The 2005-2006 school year is yet another great example of our ongoing commitment to set the standard as an academically excellent educational environment for all of our students, staff, and the district. Once again, our students preformed superbly on state required achievement tests. The district and all three academic buildings earned the Ohio Department of Education’s rating of Excellent.

Orange High School students who took the SAT exam scored an average of 564 in critical reading, 577 in math, 549 in writing, which is well above the national average of 503 in critical reading, 518 in math, 497 in writing. Eighteen National Merit Scholarship winners were recognized; nine Finalists, two Semifinalists and seven Commended students, representing 8% of the graduating class. In addition, The College Board recognized 111 students at Orange High School as Advance Placement Scholars for their exceptional achievement on AP exams. Of the 513 AP exams taken, 90% of all scores were a 3 or better, placing our students in the top 1% of all test takers in the country.

Our high school student graduation rate of 99% is among the highest in Ohio, with 97% of our graduates continuing their education at some of the most prestigious institutions of higher learning throughout the country. We congratulate our students, our dedicated faculty, and the parents who support the educational process that leads towards this success.

Our success as a district reflects strong support and encouragement from the five communities we serve and their elected representatives, the Orange Board of Education. Over the years, Board members have made many significant contributions to the Orange Schools through their commitment and dedication to public education.

In 2005, three Board members left office but their contributions will have a lasting impact. Pete Billington was a member of the Board for four years and his areas of interest centered on educational programs, students, and their extra-curricular activities. Cathy Keith served for six years and her area of particular interest was the Center for Leadership for School Reform/Key Leaders initiative. She gave countless hours of her time to work with our three labor associations to form a more solid relationship between the Board, administration, and labor. Chuck Jarrett was first elected to the
Board in 1997 and served two full terms. He will be remembered for his vision and expertise in steering the Orange Schools to its strong financial position. He was instrumental in guiding our efforts to be recognized as the first public preK-12 educational institution in the State of Ohio to receive both AAA and Aaa ratings from bond rating agencies — the highest possible ratings that a public school district can achieve.

These three former Board members, along with their colleagues Cindy Eickhoff and Tom Bonda also made significant contributions to our status as a Standard Bearer award-winning system. That initiative has been instrumental in our work to foster collaboration between and among staff and district leaders. One outcome of this initiative was the implementation of an induction process for new Board members, which was put in place after the November 2006 election for three newly elected Board members. Vincent Carbone, Dagmar Fellowes, and Stanley Morganstern took office in January 2006 and they, along with Tom Bonda and Cindy Eickhoff, formed a new Board of Education; naming Tom Bonda as President and Vincent Carbone, Vice-President for the year 2006.

The induction process for the new Board, with all five members participating, was held over a period of several months. They met with district administrators, supervisors, coordinators, and teachers to learn more about the system, its educational programs, and operations. The Board expressed its pleasure about the direction that the schools were going and they were supportive of staff who were in key district and building level leadership positions. The Board also gave positive reviews to the Standard Bearer initiative through The Schlechty Center and to many of the quality initiatives at the district, building, and classroom levels.

Toward the end of the 2005-06 school year, the Board reviewed proposals from both Orange High School and Moreland Hills Elementary to modify and restructure building schedules to provide time for staff to work collaboratively in teams to better design the educational programs for each student and to analyze data and evidence about student progress on an individual basis.

The Board also reviewed and approved a major contract with PLATO Learning, Inc., to provide a data system to be embedded within the Orange School’s technology infrastructure to provide precise data about student learning, experience, and individual student needs for the future.

In addition, the Board contracted with The American Society for Quality to provide training in the use of Quality Tools/Plan-Do-Study-Act (PDSA) process for staff in the Orange Teachers Association, the Ohio Association of Public School Employees, the Clerical Educational Support Services Association, and Orange Community Education and Recreation department in order to better understand and learn about how this initiative fits into public education and our work to increase the quality of learning and achievement exhibited by students at all levels. Nearly 75 staff members were involved in the overall first round of training and another 25 staff were trained in the summer of 2006 as trainers for the district to provide ongoing staff support in the use of the Quality Tools/PDSA process. We thank the Board for its commitment to our continuous improvement initiative.

