



# Annual Education Results Report

For the 2025 - 2026 School Year

Published November 2025

**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 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									
	2021		2022		2023		2024		2025					Measure Evaluation			2021		2022		2023		2024
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	15	75.7	20	83.6	20	88.8	33	66.0	30	66.9	Very Low	Declined	Concern	230,956	85.6	249,740	85.1	257,214	84.4	265,079	83.7	269,076	83.9
Parent	2	*	3	*	3	*	2	*	n/a	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3	33,209	86.7	34,444	87.6
Student	15	75.7	20	83.6	14	77.5	33	66.0	30	66.9	Low	Maintained	Issue	169,789	71.8	187,102	71.3	193,029	70.9	199,823	69.3	201,089	69.3
Teacher	4	*	4	*	6	100.0	3	*	5	*	*	*	*	30,173	96.0	30,944	95.5	32,323	95.1	32,047	95.1	33,543	95.0

AEAMS data indicates a slight increase of the opinion of student learning engagement (up .9%). However, this data might have been negatively impacted by abnormal circumstances over the past year. Having a sudden staffing adjustment once the school year started. 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. There seemed to be a fair amount 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												
	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	%
3 Year Completion	14	0.0	17	0.0	12	0.0	22	9.8	21	0.0	Very Low	Maintained	Concern	46,245	83.4	47,675	83.2	48,340	80.7	49,297	80.4	51,148	81.4
4 Year Completion	17	12.8	14	0.0	17	0.0	12	0.0	22	14.4	Very Low	Improved	Issue	45,351	85.0	46,242	87.1	47,660	86.5	48,296	85.1	49,293	84.7
5 Year Completion	14	7.9	17	12.7	14	8.1	17	6.5	12	0.0	Very Low	Declined	Concern	44,972	86.2	45,344	87.1	46,238	88.6	47,659	88.1	48,295	87.1

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 2024-25 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										Alberta												
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	15	93.1	20	85.4	20	92.1	33	77.9	30	77.7	High	Maintained	Good	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4	269,117	79.8
Parent	2	*	3	*	3	*	2	*	n/a	n/a	n/a	n/a	n/a	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7	34,441	78.6
Student	15	93.1	20	85.4	14	84.3	33	77.9	30	77.7	Very High	Maintained	Excellent	169,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6	201,119	70.3
Teacher	4	*	4	*	6	100.0	3	*	5	*	*	*	*	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8	33,557	90.5

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. Last 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													Alberta									
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	15	97.2	20	96.4	20	92.7	33	89.7	30	80.5	Very Low	Declined	Concern	230,814	89.6	249,532	89.0	257,584	88.1	265,643	87.6	269,550	87.7
Parent	2	*	3	*	3	*	2	*	n/a	n/a	n/a	n/a	n/a	31,024	86.7	31,728	86.1	31,890	84.4	33,250	83.8	34,466	84.3
Student	15	97.2	20	96.4	14	88.1	33	89.7	30	80.5	Very Low	Declined	Concern	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9	201,514	84.8
Teacher	4	*	4	*	6	97.2	3	*	5	*	*	*	*	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9	33,570	93.9

Over the past six years, 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										Alberta												
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	15	94.1	20	82.5	20	93.7	33	78.3	30	76.5	Very Low	Maintained	Concern	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0	269,282	84.4
Parent	2	*	3	*	3	*	2	*	n/a	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3	34,452	85.2
Student	15	94.1	20	82.5	14	87.3	33	78.3	30	76.5	Intermediate	Maintained	Acceptable	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2	201,268	75.7
Teacher	4	*	4	*	6	100.0	3	*	5	*	*	*	*	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6	33,562	92.3

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										Measure Evaluation			Alberta									
	2021		2022		2023		2024		2025					2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	15	92.6	20	84.9	20	87.2	33	78.8	30	85.4	High	Maintained	Good	230,761	82.6	249,570	81.6	256,994	80.6	264,733	79.9	268,786	80.1
Parent	2	*	3	*	3	*	2	*	n/a	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7	33,177	75.4	34,400	75.5
Student	15	92.6	20	84.9	14	88.1	33	78.8	30	85.4	High	Maintained	Good	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7	200,841	78.7
Teacher	4	*	4	*	6	86.2	3	*	5	*	*	*	*	30,194	88.7	30,951	87.3	32,342	86.2	32,040	85.6	33,545	86.0

