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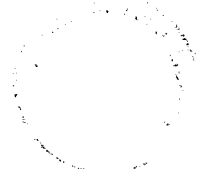
FOR IMMEDIATE RELEASE

School Superintendent Dr. Luther R. Rogers announced today that Mrs. Gerald R. Ford will be coming to Brevard to dedicate the Dr. W. J. Creel Elementary School on Wednesday, February 25. This ceremony will be at 12:20 p.m. in front of the school, located on Palmwood Drive, Melbourne. Mrs. Ford will arrive at the school at 10:45 a.m. At that time she will take a private tour of the building, visiting classes in session and participating in the program with the children.

Three programs by the students are planned for Mrs. Ford's visit. Kindergarten children will present a skit called "Happy Birthday America", fifth and sixth grade students will make a presentation entitled "Let George Do It" and children representing all grade levels will present "I Am Somebody". Following these programs the children will give Mrs. Ford a gift. The First Lady will then go to a brief reception attended by specially invited guests. The dedication ceremony will follow.

Dr. Rogers said "We are very pleased that Mrs. Ford has been able to arrange her schedule to honor both the school and Brevard County. Her visit to Creel will be focused on the children and it will be a very fine experience for the students and faculty to meet our First Lady personally as she visits their classrooms. Mrs. Kathryn Eward, principal, stated "This is a dream come true for the children since they have been working and hoping for a long time that the dedication could be just such an event. I expect that the excitement this week throughout the entire school will be like it is just before Christmas."

Mrs. Ford and her party will come to Brevard on Wednesday from Jacksonville where she will have attended the Stand-Up For America patriotism rally on Tuesday evening.



Dr. Rogers urges those attending the outdoor ceremony to follow directions given by officials entering, parking, and leaving the school grounds to ensure safety and efficient movement of traffic.

Members of the press will need to be credentialed, see attached for specific direction.

CREDENTIAL RELEASE

Mrs. Gerald R. Ford will dedicate the Dr.W.J. Creel Elementary School at 12:20 p.m. at 1566 Palmwood Drive in Melbourne, Florida on Wednesday, February 25. She will arrive at the school at 10:45a.m. to take a private tour of the school and participate in a program with the students.

All media wishing to cover Mrs. Ford's visit should submit credentials request to Mr. John N. Forbes, Assistant Superintendent for Instructional Services, 1260 South Florida Avenue, Rockledge, Florida—phone 636-4120; 267-8079 or 727-8244.

Deadline for credentials request is Tuesday noon, February 24.

The following information is requested:

Name _____
Affiliation _____
Social Security number or passport number if not U.S. Citizen _____
Date of birth _____
 Month Day Year
Place of birth _____
Business phone number _____
 Area Code
Home phone number _____
 Area Code

The above information may be delivered in person or called in to the office listed above. This office will be open from 8:00 a.m. to 5:00 p.m. Monday and Tuesday till noon.

Credentials must be picked up in person by each individual member of the media at W.J. Creel School, from 9:00 a.m. to 10:00 on Wednesday, February 25.

THE WHITE HOUSE
WASHINGTON

Susan,

Mrs. Stafford (305) 259-3233, Dr. W. J. Creel Elementary School would like Mrs. Ford to attend the dedication of their school. They have held off on dedicating it in the hopes that they could have the President dedicate it. It is a "Bicentennial" school in that it is done entirely in red, white and blue. The children (500) have a program with costumes set up.

They have been in contact with the PFC in Orlando and Congressman Frey's office.

Sally

Mrs. Stafford
(305) 259-3233
Dr. W. J. Creel Elementary School
Melbourne, Florida (south and west of Orlando)

You are cordially invited to the dedication of
DR. W. J. CREEL ELEMENTARY SCHOOL

*on the afternoon of February twenty-fifth,
nineteen hundred and seventy-six
at thirty minutes past twelve o'clock*

* * * * *
HONORED GUEST

*Mrs. Gerald R. Ford
Wife of the thirty-eighth President of the
United States of America*

* * * * *
*The School Board of Brevard County
Dr. Luther R. Rogers, Superintendent
Mrs. Kathryn A. Eward, Principal*

*Members of the Board
Robert A. Anderson, Chairman
Mrs. Margaret B. Senne, Vice-Chairman
Mrs. Gloria C. DiFabio
Winston W. Gardner, Jr.
Charles H. Goodrich*

R.S.V.P.
259-3233
259-3842

OUR THANKS:

MRS. JUDY RICHARDS CREATIONS BY JUDY
MR. DANNY O'BRYAN CREATIONS BY JUDY
MRS. TYLER JACKSON . . . EAU GALLIE FLORIST
LANNY MAULDIN PHOTOGRAPHY BY
MAULDIN
MRS. ROSE ELDER ELDER CATERING
AFJROTC CADETS FROM SOUTH AREA HIGH
SCHOOLS

DR. W. J. CREEL
ELEMENTARY SCHOOL
1566 PALMWOOD DRIVE
EAU GALLIE, FLORIDA

DEDICATION

FEBRUARY 25, 1976

SPECIAL GUESTS

<i>School Board Members:</i>	<i>State Legislative Body:</i>
<i>Mrs. Margaret B. Senne, Vice Chrm.</i>	<i>Senator John Vogt</i>
<i>Charles Goodrich</i>	<i>Senator Lori Wilson</i>
<i>Winston Gardner</i>	<i>Representative Dave Barrett</i>
<i>Mrs. Gloria DiFabio</i>	<i>Representative Chester Clem</i>
	<i>Representative Clark Maxwell, Jr.</i>
	<i>Representative Bill Nelson</i>
	<i>Representative Jane Robinson</i>

<i>County Commissioners:</i>	<i>Melbourne City Council:</i>
<i>Lee Wenner, Chairman</i>	<i>Mayor Richard V. Donahue</i>
<i>Gene Roberts</i>	<i>Michael V. Gatto</i>
<i>John Hurdle</i>	<i>Julius Montgomery</i>
<i>Val Steele</i>	<i>Robert McKemy</i>
<i>Joe Wickham</i>	<i>C. "Hap" Haverty</i>
	<i>Edward Keller</i>
	<i>Robert Johnson</i>

SUPERINTENDENT'S STAFF

Dr. Thomas Etheredge, Planning and Personnel
Mr. John Forbes, Instructional Services
Dr. Robert Paskel, Facilities and Support Services
Dr. Scott Rose, , Business and Fiscal Affairs
Mr. Clifford E. Estes, North Area Supt.
Mr. Willard K. Simpson, Central Area Supt.
Dr. G. J. Wheeler, South Area Supt.

Mr. Herbert J. Hirshberg Architect
Mr. Paul Reinhold Contractor

DEDICATION CEREMONY

for
DR. W. J. CREEL ELEMENTARY SCHOOL
February 25, 1976
12:30 P.M.

<i>Music</i>	<i>Eau Gallie High School Band</i>
<i>Invocation</i>	<i>The Rev. Francis C. Gray, Jr.</i> <i>St. John's Episcopal Church</i>
<i>Welcome</i>	<i>Kathryn A. Eward, Principal</i>
<i>Pledge of Allegiance</i>	<i>Philip Amick and Sheila Smith</i>
<i>Recognition of Guests</i>	<i>Robert A. Anderson, Chairman</i> <i>Brevard County School Board</i>

PLATFORM GUESTS

Mrs. Gerald R. Ford, Special Guest
Mr. Robert Anderson, Chairman of Brevard County School Board
Dr. Luther Rogers, Superintendent of Brevard County Schools
Family of Dr. W. J. Creel:

<i>Children:</i>	<i>Grandchildren:</i>
<i>Margie Allen</i>	<i>Mark Allen</i>
<i>Earl Creel</i>	<i>Mike Allen</i>
<i>Nina Taylor</i>	<i>Vicki Allen</i>
	<i>Ani Taylor</i>
	<i>Don Taylor</i>

<i>Mrs. Lou Frey</i>	<i>Mr. Clark Maxwell, Jr.</i>
<i>Mr. John Hendley, Parent</i>	<i>Mrs. Kay Conner, Parent</i>
<i>Mrs. Jeanette Maxwell, C.C.</i>	<i>Mrs. Susan Stafford, Teacher</i>
	<i>Mrs. Kathryn A. Eward, Principal</i>

<i>Why I Wanted A New School</i>	<i>Tim Bunce</i>
<i>Why I Like My New School</i>	<i>Carrie Lynn Aquino</i>
<i>Introduction of Mrs. Ford</i>	<i>Dr. Luther Rogers</i>
<i>Dedication Address</i>	<i>Mrs. Gerald R. Ford</i>
<i>Closing Remarks</i>	<i>Kathryn A. Eward</i>
<i>Benediction</i>	<i>The Rev. Phil Messenger</i> <i>Bowe Gardens Baptist Church</i>

THANK YOU FOR INVITING ME TO SHARE THIS SPECIAL EVENING. I FEEL VERY MUCH AT HOME, BECAUSE I KNOW YOU CARE ABOUT LEARNING AND ABOUT PEOPLE.

LAST WEEK, I REMINISCED WITH MEMBERS OF THE NATIONAL PARENT TEACHERS ASSOCIATION ABOUT MY EXPERIENCES IN SENDING FOUR CHILDREN THROUGH TWELVE YEARS OF SCHOOL.

AS I TOLD THEM, MY HUSBAND AND I BELIEVE YOU DON'T JUST SEND CHILDREN OFF TO SCHOOL, YOU TRY TO SHARE THEIR WORLD AND THEIR EXPERIENCES.

AS WE WATCHED EACH ONE OF THEM GO OFF TO THE FIRST GRADE, WE KNEW WHAT THEIR WORLD WOULD BE LIKE . . . ABC'S AND LEARNING TO COUNT. BUT EACH YEAR, THEIR WORLDS EXPANDED WITH NEW FRIENDS, NEW INTERESTS, AND NEW CHALLENGES.

AS WE'VE WATCHED THEM IN COLLEGE, WE'VE BEEN EVEN MORE FASCINATED AT THE WORLDS THEY ARE BUILDING FOR THEMSELVES.

COLLEGES ARE VERY SPECIAL PLACES FOR LEARNING . . . NOT JUST ABOUT IDEAS . . . BUT ABOUT PEOPLE. IT'S POSSIBLE TO GO TO A LIBRARY AND READ ABOUT IDEAS, BUT WHAT MAKES THE COLLEGE EXPERIENCE SPECIAL IS THE PEOPLE.



Tuesday
February 24, 1976

MRS. FORD'S REMARKS
CREEL SCHOOL DEDICATION

Your school is so beautiful--full of bright colors and open spaces, but the best thing about it isn't something I saw, but the enthusiasm I felt when I walked around.

I can feel how proud you are of Creel, and the feeling in a school is the most important thing of all.

