	0.8	1.9	2	9
Grade 2	Numeracy Screen	1	1.6	2.4	4	4
Grade 3	Numeracy Screen	3	2.1	2.3	9	2
Total		4				

The average change measured after the interventions could be seen in both the confidence that students demonstrated and their increased understanding and comprehension. The interventions program resulted in a noticeable difference in students' confidence to engage with various subject matter. Students were much more willing to attempt to solve a problem or provide an answer. Additionally, student comprehension also increased. Students were not only more confident that they could attempt to answer a question, they also were better able to understand the material, and as a result answer questions or read more accurately. On average the number of months gained at grade level from the beginning of the program to the end of the program was 5.

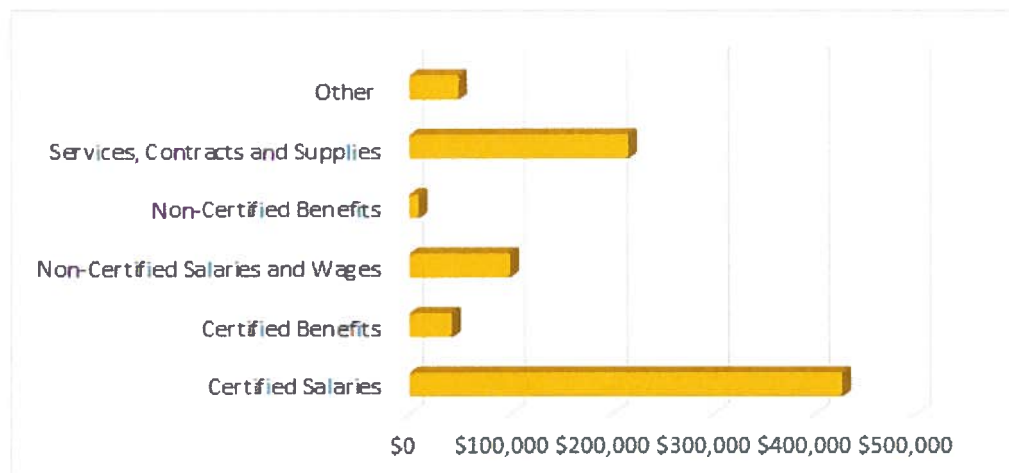
Summary of Financial Results

Projected 2024-2025 Budget

Revenues	
Alberta Education	\$661,136
Instructional Fees/Tuition Fees	\$111,308
Other Sales & Services	\$15,000
Interest on Investments	\$0
Gifts and Donations	\$30,000
Other	\$31,663
Total Revenues	\$849,107



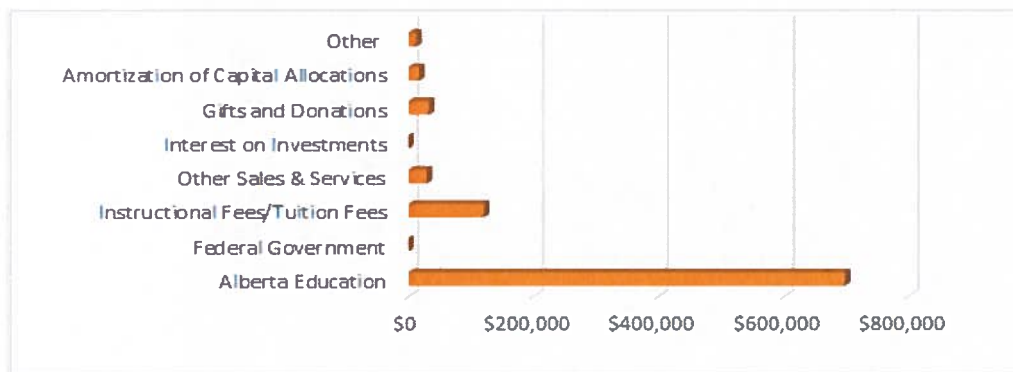
Expenses	
Certified Salaries	\$427,448
Certified Benefits	\$42,745
Non-Certified Salaries and Wages	\$99,753
Non-Certified Benefits	\$9,976
Services, Contracts and Supplies	\$216,140
Other	\$49,331
Total Expenses	\$845,393