We hope you as citizens will take the time to review the information contained in this Annual Report. I thank the communities we serve for their continuing support for this most outstanding public education system.

Sincerely,

Daniel W. Lukich, Ph.D.
Superintendent of Schools
The Orange City School District maintains a rating of AAA from Standard & Poor’s and a rating of Aaa from Moody’s Investors Service. Both ratings are the best given by these nationally recognized financial rating services.
Our Integrated Preschool program is designed to provide developmentally age-appropriate experiences in a safe nurturing environment for students with special needs as well as their typically developing peers. Specially trained staff help all children reach their potential.

Kindergarten continues to address all areas of a child’s development — physical, social, emotional, creative, and intellectual. Children are met at their current developmental level and are provided instruction that integrates all curricular areas.

In First Grade, Reading, Math, Language Arts, Social Studies, Science, and Handwriting are included in the curriculum. Students progress in skills and comprehension from where they enter at the beginning of the year. Creativity, responsibility and independence are encouraged.

The Second Grade staff continues to focus their instruction to meet individual needs and to allow students to begin making connections between curricular areas. The areas studied are Language Arts, Reading, Math, Science and Social Studies. Teachers extend their instructional techniques to include research investigations, problem solving, journaling, creative writing and a variety of skill lessons.

In Grades 3-5, classes are organized into teams of two, and teachers work with students to create a sense of team identity. Classrooms are connected with operable walls to allow students to move from smaller, more intimate instruction to a larger group instruction environment. Teachers continue to plan lessons that integrate the curricular areas of Math, Science, Social Studies and Language Arts. A special science program fosters an early exposure to science exploration and the scientific method.

Throughout a student’s educational experience at Moreland Hills School, the curriculum is supported by educational specialists who provide instruction in art, music, media and physical education. In addition, a guidance program is provided for all students, which is prevention oriented and appropriate to the age and needs of the children. Enrichment activities for students with advanced skills and ability are offered within the classroom setting or in small groups.

In addition, a variety of special services and interventions are provided for students who need further support. These include Reading Recovery, Title I Services, ESL (English as a Second Language), and special education. Finally, the educational experience of all students is enhanced through the use of a wide variety of technology tools both in the classrooms and in special areas.

Moreland Hills School is recognized as an OAESA Ohio Hall of Fame School. This honor is evidence of the high quality instructional program that meets the needs of all students.
Ballard Brady Middle School, a U.S. Department of Education Blue Ribbon School of Excellence, focuses on the academic and social/emotional needs unique to middle school-aged students. Staff members work cooperatively to create a safe and nurturing environment with respect for individual diversity and an emphasis on the success of every student.

All Brady students receive instruction in the curricular areas of English, Mathematics, Science and Social Studies, with sixth graders receiving instruction in reading, and seventh and eighth graders able to choose between foreign language and literature classes. Special area selections include Vocal and Instrumental Music, Art, Physical Education, Health Skills, Speech & Communication, Drama, Digital Media and Information, Typing and Basic Word Processing, Internet Research and Research Documents, Productivity Tools, Unity in Cultural Awareness and Secrets of Success.

Special Education, English as a Second Language and Gifted/Talented classes meet the needs of our diverse student body, offering support and challenge.

A wide variety of extracurricular activities include Interscholastic and Intramural Athletics, Student Council, National Junior Honor Society, Young Astronauts, Builders Club, Yearbook, and School Newspaper. A popular community event, the 7th/8th Grade Musical is one of the highlights of the school year, as are the 6th Grade Outdoor Education Experience, the Seventh Grade Trip to Columbus, and the Eighth Grade Washington, DC Trip.

Students and teachers work closely to create strong relationships. Students are assigned to teams of four teachers, each of whom is responsible for instruction in one subject area. Teachers create team identity and plan cooperatively to implement meaningful integrated learning experiences. All students meet daily in an advisory group of 12 students representing all grade levels. They remain with the same advisory group, providing a “home base” of support during their years at Brady.