So many people make this feeling possible. Two of them are your principal, Katherine Ewald, who has worked very hard during the past five years, and your kindergarten teacher, Susan Stafford, who was determined to have a dedication worthy of your enthusiasm.

I was so pleased to hear that every afternoon everyone stops to read, because reading is one of my favorite activities.

I have books that are like old friends, and I read them over and over. Sometimes books take me new places or help me learn how to do something new. Some books are full of words, others full of pictures and still others full of numbers. But all of them give us things to think about.

So today I dedicate Creel School to all of you and to what you've learned and to what you will learn here. And thank you for asking me to share this special day.

What possibly I could say it would be appropriate - put my words & my flesh to you as I would like to deliver to you.

Tuesday
February 24, 1976

MRS. FORD'S REMARKS
STAND UP FOR AMERICAN RALLY
JACKSONVILLE, FLORIDA

Over a century ago, Walt Whitman wrote a poem called "I Hear America Singing". His words celebrated Americans at work and at play. Whitman heard those songs during a difficult period in our history, but he understood the songs were stronger than the troubles.

In 1976 on the 200th anniversary of the Declaration of Independence, we too must listen for the good sounds of America-- working, ^{the} dreaming and ^{the} achieving.

Everywhere you go in America, you can see the greatness of this land and the people.

We see Americans who care about each other ^{the} and who reach out to those who are hungry, ^{the} sick or in need. Over and over we've seen the compassion of Americans for their neighbors and people around the world. ^{even the}

Americans are generous with their time, ^{the} talents and money to help fight poverty, improve schools, support churches and eliminate disease.

This is the year to celebrate the goodness of America and her people.

We see Americans strong in their beliefs and dedicated to ideals. ^{the}

We see Americans who love the land and work to preserve it.

We see Americans who live far from other people, who find their freedom in solitude.

We see Americans ^{the} living and working together in cities and towns who find their freedom in cooperation.

^{And} We see young Americans eager to try new ways of solving problems and new ways of honoring our ideals.

We see Americans ^{the} varied in their customs, faiths and hopes-- ^{all} united in a love of freedom.

We see a land full of contrasts---cities and wide open spaces---mountains and deserts---forests and plains---joined together by a working political system.

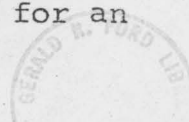
And all of these visible signs of America and the songs we hear from the people are what ^{the} the Bicentennial celebration is about. ^{can}

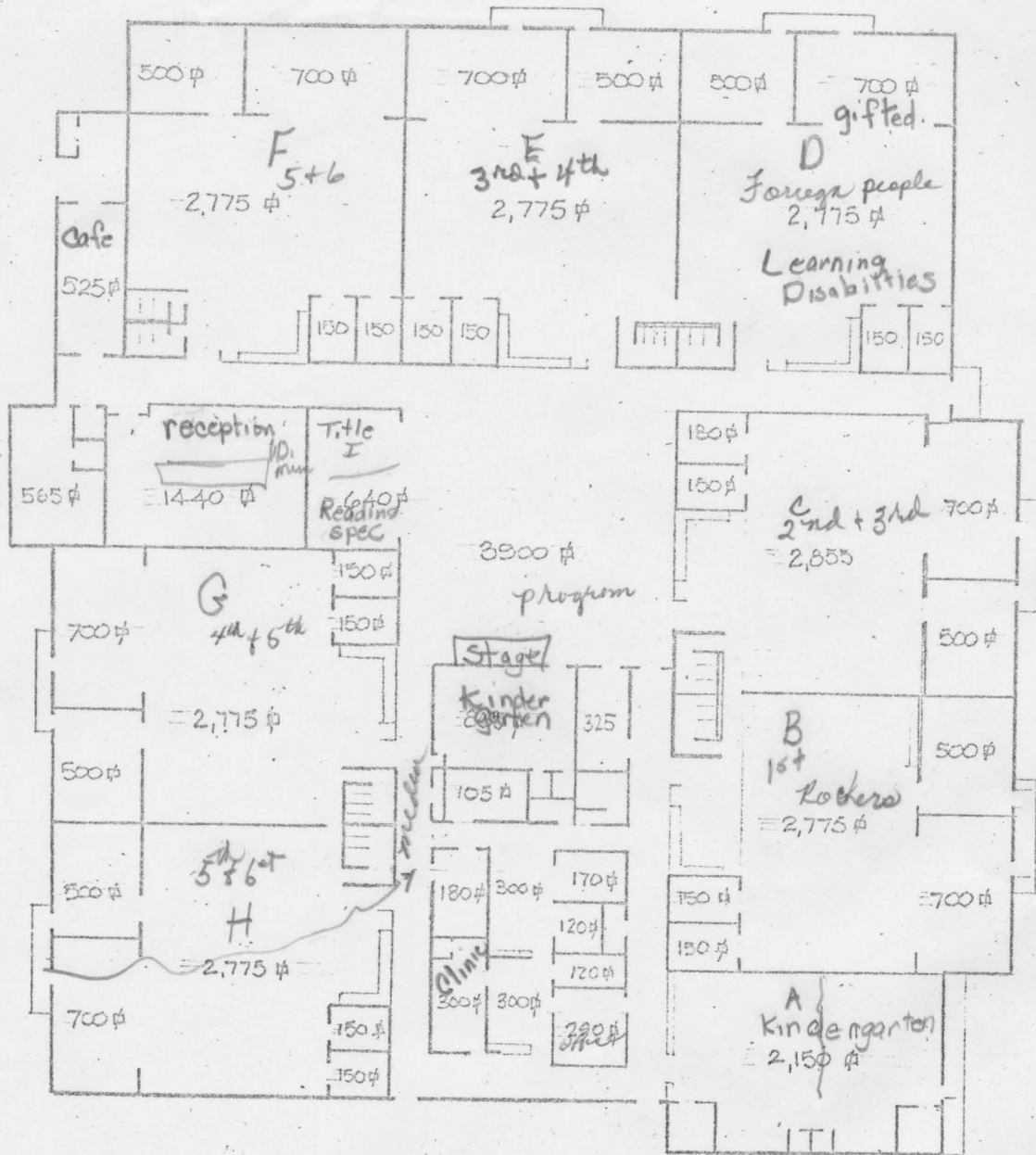
Rejoice is an old-fashioned word, but it captures what I hope we feel this year. We should rejoice in our individual freedoms, in our free enterprise system and in our representative government.

We are still striving to translate our ideals into reality, but we should pause to rejoice in the progress we have made.

The past two hundred years prove a government of free people can prevail over conflicts. Let us celebrate this anniversary by rejoicing in our successes and being challenged by our failures.

In 1976, let us listen to the good, strong sounds of our country---so that we may be inspired to search and work for an even better America.





51,000 sq ft TOTAL, CLASSROOM: 36,269 sq ft



DRAWN - R. DUNCAN 10-13-72

CREEL ELEMENTARY

A-70 SCALE: 1"=40'

CREEEL ELEMENTARY

SITE PLAN

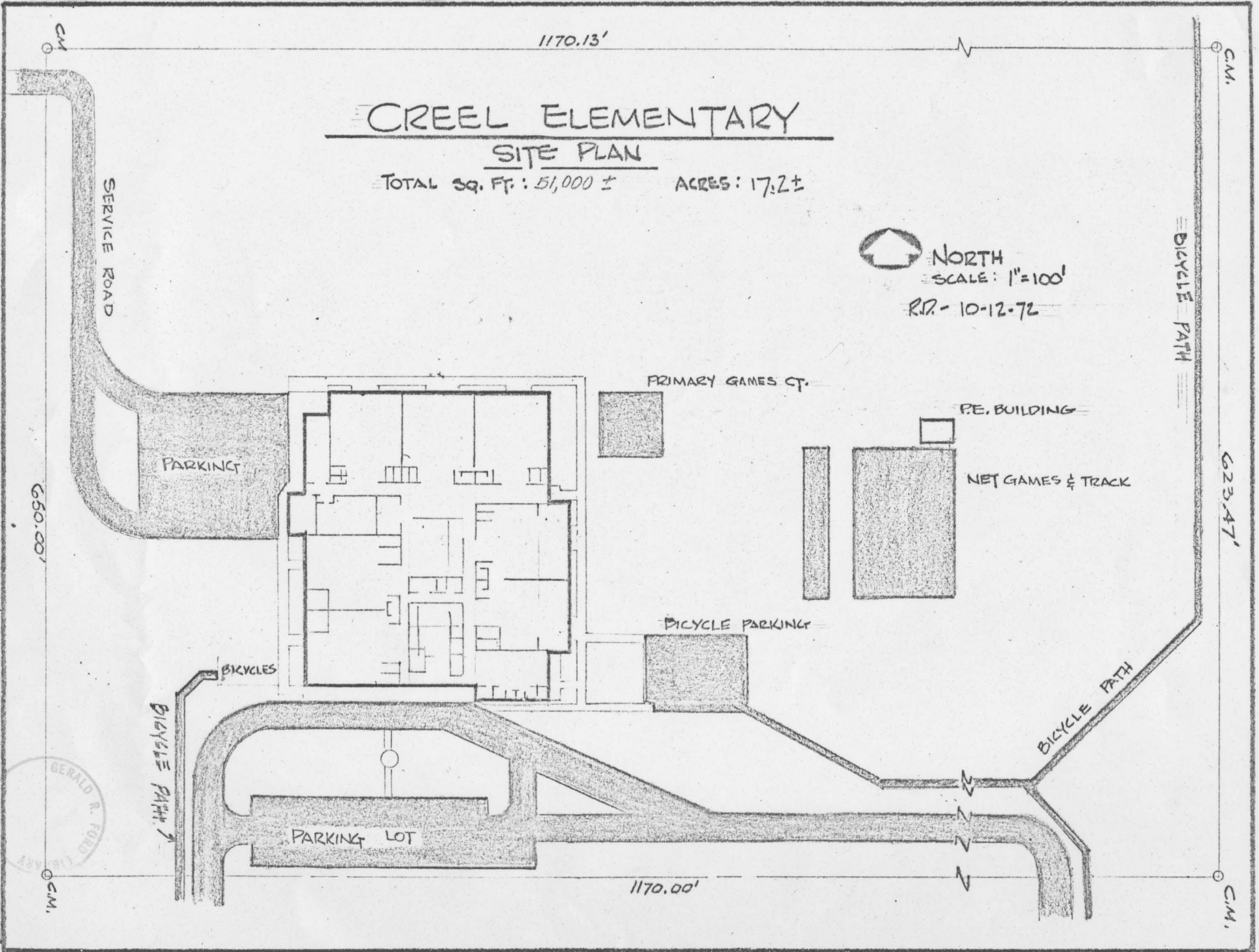
TOTAL SQ. FT.: 51,000 ± ACRES: 17.2 ±



NORTH
SCALE: 1"=100'

R.D. - 10-12-72

CREEEL ELEMENTARY SCHOOL 15100'



C.M.