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 AISCAs 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										Measure Evaluation			Alberta									
	2020		2021		2022		2023		2024					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

		40-Mile Christian Ed. Society								Alberta			
Course	Measure	Achievement	Improvement	Overall	2025		Prev 3 Year Average			2025		Prev 3 Year Average	
					N	%	N	%		N	%	N	%
Social Studies 6	Acceptable Standard	*	*	*	3	*	n/a	n/a		50,053	64.1	53,230	67.4
	Standard of Excellence	*	*	*	3	*	n/a	n/a		50,053	18.5	53,230	18.9
English Language Arts 9	Acceptable Standard	*	*	*	6	*	n/a	n/a		59,391	69.8	57,676	70.4
	Standard of Excellence	*	*	*	6	*	n/a	n/a		59,391	11.1	57,676	12.6
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a		1,469	47.4	1,360	49.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a		1,469	5.2	1,360	5.6
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a		3,134	75.2	3,262	76.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a		3,134	9.3	3,262	10.7
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a		578	84.8	595	82.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a		578	16.4	595	21.0
Mathematics 9	Acceptable Standard	*	*	*	6	*	n/a	n/a		58,911	51.7	57,012	53.5
	Standard of Excellence	*	*	*	6	*	n/a	n/a		58,911	14.0	57,012	13.7
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a		1,940	49.7	1,891	52.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a		1,940	11.0	1,891	10.6
Science 9	Acceptable Standard	*	*	*	6	*	14	92.9		59,453	68.6	57,692	66.9
	Standard of Excellence	*	*	*	6	*	14	21.4		59,453	21.1	57,692	20.5
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a		1,454	50.3	1,304	52.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a		1,454	7.9	1,304	9.9
Social Studies 9	Acceptable Standard	*	*	*	6	*	14	78.6		59,472	60.5	57,717	59.4
	Standard of Excellence	*	*	*	6	*	14	0.0		59,472	17.1	57,717	15.8
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a		1,434	50.3	1,246	50.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a		1,434	10.6	1,246	10.9

## 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 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by wildfires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
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 middle 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	Average number of months gained of grade level from the beginning to
Kindergarten	7	-%	100%	100%	-	-	0
Grade 1	7, 8 in the middle/end	100%	88% (1 student joined after initial test, and has been doing intervention)	100%	-	-	0
Grade 2	6	100%	100%	100%	-	-	0
Grade 3	-	-	-	-	-	-	-
Total							

CC3:		Intervention Kids Only:			Intervention Kids Only:			Intervention Kids Only:			Intervention Kids Only:			Intervention Kids Only:			Intervention Kids Only:		
	Number of students participating in the CC3 Assessment	Beginning: Regular Words	Beginning: Irregular Words	Beginning: Non-Words	Middle: Regular Words	Middle: Irregular Words	Middle: 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	8 (No Intervention)	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-	-	-	-	-	-
Grade 2	6 (1 added at mid-point for Intervention)	-%	-%	-%	-%	83%	-%	-%	100%	-%	-%	-%	-%	-	2	-	-	12	-
Grade 3	10, 11 at mid-point (3 before, 4 at mid-point for Intervention)	83%	83%	93%	82%	64%	91%	80%	80%	96%	3%	16%	4%	4	2	2	12	11	11
Total																			

CAT 4:						
	Name of standardized assessment (Of Choice)	Number of students receiving intervention programming (Of 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
Kindergarten	CAT 4	-	-	-	-	-
Grade 1	CAT 4	1	0.1	0.5	9	4
Grade 2	CAT 4	1	1.5	1.6	5	1
Grade 3	CAT 4	4	1.8	1.9	12	1
Total						