Ballard Brady Middle School

GRADES 6, 7, 8
Students: 532
Staff Members: 65
Student/Teacher Ratio: 20/1
Starting Time: 7:35 a.m.
Ending Time: 2:30 p.m.
We are proud of our status as a Standard Bearer School District, and so we at Orange High School strive to design lessons that will engage all of our students as authentically as possible in their learning. We try to acknowledge the contributions not only of our Honors students, but also those students who are outstanding examples of striving for excellence, good citizenship, and service to others.

Our curriculum is challenging and we expect our students to work hard. The academic program includes courses to help students meet the requirements for college, but also contains electives intended to capture student interests and offer some possibilities for career exploration. Some of these electives are in sports medicine, computers, film, broadcasting, psychology, introduction to law, sociology, drama, ceramics, photography, and many more. Our Advanced Placement program is nationally recognized.

Special programs and extracurriculars include a wide range of athletic activities and diverse clubs to help students grow and develop in sports and in the arts, drama, speech, debating, global consciousness and music. We have active Mock Trial, Model UN, Unity in Diversity, and SADD programs. We have 22 varsity sports, many of them with Junior Varsity and Freshman components.

Besides innovative courses in technology, we have multiple labs scattered throughout the school and portable wireless labs. Mentorship opportunities are also available through the Gifted and Talented program. Most teachers use the Progress Book application to keep parents and students informed of assignments and grades. In addition to Special Education support classes, we also have Resource classes for those in need of extra help, and both writing and math labs are staffed by certified teachers most periods of the day.

We encourage experiential learning, and support our seniors in a career exploration seminar each May. Career planning is an integral component of the high school guidance curriculum. Orange has a model portfolio process. Every junior compiles his/her own electronic portfolio to be used for college visitations. Students may also elect to produce a digital portfolio as part of a Technology Applications class. Ninety-seven percent of the 2006 graduating class is continuing their education at colleges or universities.
The College Admissions Report

**Advanced Placement Exams**

Nationally, only 18% of the more than one million students who took the Advanced Placement exams in May 2006 performed sufficiently higher to merit AP Scholar recognition. At Orange, 211 students sat for 513 exams with 90% receiving a 3, 4, or 5 score establishing college credit.

At Orange High School, 111 students taking the AP exams were named Advanced Placement Scholars. Nineteen OHS students were named National Advanced Placement Scholars in recognition of outstanding performance on a large number of AP exams.

The Advanced Placement Program also recognizes the top male and female AP student in each state and in 2006 top male honor was given to an Orange High School student.

**SAT Scores**

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<th>National Average</th>
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<tr>
<td>Writing</td>
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**ACT Scores**

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<tr>
<th>ACT Scores</th>
<th>Orange Average</th>
<th>National Average</th>
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</thead>
<tbody>
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<tr>
<td>National Average</td>
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</tbody>
</table>

The Orange High School Class of 2006 did exceptionally well in the college admission process. In what has been publicized as one of the most competitive years ever, Orange students were offered admission at a wide range of colleges and universities reflecting their interests, goals, and achievements. Most of Orange’s graduates matriculate directly to traditional universities while a small number begin at a community college. About half (52%) of the Class of 2006 remained in Ohio and the other 48% percent matriculated to colleges and universities throughout the United States and Canada.

The Class of 2006 includes 17 sons and daughters of Orange High School alumni, 18 students recognized by the National Merit Corporation, 38 graduates with a cumulative GPA of 4.0 or higher, 60 scholar/athletes, 129 students recognized for honor roll, and 45 students acknowledged for significant community service.