1170.13'

C.M.

SERVICE ROAD

PARKING

PRIMARY GAMES ST.

PE. BUILDING

NET GAMES & TRACK

650.00'

BICYCLE PARKING

BICYCLES

BICYCLE PATH

PARKING LOT

BICYCLE PATH

623.47'

1170.00'

C.M.



MASTER PLAN FOR UTILIZATION

OF NEW

W. J. CREEL ELEMENTARY

BY

AUGUST, 1972

JANUARY, 1972



INTRODUCTION

The following outline includes the nine (9) major areas for development of in-depth plans and in-service programs in order to be prepared to open the new school in August. The present outline will be expanded into an "operational booklet" as the committees proceed with assignments. Essential to successful preparation is Section IX which provides a visible time chart (Critical Path Network) by which to help coordinate and interrelate activities, as well as to meet projected schedules.

Kathryn A. Eward

STATEMENT OF PURPOSE

We are dedicated to establishing an education program which enables the individual child to function effectively with people today and to develop the tools with which to function effectively as an adult. A primary responsibility is to teach the basics of education: Reading, Writing and Arithmetic. We will do this by utilizing traditional methods which are effective and by utilizing contemporary techniques and equipment to provide various individualized instruction activities. The acceptance of our type of school plan demands effective development of individual programs to encourage flexible grouping patterns. The basic education program and flexible grouping enable all students to receive a fundamental education and provide a capability for additional instruction for the gifted, remedial, or slow learning student.



TABLE OF CONTENTS

I. Professional Preparation Program

- A. Staff Involvement In Planning
- B. Staff Development of Educational Specifications
- C. Professional Materials Study
 - 1. Book and magazine publications
 - 2. Self-study materials
- D. Substituting, Observing and Planning with Open Plan Schools

II. Curricula Organization

(Each subject area includes statement of goals, organization, methodology and instructional materials)

- A. Reading
- B. Mathematics
- C. Handwriting
- D. Science
- E. Social Sciences
- F. Music
- G. Physical Education
- H. Vocational Education
- I. Health/Drugs
- J. Art, Crafts
- K. Wood Shop
- L. Value Clarification and Discipline

III. Staff Organization

Definition and designation of staff roles and responsibilities

- A. General Organization Framework
- B. Team Leaders
- C. Audio-Visual Technician
- D. Art Teacher

- E. Decoding Specialist
- F. Physical Education Department
- G. Wood Shop
- H. Vocational Education

IV. Pupil Orientation and Pupil Organization

- A. Pupil Familiarization Possible In This Plant
- B. Pupil Visitation Program
- C. Participation in New School Planning
- D. Audio-Visual Presentations for Pupil Orientation
- E. Pupil Organization In New Facility

V. Community Information Program

- A. Visitation Program
- B. Printed Materials
- C. Audio-Visual Presentation
- D. Post Occupancy Educational Visitation and Information Programs

VI. Furniture, Equipment and Materials

- *On Hand
- *Prepare for Bid
- *Direct Purchases

- A. Furniture Selection and Coordination
- B. Non-Instructional
 - 1. Custodial
 - 2. Food Services
- C. Instructional Materials

VII. Committee Assignments

- A. Statement of Goals
- B. Professional Study (books and magazines)

C. Subject Areas

1. Reading
2. Mathematics
3. Handwriting
4. Science
5. Social Sciences
6. Music
7. Physical Education
8. Health/Drugs

D. Special Instruction Areas

1. Vocational Education
2. Value Clarification and Discipline
3. Art, Crafts
4. Wood Shop
5. Conservation

E. Furniture Selection and Coordination

F. Custodial

VIII. Detail Facilities and Equipment Orientation

A. Design Rationale

B. Development of Programs to Maximize Utilization of Plant Design and to Encourage Flexible Grouping Patterns

C. Instructional Equipment In-Service

D. Non-Instructional Equipment In-Service

1. Custodial
2. Food Services

IX. Critical Path Method: Network Information (Timetable)

DR. W. J. CREEL ELEMENTARY SCHOOL

PHILOSOPHY

We are dedicated to establishing an educational program which enables the individual child to function effectively with people today and to develop the tools with which to function effectively as an adult.

We believe that every child is continuously developing, at varying rates, his academic competencies, his ideals, and his values which affect his entire lifetime.

We believe a primary responsibility is to teach the basic competencies of reading, Mathematics, and written communication. We believe we should continuously develop and foster certain spiritual and moral values as: respect and love of our country, respect for the family, honesty, fair play, respect for self and others, kindness, unselfishness, sympathy and forgiveness. We further believe that the mastery of certain basic academic competencies encourages the development of self-respect and a sound value system.

The Dr. W. J. Creel school program is developing and continuously evaluated upon this basic philosophy.



SAMPLE CREDENTIAL RELEASE

Initial sentence explaining event
Mrs Ford will ~~leave~~ ^{at} the Dr. ~~W~~ Creel Elam School at 12:30pm ~~in~~ ^{at} 1516 Palmwood Dr Wedo, Feb 25. She will arrive at the school at 10:45am and ~~part~~ to take a tour of the school and participate in a program with the children.

RP All media wishing to cover Mrs. Ford's visit should submit credentials requests to Johnny Forbes, 1260 (address) 1516 Ave, Robledge.

Deadline for credentials request is Feb 24 Tues, noon.

- The following information is requested:
- Name
 - Affiliation
 - Social security number or passport number if not US citizen
 - Date of birth
 - Place of birth
 - Business phone number
 - Home phone number

The above information may be delivered in person or called in to the office listed above. This office will be open from 8am to 5pm ~~from~~ Monday through Tues till noon.

Credentials must be picked up in person by each individual member of the media at WJ Creel School from 9 to 10:30 am on Weds, Feb 25.

#

For immediate release
Wednesday, Feb. 25, 1976

THE WHITE HOUSE
Office of the Press Secretary to Mrs. Ford

Mrs. Ford will dedicate the Dr. W.J. Creel Elementary School in Melbourne, Fla. at 12:30 p.m. today. The dedication ceremonies will be preceded by a tour of the school and Mrs. Ford's participation in a program presented by the school's students.

The Dr. W.J. Creel Elementary School was completed in August of 1972. Built on the modern open-space plan, the school is traditional in its teaching concepts, stressing primary skills in reading, writing and arithmetic. The school is distinguished by the community support and parental, student and faculty involvement in many of the school's decisions. (The school's primary colors, for example, were chosen in a school-wide election by the students. They are red, white and blue.)

Principal and Mrs. Ford's host is Mrs. Kathryn Eward. The school has an enrollment of 543 children and about 25 full-time faculty members.

#

note: the program the children will present Mrs. Ford consists of a skit titled "Happy Birthday, America;" "Let George Do It;" and "I Am Someone."



Tuesday
February 24, 1976

MRS. FORD'S REMARKS
CREEL SCHOOL DEDICATION

Your school is so beautiful--full of bright colors and open spaces, but the best thing about it isn't something I saw, but the enthusiasm I felt when I walked around.

I can feel how proud you are of Creel, and the feeling in a school is the most important thing of all.

So many people make this feeling possible. Two of them are your principal, Katherine Ewald, who has worked very hard during the past five years, and your kindergarten teacher, Susan Stafford, who was determined to have a dedication worthy of your enthusiasm.

I was so pleased to hear that every afternoon everyone stops to read, because reading is one of my favorite activities.

I have books that are like old friends, and I read them over and over. Sometimes books take me new places or help me learn how to do something new. Some books are full of words, others full of pictures and still others full of numbers. But all of them give us things to think about.

So today I dedicate Creel School to all of you and to what you've learned and to what you will learn here. And thank you for asking me to share this special day.



~~Carol~~ ~~Monroe~~
Patricia ² ~~Monroe~~ ^{OR} ~~Monroe~~
Geo ~~Monroe~~
Twanda ~~Monroe~~ ~~Barrett~~

Monroe Bell
813 394 2571

arriving 2:30

pet's adv
Jeff Crude

low income - ^{doubled} raised reading level - 1st grade
quadrupled - neighborhood school (no busing)
finished Aug, 1972

children parti in choosing colors. election for
colors - 543 children - 25 ft faculty

15 mins - Open space school plan

outside - 1500-2,000 people 150 invited guests - 7-800

parents - 600 children + teachers

(WESH chan 2 NBC)	(WFTV ABC-9)	(WDVO CBS 6)
3 TV stat in Orlando - local private		
3 nsps - ^{Today Paper} Courty - Miami -		

I love Am
let G do it

lowest in the county?

✓ tape on door

check

- picking me up
releases

transp

~~map press areas~~

~~wait it~~

~~fighting stage~~

mult inside +

out
give nsps pix

press sign on bus

call on plane

who's in what room



Creel school in Melbourne

from polit student
good - east coast
Reagan country
from pres, fantastic

1. waiting 3 1/2 years
2. low income white - 1/4 black - reading level lowest in state 91% below their grade level - now 75% on or above
3. commu involment - parents - kids voting on colors - emphasis on reading
4. majority of the time w/ the kids - ~~pres~~ take part in a program - they're doing skits - dedicat ceremony outside - I'll talk to Kay, when hang up

from polit student
fant. Pres not go here

Cultural Center

1. lounge / theater / school + classrooms
2. no govt involvement
3. comm of 40,000





*100
Years of
Educational
Excellence*

1960
1961
1962
1963
1964
1965
1966
1967
1968
1969
1970
1971
1972
1973
1974

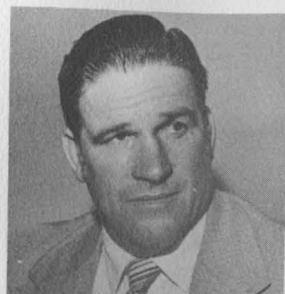
**SUPERINTENDENT'S
ANNUAL REPORT**

THE SCHOOL BOARD OF BREVARD COUNTY, FLORIDA



The School Board Of Brevard County, Fla.

(during 1974)



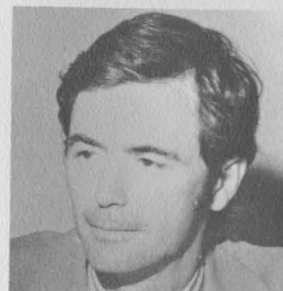
ROBERT A. ANDERSON
CHAIRMAN
Term expires in 1976



MRS. GLORIA C. DIFABIO
Term expires in 1978



WINSTON W. GARDNER, JR.
Term expires in 1978



CHARLES H. GOODRICH
Term expires in 1978



MRS. MARGARET B. SENNE
Term expires in 1976



CLARK MAXWELL, JR.
Resigned in 1974



MRS. LOUISE M. TAYLOR
Term expired in 1974

The School Board is a constitutional sub-division of the State with five elected officials. Two positions are up for election in Presidential election years, the other three positions two years later. Elections are county-wide but candidates must reside in the district they represent. Members are paid \$5,572 annually, plus expenses.