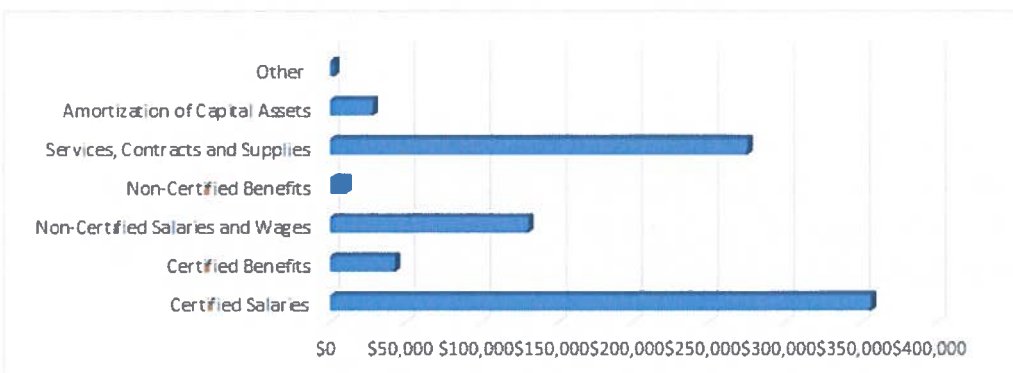
Surplus for the Year **\$3,714**

Budget-Actual Comparison (**more financial information can be found at the CCCA office**)

Revenues and Expenses for the year 2023-2024	
Revenues	
Alberta Education	\$698,241
Federal Government	\$0
Instructional Fees/Tuition Fees	\$120,819
Other Sales & Services	\$30,064
Interest on Investments	\$0
Gifts and Donations	\$33,363
Amortization of Capital Allocations	\$17,663
Other	\$12,548
Total Revenues	\$912,698



Expenses	
Certified Salaries	\$356,929
Certified Benefits	\$43,343
Non-Certified Salaries and Wages	\$131,031
Non-Certified Benefits	\$10,538
Services, Contracts and Supplies	\$275,484
Amortization of Capital Assets	\$28,772
Other	\$3,029
Total Expenses	\$849,126



Surplus for the Year	\$63,572
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Stakeholder Engagement

Formal conversations, in the context of parent-teacher interviews, and informal conversations with parents indicate a high level of satisfaction regarding the quality of education students are receiving at Cherry Coulee Christian Academy.



Domain: Local & Societal Context

Contextual Information

CCCA serves predominantly an agricultural-based community. Students come to the school from as far away as Etzikom. The Town of Bow Island has a population of just over 2000. The town has three other schools, a public school (ECS-12,) a Catholic school (ECS-12) and a Haldeman Mennonite school (ECS-9). A public school in Burdett (11 km East) serves the needs of many Mennonite students in the area.

Four full-time teachers and instructors, three of whom are certified with one having a BA in English, serve this school. CCCA also has one part time teacher and two full-time teacher's-aids. The principal is full time administrator as well as home-school coordinator. The school program is for students, ECS through grade twelve.

The Alberta Curriculum guide is followed. Curriculum from LRDC is used for Math, Social Studies, Science, Art, and Physical Education. Board approved

textbooks and materials from Christian Publishers are used as primary and supplementary resources for some subjects. Bible is taught as a required course for all grades. Junior High options are: Outdoor Education, Home Economics, Computers, Robotics, Art, Agriculture, and Drama (alternating years). Computer technology, Art, Drama, and Music has been taught from Grades 3-12.

An early literacy program was added to enhance the reading program primarily at the ECS through Grade 2 levels. A majority of our students come from a Mexican Mennonite background and are also ESL students as their parents still speak mostly Low German at home.



Accountability Statement

The Annual Education Results Report for 40 Mile Christian Education Society 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.

The Board approved this combined Annual Education Results Report for the 2023/2024 school year on November 30, 2024.



Corny Loewen, board chair

Nov 30, 2024

Date

This document can be found on the Cherry Coulee website under "Connect" tab, under "Parents" at www.cherrycoulee.ca or follow the link www.cherrycoulee.ca/_files/ugd/371cc7_6d1fd93fde344b1eb96deea26f73e3ae.pdf

Whistleblower Protection

Pursuant to section 32 of the Public Interest Disclosure (Whistleblower Protect) Act, no disclosures have been received to date.