The college guidance program is both ongoing and developmental to meet the changing needs of students and families. As always, the goal in college admission is to match the abilities, performance, and aspirations of the individual student with the resources of a college or university.
Music is part of the curriculum in all grades. Music classes are held weekly in kindergarten, and biweekly in first through fifth grade. The recorder is studied in third and fourth grade with instrumental instruction in the fifth grade. Music history is taught in the sixth grade and seventh grade music students study guitar, keyboards and music theory. Choir, Band, and Orchestra are available in the Elementary and Middle Schools. Orange High School has Choir, Freshman Choir, Band, Band Drill Team, Orchestra and Music Theory.

Extracurricular music opportunities are extensive. At Middle School they include Jazz Band and Flute Choir. Orange High School has Jazz Band, Jazz Choir, Advanced String Ensemble, and a ladies vocal ensemble called Nothin’ but Treble.

Art education at Orange is a vital part of the curriculum. At the elementary level, students have art once a week and focus on various artists, styles and media. Upper elementary students study the art of different cultures and the foundations of art production. The district also employs an art teacher certified in art therapy to work with special needs students at all grade levels.

Art classes at the middle school meet daily for nine weeks in grades six and seven. Eighth grade students may elect to take advanced courses for one semester or the full year, concentrating on art fundamentals, mural design and Web page publishing.

The high school art department has a wide variety of elective course offerings including Art I, Drawing, Ceramics and Sculpture, Design, Advanced Drawing and Painting, and Portfolio Preparation. Displays of work and participation in juried and nonjuried art exhibitions is an integral part of the curriculum at the high school level.

An extensive interscholastic athletics program with more than 22 sports, 80 teams and 107 coaches from grades seven through 12 is offered at Orange Schools. In 2005-2006, over 900 athletes participated in interscholastic sports. Students can choose from such offerings as golf, tennis, swimming, volleyball, cross country, track, football, basketball, baseball, softball, ice hockey, field hockey, wrestling, soccer, gymnastics and cheerleading to name a few.

Our district’s vision for technology is not just computer and Internet access but rather, an integrated learning and student management system that will allow us to take advantage of all current and evolving technologies.

The Orange Schools data network supports both Macintosh and PC platforms. There are both classroom and administrative computers, computer labs, and mobile computer labs readily available in each school, giving students and staff the opportunity to learn and exchange information. The entire Orange Campus is equipped with wireless networking technology that allows access with any appropriately equipped computer.

Interactive Video Distance Learning equipment in each school has allowed us to create and model leading-edge distance learning technologies. The Orange Schools have been recognized by the State of Ohio and the National School Boards Association as having an exemplary Technology program. We pride ourselves in being an instructional technology leader.

Total Number of Teachers: 239
Classroom Teachers: 150
Special Area Teachers: 39
Special Education Certified: 49
Vocational Education Teachers: 1
Minority Certified Staff: 4.6%
Male Certified Staff: 38.5%
Female Certified Staff: 61.5%
Bachelor’s Degree: 18.4%
Master’s Degree +: 81.6%
Average Teaching Experience: 16.4 years
Educational Support Staff: 81
Gifted & Talented

Gifted resource teachers at the elementary school work directly with classroom teachers and students to design curriculum to meet the needs of students with accelerated abilities. Experiences are provided both within the classroom and in small groups outside the classroom.

Beginning at the middle school level, accelerated programs in Math and English are available for students who are identified as academically talented. Sixth graders identified in the areas of superior cognitive and/or creativity can participate in Creative Thinking classes. The Special Topics Research class is offered to seventh and eighth graders identified in the superior cognitive and/or creative areas. At the high school, Honors and Advanced Placement level classes are available for advanced students. Additional opportunities including mentorships and university level courses outside the campus are possible options to serve individual students.

Guidance

The Orange Schools Guidance Program provides services that meet the needs of families and students grades K-12. Counselors teach classroom sessions, facilitate group discussions and meet individually with students and parents.

Special Education

The Special Education programs at Orange provide a spectrum of direct services and related programs for students with disabilities from preschool through high school based on IDEIA 2004 (Individuals with Disabilities Education Improvement Act) reauthorization. Each year the programs are revised based on data received from parents, students and staff focusing on the student needs, and the district’s and departmental beliefs, mission, and vision.