Message From The Superintendent



To the Members of the School Board:

After serving two years as your chief administrative officer, I am sending to you and the public of Brevard County my first published report of our progress, plans, and problems. The Superintendent's Annual Report: 100 Years of Educational Excellence covers the activities of 1974. By reporting on the calendar year, instead of the school year, we are able to compare two consecutive school years and thus give the public a better picture of what is going on.

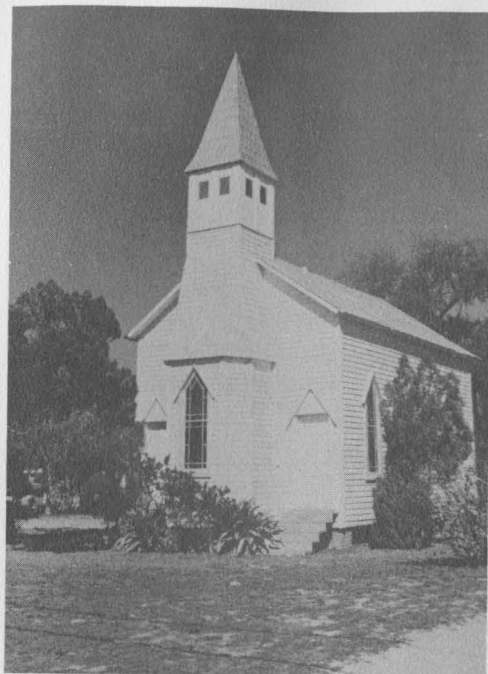
This particular report reflects on Brevard County's first 100 years of public support for education -- but only for a moment. It's depth is in a report of the progress I feel we have made during the year. Finally, and perhaps most importantly, this report lists some of the problems and challenges the school district and the citizens of Brevard County face in continuing to provide a quality program of education.

Needless to say, my first two years as your superintendent have been exciting, sometimes frustrating, but mostly satisfying. I commend your dedication and hard work as Board members. I commend the people of Brevard County for their interest in good schools. I am proud to be a part of this team effort.

Luther R. Rogers



In The Beginning . . .

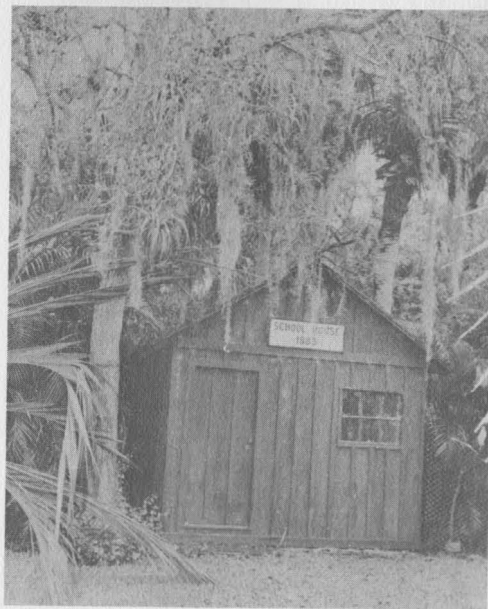


TITUSVILLE 1872

Late 1974 signaled the end of 100 years of public and full-time support for education in Brevard County. It was on July 21, 1874, that William Sharpe became Brevard's first Superintendent of Schools, assuming full-time responsibility for education in an area with only one school (Titusville, 1872). Less than two months later, on Sept. 12, 1874, Mr. Sharpe joined forces with John Houston, chairman of the Brevard County Commission, and R. A. Hardee to assess a one mill tax for the support of schools. At that time the Titusville school located in the upstairs of LaGrange Church came under public support. Sister schools were opened in Melbourne in 1883 and Cocoa in 1886.

In these 100 years, 21 men and one woman have served as Superintendent of Schools. Enrollment has grown from a handful of students to a peak of over 60,000 in 1969 and is now at just over 56,000 students. The value of that first mill is not known but in 1898 a mill brought in \$2,340. Today, a mill is worth \$1,865,592. Levy of millage, once up to 20, has been on the downward trend for several years and is now at 9.049 mills for 1974-75.

We've gone from one teacher in 1874-75 to 2,736 this year. The first known budget -- in 1898 -- amounted to only \$14,800 and supported nine teachers. Today's comparable budget is roughly \$67,105,130. And we've gone from the one room schoolhouse at LaGrange Church to 67 schools, most of them very modern, some of them so modern they return to the one room concept with open space classrooms. Whatever change time has wrought has been for the good of the child, at the demand of the public -- those faithful adults who have supported education in Brevard for 100 years.



MELBOURNE 1883

Ah . . . 1974! Some might refer to it as a time of backing up. Increasing pupil losses. Teacher cutback. Spending freeze. Budget slashes. Yes, they were reality--signs of the times. But we didn't look at 1974 as a step backward. These problems were just a reflection of a school district catching up with itself--an end to a period of rapid growth.

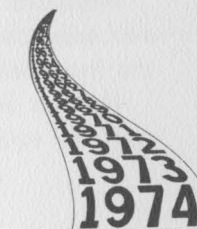
By all accounts 1974--that 12 months ending our first 100 years--was a time of progress. Let's take a look at assessment, and the progress our pupils have made, or a new emphasis on the basics of reading, writing, and arithmetic. Let's look at work with those pupils who are gifted, or those who are exceptional; those who want a career not backed by college, and those who expand their horizons as adults.

When we talk about progress we must mention community involvement--from the beginning of the year to the end. We believe it is just the beginning of a new partnership in education, between the school and the home.

While much of our progress is visible, there are some areas where it can't be seen. Management of our budget and our resources--your tax dollars--goes on mostly behind the scenes as Brevard leads the state in developing ways to be more accountable.

Finally, we've made progress by becoming more aware of our existing and future problems. And it's by dealing with these problems that we'll be able to assure greater progress in the future. Greater progress means a benefit to the child. The key is a more responsive school system--a humane school system. That's a place where people care for each other, and care for your child.

. . . And Now Today!





The present goals of the Brevard County School District were adopted May 1, 1973. But their impact on the schools has only been during the past 18 months and, most noticeably, during 1974. In January 1974 we asked adults selected at Random from the community to tell us what priority order they would put on the goals, and to rate the school district's performance toward achieving its goals. Teachers were asked to do likewise. Basically, the response was the same. Goals relating to "basic communications and arithmetic skills" were put at the top of the list.

These priorities were reinforced by the ratings which further indicated a desire on the part of the public to have more emphasis on such areas as reading, spelling, and arithmetic computation. Standardized testing provided further reinforcement of these findings.

As a result, greater emphasis was placed on communications and arithmetic skills during 1974. That emphasis is continuing, and will be expanded in the 1975-76 school year.

SYNOPSIS OF STUDENT DEVELOPMENT GOALS

Communication and Learning Skills--All students shall acquire a mastery of the basic skills required in obtaining and expressing ideas through the effective use of words, numbers, and other symbols.

Citizenship Education--All students shall acquire and continually improve the habits and attitudes necessary for responsible citizenship.

Career Interests--All students shall acquire a knowledge and understanding of the opportunities open to them for preparing for a productive life, and shall develop those skills and abilities which will enable them to take full advantage of those opportunities--including a positive attitude toward work and respect for the dignity of all honorable occupations.

Mental and Physical Health--All students shall acquire good health habits and an understanding of the conditions necessary for the maintenance of physical and emotional well-being.

Environmental Awareness--All students shall develop a concern for their environment and its influence upon their lives.

Aesthetic and Cultural Appreciations--All students shall develop understanding and appreciation of human achievement in the natural sciences, the social sciences, the humanities, and the arts.

Human Relations--All students shall develop a concern for moral, ethical and spiritual values, and for the application of such values to life situations.

Brevard County's schools provide instruction on the basis of the needs and interests of the student -- the bright, the talented, the average, the slow learner, the disadvantaged, the physically or mentally handicapped, and the adult whether young, middle-aged or retiree. This results in a variety of programs and approaches. Significant progress was achieved in several instructional areas during 1974.

LANGUAGE ARTS

Last September teachers throughout elementary schools implemented a new language arts program with primary level pupils (years one through three). The new approach, already piloted, is designed to increase student interest in reading, writing, and spelling. It should bring about general improvement in all three areas of language arts. One of the greatest benefits is that reading will reinforce spelling, and vice-versa. The new language arts approach will be expanded in the 1975-76 school year to include students in the upper elementary levels.

ARITHMETIC

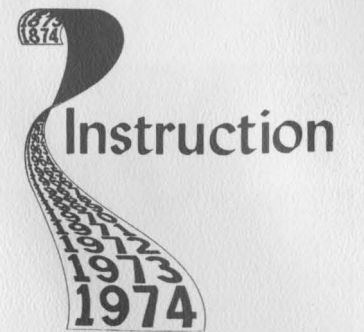
During the summer of 1974 numerous teachers worked to develop practical materials for increasing the math computation skills of students. The materials are supplemental to the county-wide Mathematics Continuum. They were developed by local teachers so they would be more responsive to the unique needs of our students. These materials are now being used throughout the school system.

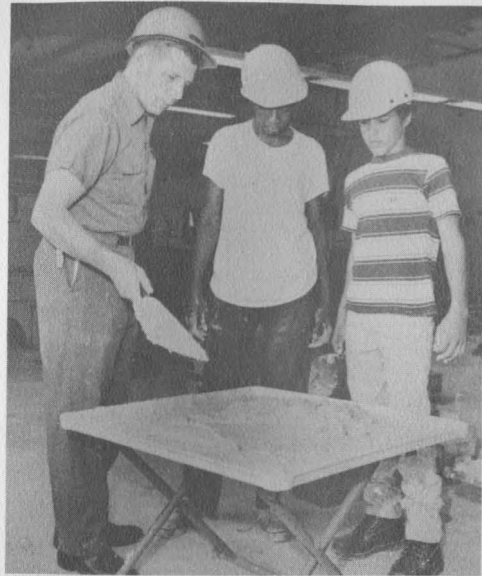
Other progress in the mathematics area includes major revisions in Algebra I to make it more responsive to the needs of the student who falls behind. These changes allow the student to back up rather than force taking the course over.

In preparation for the metric system, teachers are being exposed in this area through inservice training. Some materials are also being piloted in the elementary schools.

ADULT/COMMUNITY

Public interest has been the direct reason for expansion of night adult courses and the community school concept. Driver education, along with many non-credit courses, has been added for adults. Three new community school centers were opened in 1974, bringing to ten the number with full night programs. Two of those centers also offer day programs. In addition, adult courses are available at Patrick Air Force Base, and aboard ship at the U.S. Coast Guard docks at Port Canaveral.