## Numeracy:

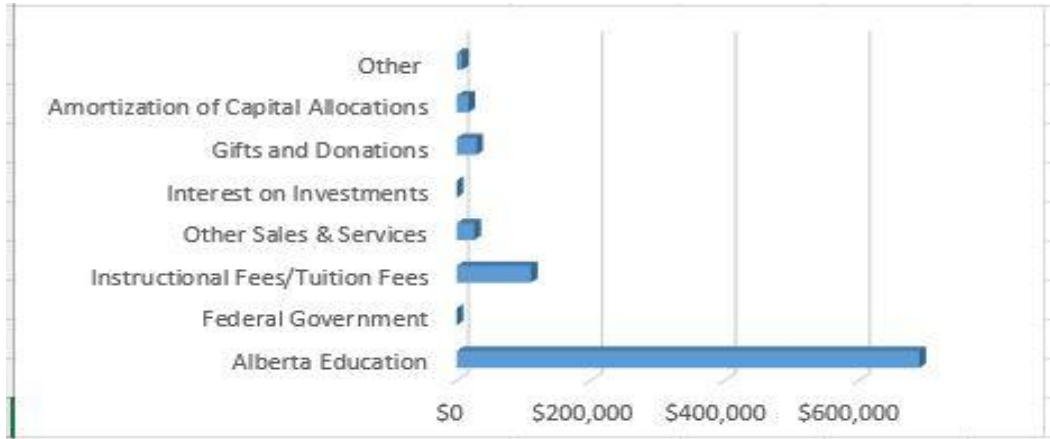
Numeracy:								
	Name of Standardized Assessment (Of Choice)	Number of Students Receiving Intervention Programming (Of Choice)	Average Level at the Beginning of Intervention Program:	Average Level at the Middle of Intervention Program	Average Level at the End of Intervention Program:	Average Number of Months Behind Grade Level at Beginning of Intervention Program:	Average Number of Months Behind Grade Level at the Middle of Intervention Program:	Average Number of Months Behind Grade Level from Beginning to End of Intervention Program:
Kindergarten	Numeracy Screen (7)	0	-	-	-	-	-	-
Grade 1	Numeracy Screen (7, 8 middle/end)	0, 1 in the middle	-	0.5	0.4	-	5	10
Grade 2	Numeracy Screen (6)	2	1.8	1.9	2.6	2	6	8
Grade 3	Numeracy Screen (10, 11 at mid-point)	4	2.6	2.8	3.8	4	7	10
Total	23							

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.

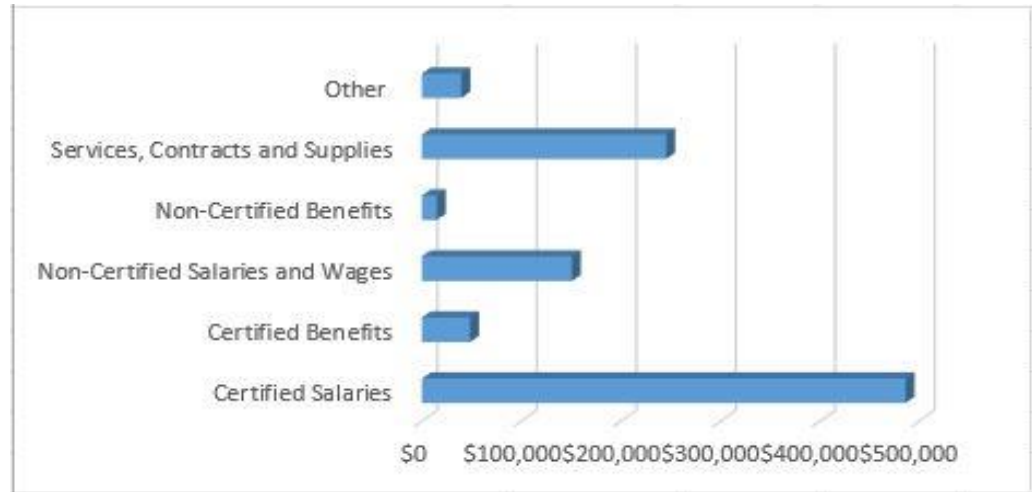
# Summary of Financial Results

## Projected 2025-2026 Budget

Revenues	
Alberta Education	\$774,004
Instructional Fees/Tuition Fees	\$140,002
Other Sales & Services	\$20,000
Interest on Investments	\$0
Gifts and Donations	\$25,000
Other	\$31,343
Total Revenues	\$990,349