Additionally a Special Education Committee examines how services are being provided to students and identifies areas for future focuses including RTI (response to interventions) and disproportionality concerns. In conjunction with the results of our report and the recommendations from the committee, we have developed a partnership involving regular education, special education and families to set appropriate challenges and goals for each student’s individual skills and abilities focusing on the work our students are asked to complete. The Ohio Content Standards establish a focal point for the teams to consider when identifying goals for the students.

Orange Schools Special Education Department has also formed partnerships with various outside service agencies and schools including Solon, Chagrin Falls, Mayfield, Shaker Heights, CCBMR/DD (Cuyahoga County Board of Mental Retardation and Developmental Disabilities), RSC (Rehabilitation Services Commission) and Beech Brook. The support provided by these consortiums/ agencies allows Orange to meet the students’ unique needs in the least restrictive environment.

Our goal is to provide educational, social and vocational services unique to the student’s diverse needs while providing work that will authentically engage them and promote high levels of achievement unique to each. These services will enable each student to maximize feelings of self-worth, strengthen social relationships, and enhance their ability to contribute to society. Counselors and our transition interventionist serve as gatekeepers of the educational process and are liaisons to technical, special education, and college programs at the high school level. At the middle school and elementary level, as well as the high school level, counselors, therapists, and interventionists provide a support system for students and families.

ESL

The English as a Second Language (ESL) program is servicing 29 students in the Orange City Schools. These students are in all grade levels. Two certified ESL teachers assist students in becoming proficient in English and attain grade level expectations in all subject areas.
The Orange Community Education and Recreation Department has been a vital and integral part of the Orange School District since its inception in 1973. As one of the most comprehensive community education and recreation programs in Ohio, the department staff works in tandem with residents, communities, and the school district to meet the educational and leisure needs of all residents.

Through collaboration, community involvement, and strategic planning, the department develops and coordinates lifelong educational, enrichment, and recreational opportunities for all ages. It has been recognized nationally and statewide as a model community education program and as a leader in innovative programming and management practices. The department is led by a dedicated core group of education and recreation professionals.

In 2005-06, more than 1,100 classes, activities, and events attracted over 12,000 registrations. These included opportunities in the areas of early childhood and youth programs, as well as school-age childcare, teen programs, youth and young adult theater programs, adult education and senior adult center, summer camps, sports and aquatics activities, and community-wide special events.

In November 2005, residents of the greater Orange District, once again, resoundingly demonstrated their recognition of the extent to which community education and recreation enhances the quality of life in this community by passing the .95 mill replacement recreation levy. This allows Orange Community Education & Recreation programs to continue for another five years. Community residents have consistently renewed every five-year community education and recreation levy by a sizeable mandate since 1975.

Orange Community Education & Recreation is also supported by participant fees and various grants. During fiscal year 2005-06, the department collected just over $2,400,000 in total revenues. Of this total, over 70% of those revenues came from participant class and activity fees. In addition, grants from the Cleveland Foundation, Western Reserve Area Agency on Aging, and other grants and partnerships help support department initiatives and services for residents.

This past year, the department also marked its fifth year in the renovated Pepper Pike Learning Center on the Orange Schools Campus. This jointly renovated project, partnered by Orange City Schools and Orange Community Education and Recreation, has continued to emerge as a community and focal point for year-round community education and recreation programs for residents as well as a meeting facility for the school district and community organizations. The department also celebrated its fourth year of operations for the new Outdoor Community Leisure Pool and Picnic Pavilion.

During 2005-06, the department also implemented a grant from the Cleveland Foundation to work with the Cuyahoga County Planning Commission, community residents and leaders in the new Elder Friendly Communities Initiative. Research and work via this grant has provided information and a community action plan that will allow all communities of the district to become elder-friendly communities and better serve all our citizens – regardless of age.
MISSION

To authentically engage students in a positive, supportive, nurturing and safe environment in order to develop critical-thinking and civic-minded citizens who will contribute to the local community and our global society.