CAREER EDUCATION

The concept of a "career" education, integrating academic and vocational subjects, has expanded from the pilot project at Cocoa High School and is spreading throughout the system. Inservice training has been used extensively to help teachers relate to students, for example, the value of English in auto mechanics. More and more academic courses are being related to specific career interests of students.

Another aspect of career education that is having an impact on teenagers is the occupational specialist program. These men and women talk to students about careers, job opportunities, and assist in job placement. They also survey graduates and dropouts to determine what they are doing after school.

COMPREHENSIVE HEALTH

The K-12 Comprehensive Health Project began last fall with primary attention on the attitudes of students. The program is designed to help students realize health hazards and needs. Primary emphasis is placed on nutrition, drug abuse, tobacco abuse, alcohol abuse, and physical cleanliness.

GIFTED STUDENT

After three years of a talented student program which dealt with special interests on a one-shot basis, the instructional program began this fall dealing with the truly gifted child. The gifted students were identified on the basis of statewide criteria. Their special emphasis program continues throughout the year. Meanwhile, the talented student program continued. Here each student is identified and asked to submit a project in a special interest area. A blue ribbon committee of community members then selects the best projects for funding.

SCIENCE RESEARCH

Interest has brought about an expanded science research program at the junior high/middle school level and senior high. The tremendous success Denise Miller of Cocoa High, Chris Willson of Merritt Island High, and Richard Foch of Astronaut High, all of whom won trips to the Nobel Peace Prize Award Ceremony, Stockholm, Sweden, has had its effect on the program. The latest improvement last fall was to team science and English teachers in a pilot project to aid research students in the communication of their projects.

EXCEPTIONAL STUDENT

The exceptional child education program, already considered one of the best in the nation, made major improvements with the addition of special opportunities for the multiply handicapped and profoundly retarded children. Adoption of a due process procedure for placement of students into exceptional education also brought about greater teacher/parent involvement. Other program changes involve the homebound program which allows the regular teacher to go to the child's home, and expansion of specific learning disability (SLD) classes due to demand.

The multiply handicapped program provides proper care for students who suffer from at least two handicaps, one of which is physical. The profoundly retarded (PMR) program joins already existent educable mentally retarded (EMR) and trainable mentally retarded (TMR) programs.

MIDDLE SCHOOL

The middle school came of age in Brevard County during 1974. The School Board officially adopted a structure of K-5, 6-8, and 9-12, thereby accomodating a typical middle school age range. Two schools in Titusville -- Jackson and Madison -- moved into the middle school category, joining Clearlake, Kennedy, and Poinsett in the Cocoa-Rockledge area, and Stone in Melbourne. The Board also took action providing for Roosevelt in Cocoa Beach to join the middle school group in 1975. Additional conversions of schools to middle programs are planned as the pupil populations and school facilities allow natural transitions.

The middle school is a recognition of the uniqueness of children in late childhood and pre- and early adolescence, especially the profound and erratic changes in social/emotional, physical, and intellectual behavior.

The adopted philosophy of the School Board says, in part, "...the middle school must provide the student with varied experiences that lead to an understanding of the developing self...provide the setting for meeting physical needs characteristic of this age... (and) provide for the development of continuing learning skills by independent exploration and discovery through concrete experiences."



STANDARDIZED TESTING

The standardized testing program generally reflects the successful instructional program while showing up glaring problem areas such as math computation. The latest results of the 8th and 12th grade statewide testing programs, and the statewide assessment program in grades 3, 6, and 9 place Brevard at the top of the state. On assessment Brevard placed below the state average on only one objective, similar to the state on 68, and above state levels of performance on 237.

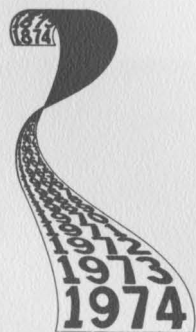
After much study, and some piloting, the school district decided to eliminate the 1962 Stanford Achievement Test and go to the annually updated Comprehensive Test of Basic Skills (CTBS). At the same time, testing beginning last fall was scheduled so that a student no longer would take some standardized tests such as state assessment and the 8th or 12th grade test, plus CTBS. Teachers and staff alike were agreed that less frequent testing would benefit students.

Brevard County has emerged a leader in Florida as all school districts head toward greater accountability. Major progress has been accomplished in 1974 to move toward the state's Comprehensive Management Information and Assessment System. It involves integration of accreditation, assessment, cost accounting/reporting, and inventory of physical facilities to aid in better management of the school system. Attention was given to the financial area in 1974. As a result Brevard will have fully implemented the new state cost accounting system (CAMIS) by mid-summer. To the public this means better ways to manage the tax dollar so that the maximum value is obtained.

During 1974 the school district started or finished construction projects totaling \$8.6 million. Major projects completed were the Cocoa High Career Center (\$2 million) and libraries at Clearlake, Edgewood, Parkway, Southwest, and Central (\$1.2 million). In addition the community library at Stone was finished (\$350,000).

Work now underway includes the \$1.9 million Poinsett Middle School conversion, the \$1.5 million Titusville High School vocational and music suites, vocational projects at Rockledge High and Melbourne High valued at \$500,000 each, and EMR suites at Kennedy, Johnson, Jefferson, Mila, and Pine Grove at a total of \$550,000.

Accountability



Construction

The schools embarked on a district-wide plan of community involvement during 1974. The plan involved many parts, both at the local school and district level. Some of it was mandated by the legislature with our support. The end result was that thousands of parents and taxpayers were involved in helping improve education in Brevard County.

ADVISORY COMMITTEES

In February of 1974 each of the 67 schools began implementation of the School Advisory Committee concept. State law mandated one committee in each county. This was expanded to each school in Brevard so that more people could be involved. Committees ranged in size from seven to 31. A total of 645 adults and 61 students served. At the same time thousands more were involved in the PTA or PTO. The recommendations brought out of these committees were extensive.

The purposes of the advisory committees, as adopted by the School Board, are: (1) To provide ideas for helping solve pressing and persistent educational problems; (2) To serve as a resource to the principal, advising in matters pertaining to the local school and its services; (3) To assist in arousing the interest of citizens in educational matters; (4) To inform and advise the principal regarding community conditions, aspirations, and goals; (5) To assist in providing for good communication among homes, school, and staff; and (6) To participate with appropriate school personnel in the development of the annual report of school progress.

ANNUAL REPORT OF SCHOOL PROGRESS

Each school prepared in the spring of 1974 an extensive report about that school's activities during the year. These reports were distributed to parents and others who desired them. The reports included school philosophy, accreditation, statewide assessment and local standardized testing results, a survey of students, staff, and parents, improvement in program, staff, and buildings, school facts and budget data, and recommendations of the advisory committee.

Observation indicated that principals, their staffs, and the advisory committees did an exceptional job in putting together the annual reports for the first time. The State Department of Education cited them as among the five best in the state. Obviously parents agree because the recent opinion survey shows that 78 per cent of the parents who had an opportunity to read the report said it helped them know more about their child's school.



PUBLIC OPINION SURVEY

The school district embarked on a new method of obtaining public ideas and determining public attitudes during 1974. Two surveys were conducted. The first, dealing with the goals of the district, was conducted in January of 1974. The outcome of that survey is discussed on page 4. The second survey was conducted in December of 1974 with volunteer interviewers going to the homes of the randomly selected respondents. A total of 388 interviews were conducted. As a result we can be 95 per cent certain that the results of repeated samplings in the same time period would vary no more than plus or minus 5 per cent, with the most likely response to be identical to the original figure. Instructional and non-instructional staff, plus 8th and 11th year students were surveyed at the same time. Some conclusions:

Like both public and student groups across the nation, the people of Brevard County have a high regard for their schools. The public as a whole, and the parents, in Brevard County rate their schools above the national average as determined in the 6th Annual Gallup Poll of Public Attitudes Toward Education. Students feel the same way. The parent and student rating is carried down to the individual school where both groups consider the schools adequate to strong. It is also interesting that the more people say they know about the schools, the higher they rate them. Also, the more severely they criticize them.

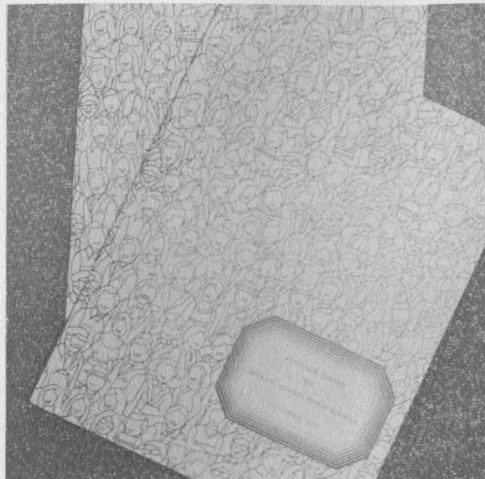
GREATER PUBLIC ACCESS

Several steps have been taken to provide the public with better access to the actions of the School Board and information about the schools and the district. INFORMATION LINE was created to provide up-to-date news about the school district, Board meetings, administrative decisions, the successes of our students, and emergencies.

The public served on committees to aid in the selection of textbooks, and to help review the discipline policy of the school district.

The Board changed its' meeting dates and times to provide greater opportunity for the public to attend. Meetings are held the second Tuesday of each month at 4 p.m. in the Merritt Island Court House, and the third Tuesday of each month at 4 p. m., alternating between south and north Brevard locations.

Public hearings are held as needed on issues which generate great public interest. Additionally, hearings and workshops are held in preparation of the budget, and prior to budget and millage adoption.



THE SECOND 100 YEARS

A LOOK AT THE FUTURE

The gains of the Brevard County School District during 1974 were the result of good instructional programs. Our schools have the flexibility to design programs to meet the unique needs of individual students. At the same time, there is a countywide emphasis on basics.

Successes in reading, increasing yearly, are the result of highly trained teachers of reading. In exceptional education the solving of some learning problems is resulting in the return of youngsters to the regular classroom. The concept of career education -- academic and vocational -- is helping students to tie things together for themselves.

The performance-based curriculum is leading to more individualization, preventing many of the problems of social promotion vs. non-promotion. And, it seems, students are feeling better about school now -- because of wider classroom activities, greater variety, the comprehensive high school, and an involvement approach to learning.

As our assessment program (both local and state) indicates that the school district is a leader in Florida in the educational program, so are we a leader in some of the support areas.

The steps the school district has taken toward accountability will have far-reaching impact on our abilities to get the most value for every dollar spent. Our staff, likewise, will have greater information to do a better job of planning.