Expenses	
Certified Salaries	\$486,449
Certified Benefits	\$48,645
Non-Certified Salaries and Wages	\$150,987
Non-Certified Benefits	\$15,099
Services, Contracts and Supplies	\$245,907
Other	\$39,797
Total Expenses	\$986,884



Surplus for the Year | \$3,465

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

## Revenues and Expenses for the year 2024-2025

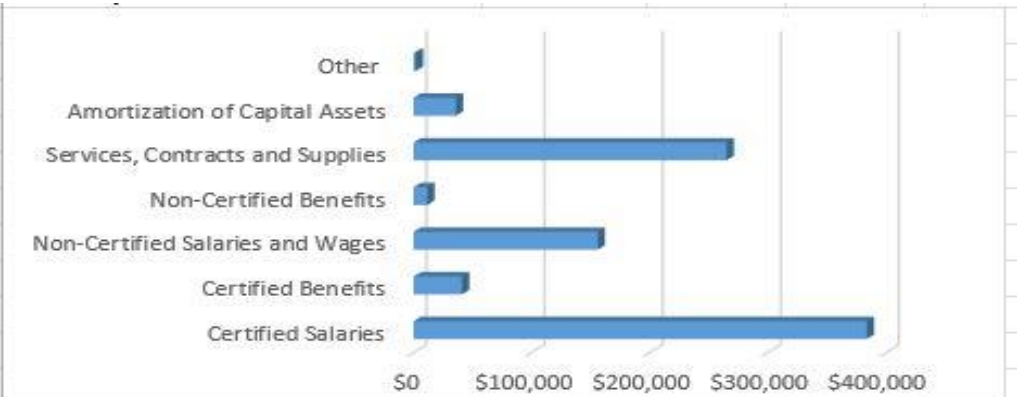
### Revenues

Alberta Education	\$691,406
Federal Government	\$0
Instructional Fees/Tuition Fees	\$111,039
Other Sales & Services	\$26,364
Interest on Investments	\$0
Gifts and Donations	\$29,545
Amortization of Capital Allocations	\$17,663
Other	\$8,345
<b>Total Revenues</b>	<b>\$884,362</b>



### Expenses

Certified Salaries	\$383,604
Certified Benefits	\$41,031
Non-Certified Salaries and Wages	\$155,917
Non-Certified Benefits	\$11,600
Services, Contracts and Supplies	\$264,903
Amortization of Capital Assets	\$35,797
Other	\$1,890
<b>Total Expenses</b>	<b>\$894,742</b>



### Deficit for the Year

(\$10,380)

## 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.

Five full-time teachers and instructors, four of whom are certified with one having a Masters in Science and Math, serve this school. CCCA also has one part time teacher and three full-time teacher's aids. The principal is a full-time administrator as well as the 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/Senior High options are: Outdoor Education, Home Economics, Computers, Robotics, Art, Agriculture, Sign Language, Choral, and Drama (alternating years). Computer technology, Art, Drama, and Music has been taught from Grades 3-6.

An early literacy program was added to enhance the reading program primarily at the ECS through Grade 3 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 2024-2025 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 2024/2025 school year on November 30, 2025.

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Corny Loewen, board chair

**Nov 30, 2025**  
\_\_\_\_\_  
Date

***This document can be found on the Cherry Coulee website under "Connect" tab, under "Parents" at [www.cherrycoulee.ca](http://www.cherrycoulee.ca) or follow the link [www.cherrycoulee.ca](http://www.cherrycoulee.ca) (link to be posted when copy is signed)***

## Whistleblower Protection

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