



CASMAN Alternative Academy
225 Ninth Street
Manistee, Michigan 49660
P: (231) 723-4981, F: (231) 723-1555
Shawn Walbecq, Superintendent

February 19, 2026

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2024-25 educational progress for CASMAN Alternative Academy (CAA). The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about accountability, student assessment, and teacher quality. If you have any questions about the AER, please contact Shawn Walbecq, Superintendent for assistance.

The AER is available for you to review electronically by visiting the following website: <https://bit.ly/4c3FHgW> or you may review a copy in the main office at your child's school.

For the 2025-26 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student group in 2024-25. An Additional Targeted Support (ATS) school is one that had at least one student group performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state, had a graduation rate at or below 67%, failed to exit CSI status in 2024-25, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no status label is given.

Our school has not been given one of these labels.

CASMAN Alternative Academy is an alternative school that services at-risk students throughout our region. We service approximately 54 students per year and are open to all students in grades 7 - 12. Most of our students come to us with academic deficiencies and or having social issues in their previous schools. Most of our students come to us with additional at-risk factors including low socioeconomic status, homelessness, lack of parental support, and trouble with the law. Our main objective is to provide a learning environment that will allow all students to experience success. We create and maintain relationships with our students and are flexible to provide what is needed for each student. We are focused on students' needs and abilities while offering a flexible individualized approach for the successful completion of high school and entry into the workforce. One of our greatest challenges is students come to us at various stages in their education with gaps that we must identify and remediate. In addition, our enrollment is very inconsistent creating additional gaps for our students' success. We



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offer a blend of in-person and online learning opportunities for students to achieve academic success.

State law requires that we also report additional information.

1. Process for Assigning Pupils to the School
 - a. CAA follows the Michigan Merit Curriculum and places students into grade levels based on age and grade level performance. CAA accepts students in grades 7-12 from all surrounding districts during open enrollment periods at the beginning of Semesters 1 and 2.
2. The status of the 3-5 Year School Improvement Plan
 - a. The School Improvement Plan has overarching goals of student success towards graduation through fostering Social Emotional Learning, Improving Student Performance, and Strengthening Career and College Readiness through a focus on Academic Vocabulary.
3. A Brief Description of Each Specialized School
 - a. CAA does not have any specialized schools.
4. Identify How to Access a Copy of the Core Curriculum, a Description of Its Implementation, and an Explanation of the Variances from the State's Model
 - a. CAA curriculum is aligned with Common Core standards. School leadership oversee the implementation of the curriculum, with a keen eye toward achievement for all CAA students. Parents and students can access a copy of the core curriculum, description of implementation and explanations of any variances from the main office.
5. The Aggregate Student Achievement Results for Any Local Competency Tests or Nationally Normed Achievement Tests
 - a. CAA uses the nationally normed achievement test, the NWEA, three times per year to check for student growth. Of the students that test in two of the cycles for each year the following were proficient:
 - i. 2025 Spring Math: 22% Reading: 39%
 - ii. 2024 Spring Math: 18% Reading: 32%
6. Identify the Number and Percent of Students Represented by Parents at Parent-Teacher Conferences
 - a. Oct 2025 attendance: 22 of 52 students were represented for a total of 42% of the student population.
7. For high schools, only, also report on the following:
 - a. The Number and Percent of Postsecondary Enrollments (Dual Enrollment)
 - i. 0 students, 0%
 - b. The Number of College Equivalent Courses Offered (AP/IB)



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- i. 0 students, 0%
- c. The Number and Percentage of Students Enrolled in College Equivalent Courses (AP/IB)
 - i. 0 students, 0%
- d. The Number and Percentage of Students Receiving a Score Leading to College Credit
 - i. 0 students, 0%

While our school continues to make strides forward, we still have a lot of work in front of us. Many of our students enter our school behind in either reading or math, or both, skills. This creates a challenge not only for the student, but for the school and teaching staff as well. We need to continue to work together to keep bringing our students closer and closer to proficient within the standards set forth by the Michigan Department of Education. The success of our school and program, and ultimately the students, is based upon the positive support of the parents and community members. Our staff has integrated data-based instruction that has proven to show gains with students, into our everyday classroom instruction. We continue to move forward and to offer the highest quality education that we can, while keeping our class numbers small and our attention focused on the positive achievement of the students. With the pandemic causing many social and emotional concerns for everyone, we look forward to incorporating Social Emotional Learning into our curriculum in the coming school year, and the positive impact that it will hopefully have on the whole school community.

Sincerely,

Shawn Walbecq, Superintendent