As the 1974-75 school year began, Superintendent Luther R. Rogers announced to the staff a 6-point program:

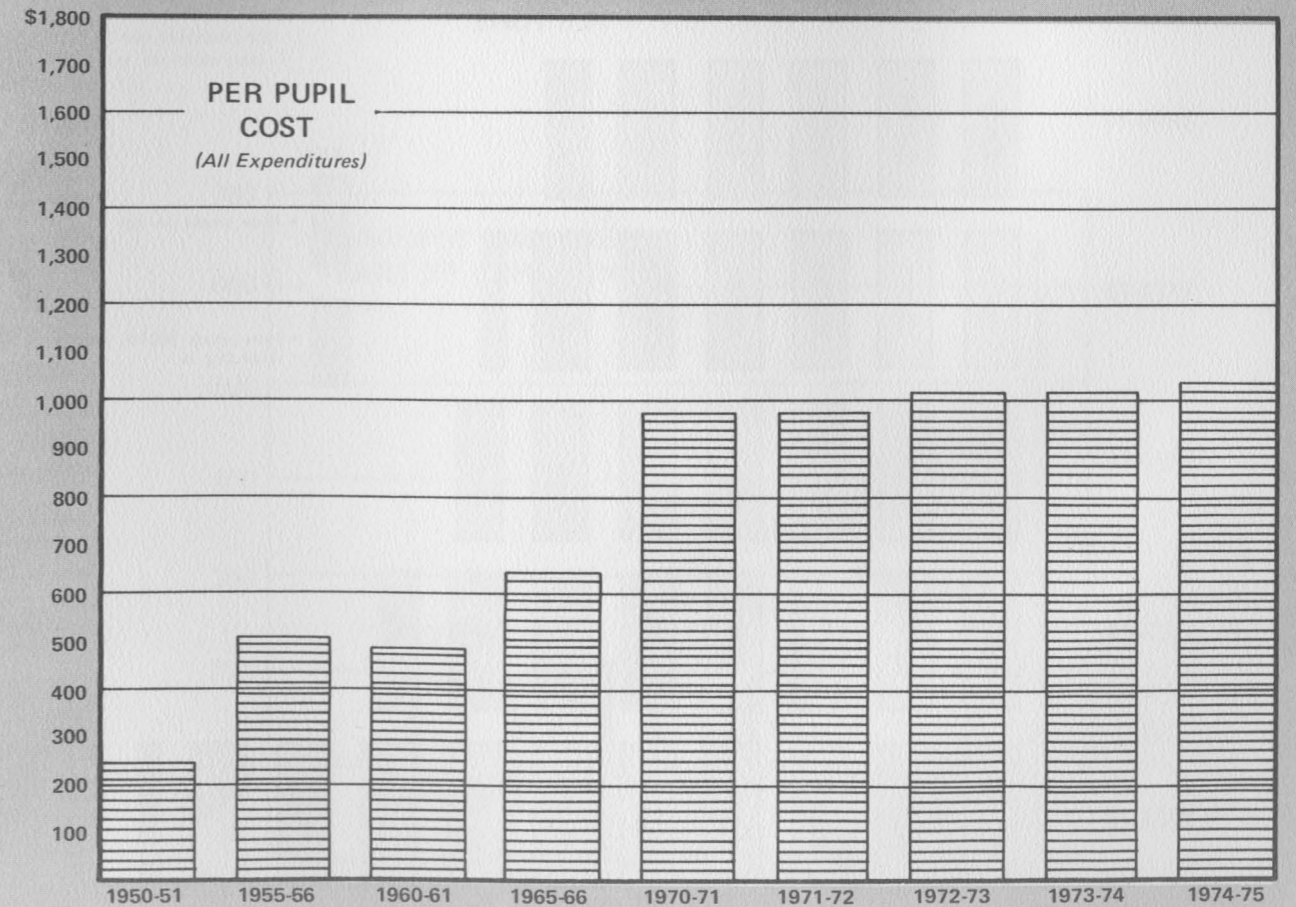
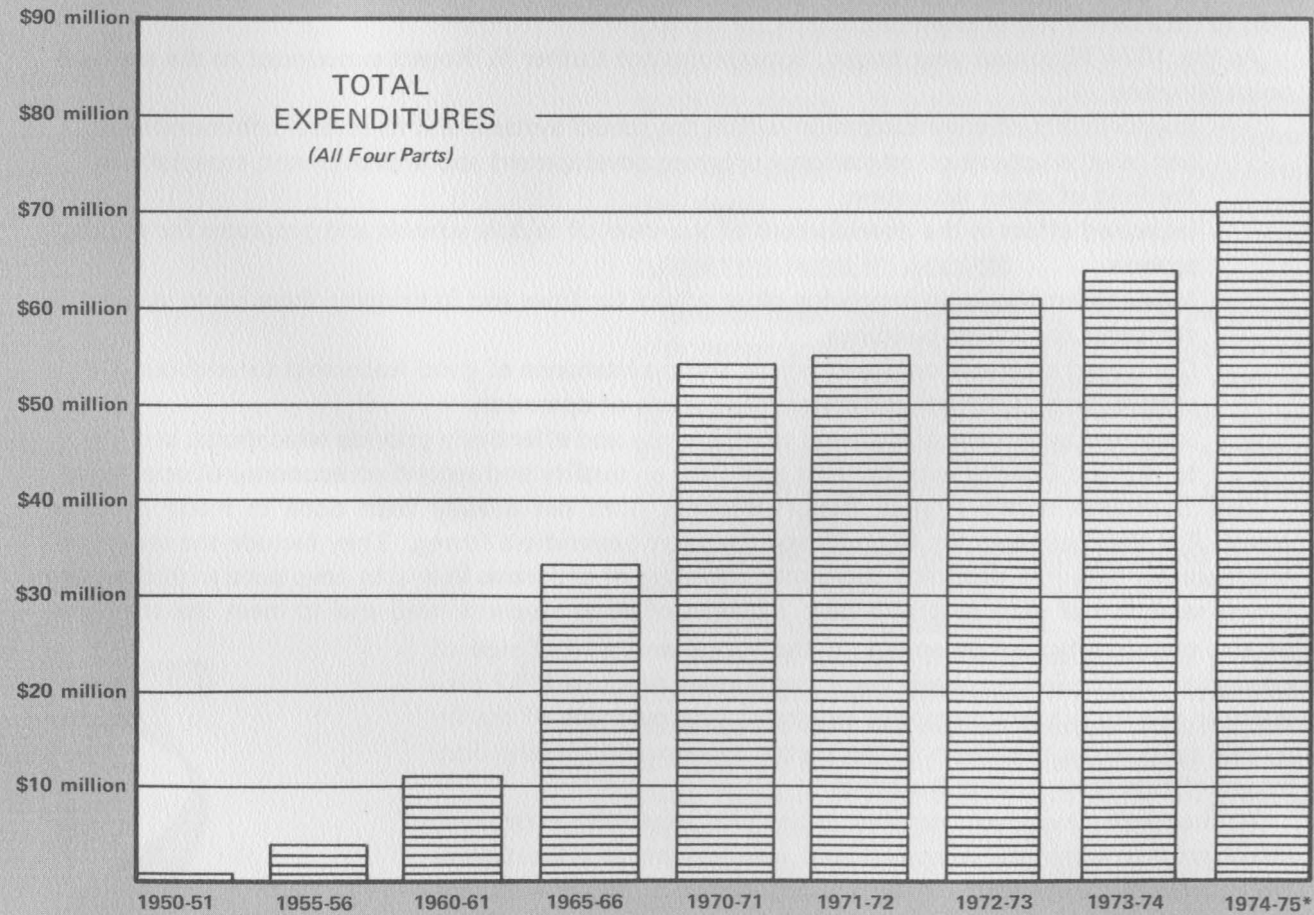
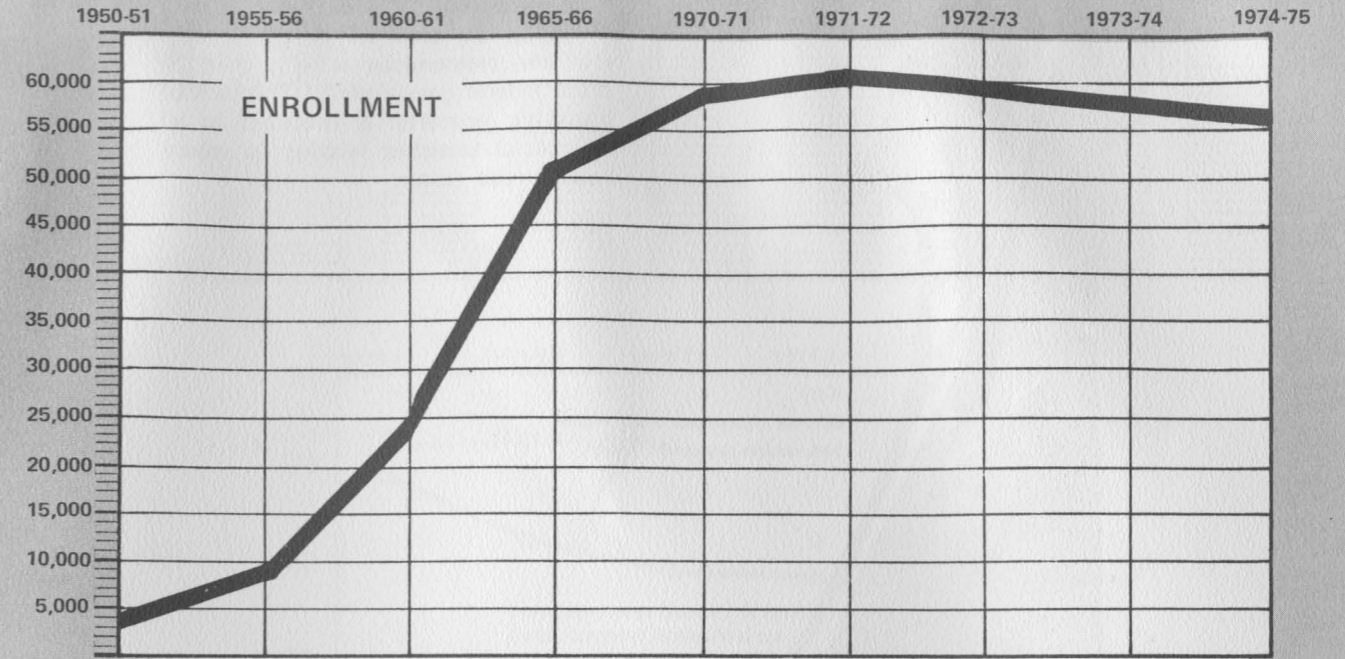
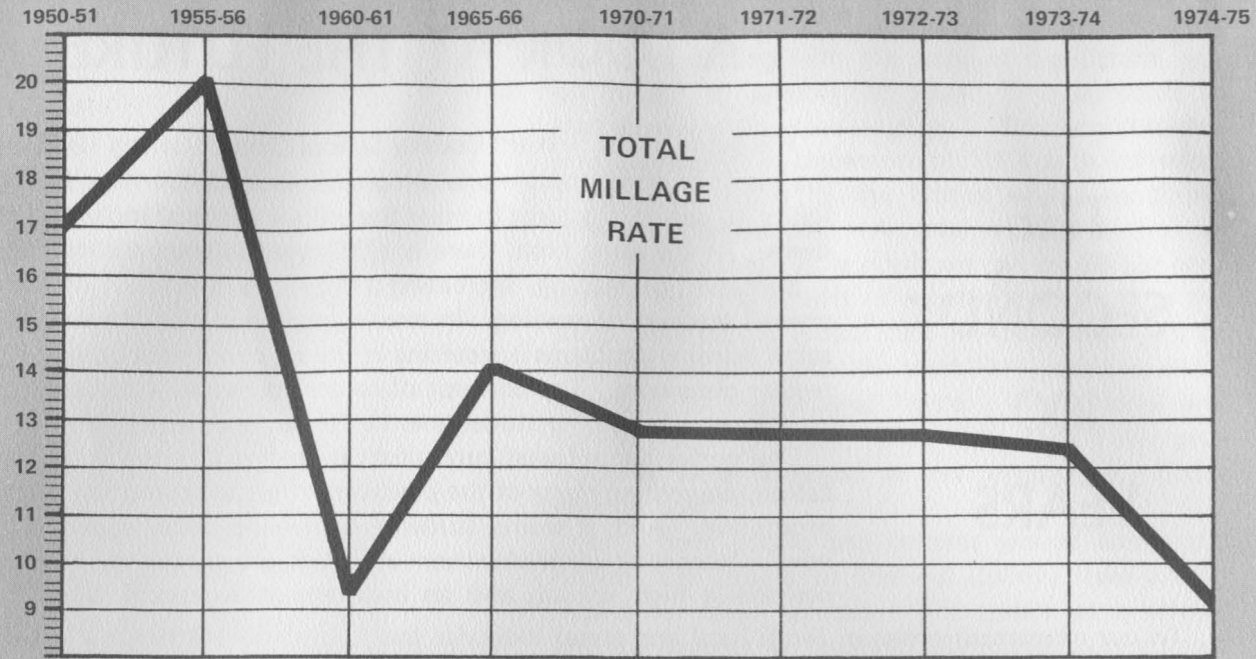
- Improvement of communication within the school system, and its several communities.
- Increased emphasis on educational program development and improvement, especially in the field of career education.
- Increased effort in the development of a system of middle schools and programs for middle schools.
- Increased emphasis on improving older school facilities and in bringing them up to current standards for school buildings.
- Continued emphasis on development and maintenance of good leadership throughout the system, both at school and countywide levels of operation.
- Increased awareness of the need to efficiently and effectively provide educational services to Brevard County with the first emphasis on quality and second on economy of operation.

This Superintendent's Annual Report outlines what has already been done in many of these areas. But the challenges for 1975-76 and the years beyond are strong. They include the seeking of adequate funding in a declining economy; updating of programs yearly to keep pace with changing times; selection of right materials both in terms of what students need and to meet the standards of the community; enhancement of the moral and ethical side of education; continued emphasis on a continuous progress K-12 program; a quality adult/community program; improvement of the in-service program; a transition to the metric system and, finally, continued efforts at improving the basics.

At the same time much remains to be done, especially in bringing about greater community interest and involvement in education at the individual school level. After all, the success or failure of education -- more and more -- rests with the combined efforts or partnership of student, teacher, and parents.



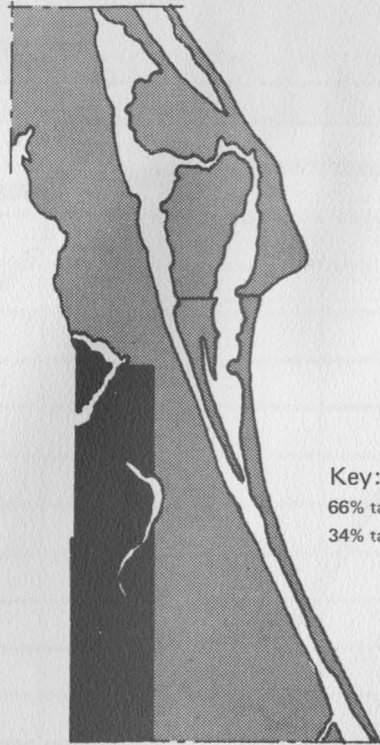
THE LAST QUARTER CENTURY



*Excludes \$3,845,015 for School Lunch Fund. This amount now required by law to be included in the school district budget. Prior to 1974-75 it was a separate "in-out" account in schools.

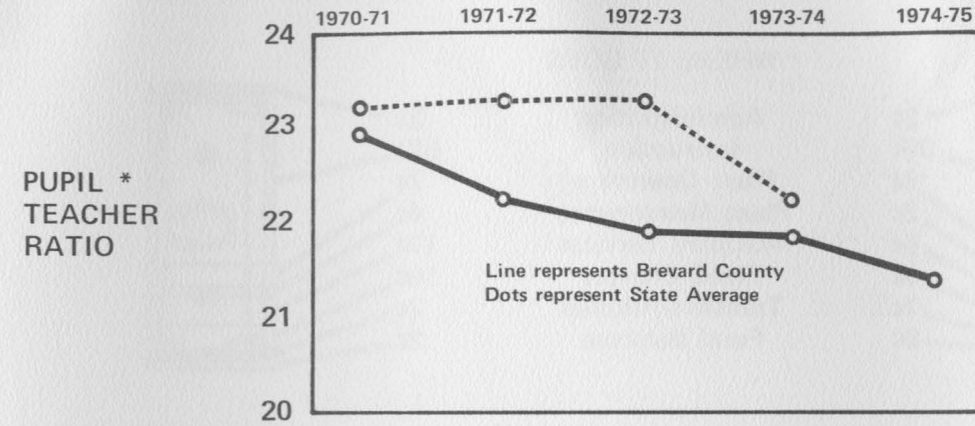
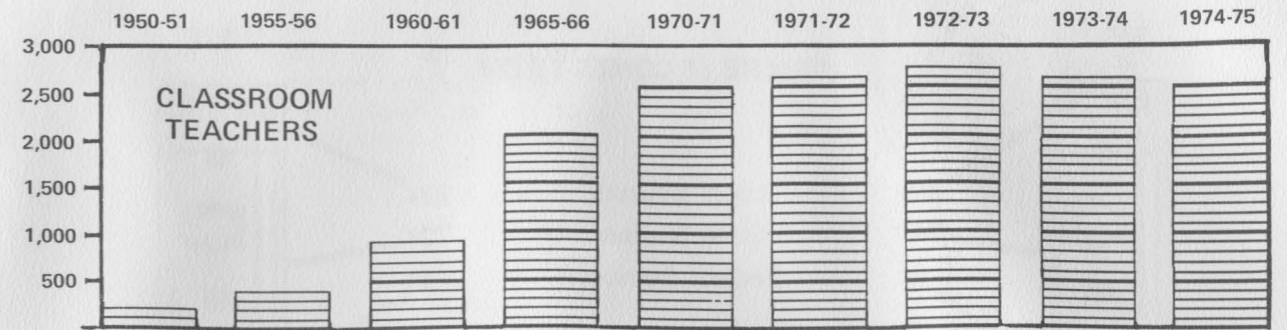
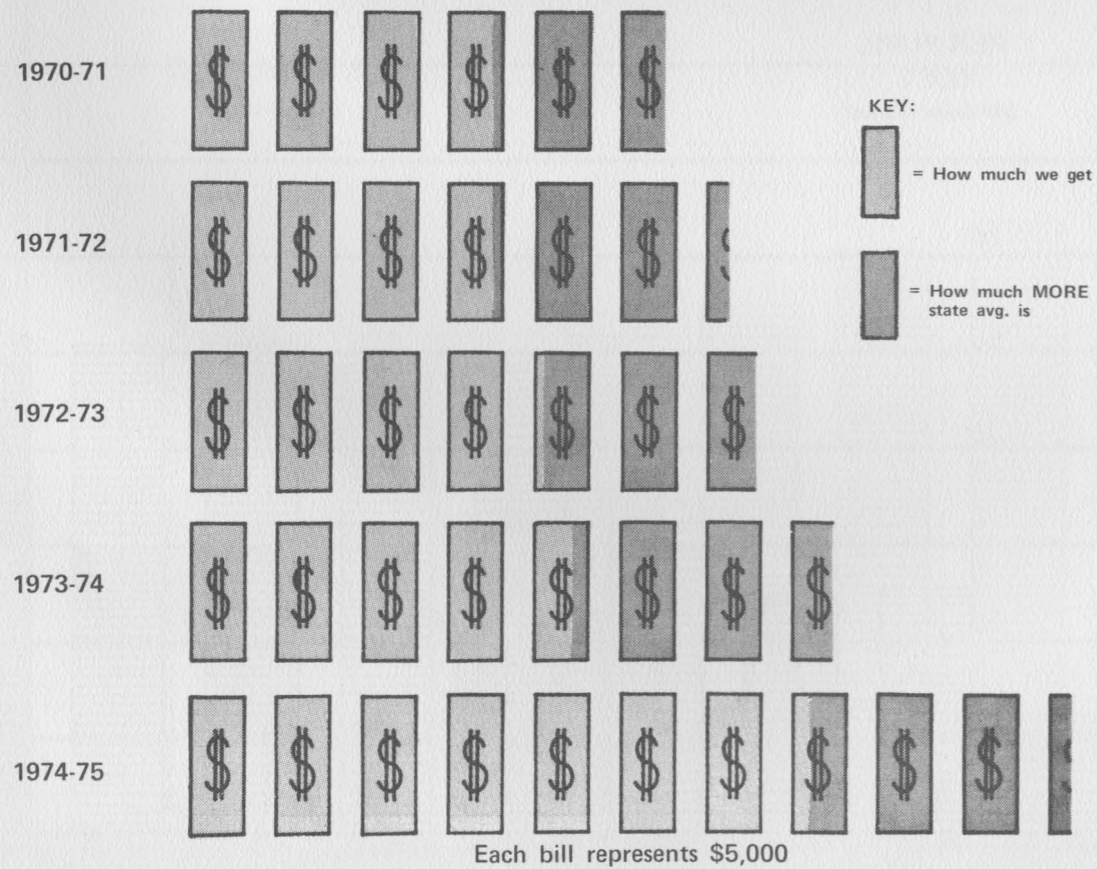
PROPERTY ASSESSMENT

Brevard's taxable assessment is only 34% of the total assessment because of the tremendous areas owned by the federal government. This lack of taxable property is reflected in all financial statistics relating to education. See below.

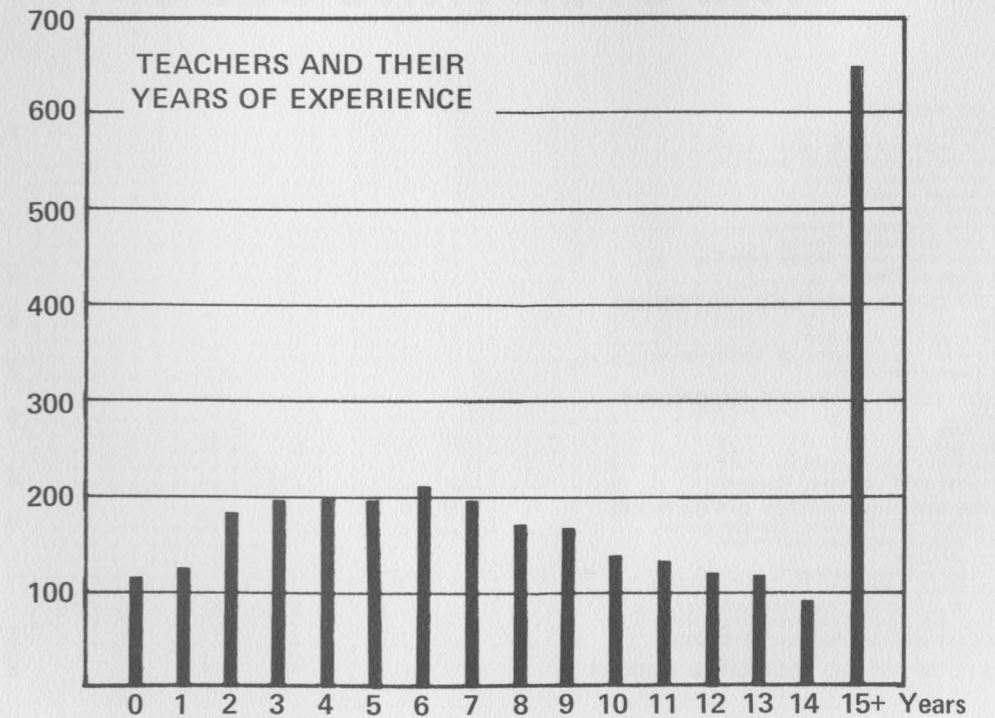


Key:
66% tax exempt assessment = grey
34% taxable assessment = black

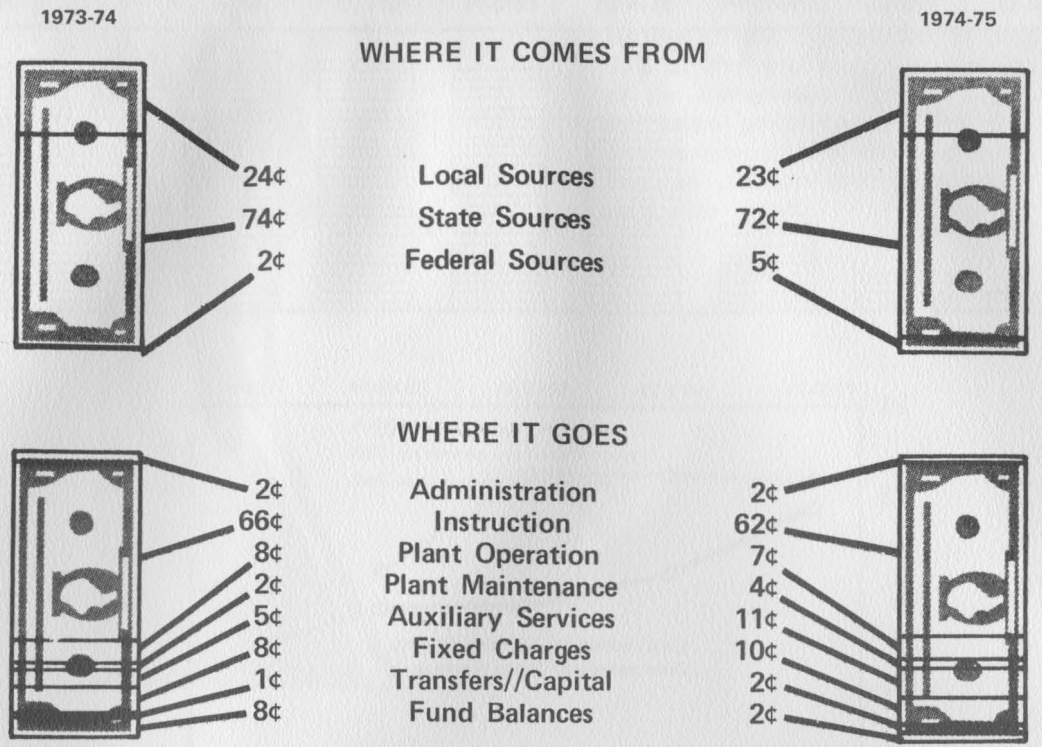
NON-EXEMPT ASSESSED VALUATION PER PUPIL



*Average daily membership 1-12 divided by classroom teachers 1-12.



THE EDUCATION DOLLAR



THE OPERATING BUDGET

	FISCAL 75
THE COST OF PEOPLE	
to administer	\$ 2,657,954
to teach or work directly with pupils	34,766,055
to operate the school lunch program	1,555,289
to drive and maintain buses	1,243,599
to do technical work	358,901
to do clerical work	2,293,580
to repair and maintain buildings	998,627
to clean and operate buildings	2,420,634
in retirement and other fringe benefits	6,051,018
Total Cost of People	\$ 52,345,657
THE COST OF BOOKS, SUPPLIES, MATERIALS	
for pupils	\$ 1,990,396
for office supplies, printing	269,577
for operations, maintenance of buildings	1,713,967
Total Cost of Supplies	\$ 3,973,940
THE COST OF FURNITURE AND EQUIPMENT	
for schools	\$ 1,109,339
for motor vehicles	327,842
for central offices	42,591
for operations, maintenance of buildings	214,603
Total Cost of Furniture, Equipment	\$ 1,694,375
THE COST OF MISCELLANEOUS OPERATIONS	
for contracted maintenance, transportation	\$ 449,493
for motor vehicle expense and travel	554,991
for utility services	2,090,265
for pupil and health services	59,079
for school lunch program	3,845,015
for other, inc. financial administration	618,205
for reserves, cash balances, transfers, stores	1,474,110
Total Cost of Miscellaneous Operations	\$ 9,091,158
TOTAL COSTS OF 1974-75 OPERATING BUDGET	\$ 67,105,130



SUPERINTENDENT'S ANNUAL REPORT

BREVARD COUNTY SCHOOL DISTRICT
3205 SOUTH WASHINGTON AVENUE
TITUSVILLE, FLORIDA 32780

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THIS PUBLICATION IN ACCORDANCE WITH FLORIDA LAW 230.23(16)

*ISSUED BY THE OFFICE OF THE SUPERINTENDENT, COMMUNICATIONS
DEPARTMENT, BREVARD COUNTY SCHOOLS, TELEPHONE 267-3311, 631-1911, 727-3500.
AREA OFFICE IN MELBOURNE, EAU GALLIE, MERRITT ISLAND, ROCKLEDGE & TITUSVILLE.*

Fla trip

FIRST LADY

April 12, 1976

Dear Mr. Forbes:

Thank you so much for sending copies of the press clippings on Mrs. Ford's visit to Dr. W. J. Creel Elementary School. Mrs. Ford was extremely impressed with the school and thoroughly enjoyed her visit.

Thank you so much for the articles. Both Mrs. Ford and I were delighted to see them.

Sincerely,

Sheila Rabb Weidenfeld
Press Secretary to Mrs. Ford

Mr. John N. Forbes
Assistant Superintendent for
Instructional Services
School Board of Brevard County
3205 South Washington Avenue
Titusville, Florida 32780

SRW/fp



July 12, 1976

Dear Kathy,

Home at last—and a chance to thank you for all your time, patience and hard work during Mrs. Ford's visit to Melbourne.

Kathy, Mrs. Ford enjoyed herself so-o much and loved seeing all you have accomplished. She has mentioned you, your staff and Creel several times since in speeches.

On behalf of Mrs. Ford, for all you did, thank you. We are grateful.

Sincerely,

Patti Matson
Assistant Press Secretary to Mrs. Ford

Mrs. Kathryn A. Eward, Principal
1566 Palm Wood Drive
Melbourne, Florida

Creel Elem. School

pm/se



THE WHITE HOUSE

WASHINGTON

July 22, 1976

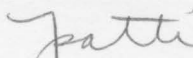
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Sincerely,



Patti Matson
Assistant Press Secretary
to Mrs. Ford

Mrs. Kathryn A. Eward
Principal, Creel Elementary School
1566 Palm Wood Drive
Melbourne, Florida



THE WHITE HOUSE
WASHINGTON

July 22, 1976

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Sincerely,

Patti Matson
Assistant Press Secretary
to Mrs. Ford

Mrs. Kathryn A. Eward, Principal
1566 Palm Wood Drive
Melbourne, Florida

Home, at last - and a chance to ~~thank~~ ^{thank you}

Dear Kathy,

#1 ~~A note of thanks~~ for all your time, patience and hard work during Mrs. Ford's ~~recent~~ visit to Melbourne.

#3 ~~On a personal note, I~~ ^{also} ~~was~~ extremely grateful to have a person of your caliber to work with. You are a real professional ~~and were instrumental in the success of the visit.~~

#2 Kathy, Mrs Ford enjoyed herself soo much and loved seeing all you have accomplished. She has mentioned you, your staff + Creel several times since in speeches.

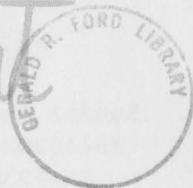
^{for all you did.}
On behalf of Mrs. Ford, thank you. We are grateful.

Mrs. Kathryn A. Edward/Principal,
1566 Palm wood drive
Melbourne, florida

Sincerely,
Patti Matson
Assistant Press Secretary to Mrs. Ford

Our Annual Report

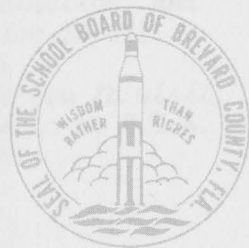
1974 - 75



DR. W. J. CREEL

ELEMENTARY

SCHOOL



Dear Parents,

This report is written for you about your school.

The report is designed to provide you with certain basic facts about your school. I would like for you to have an understanding of the planning, goals, successes and problems facing our school. The report will also reflect your collective attitudes toward our school and our efforts on your behalf.

This report represents a concrete effort to report basic facts to our parents. In 1971, Governor Askew appointed a Citizen's Committee on Education, comprised of representatives from the Legislature, business and industry, professional and minority groups. Legislation resulted in the requirement of an Annual Report of School Progress, which is compatible with state accreditation, and accountability programs (Laws of Florida, Chapters 73-338, Section 26-32).

No report can substitute for a personal visit to school. I urge you to visit, or even better, volunteer to help in the library, classroom, clinic or P.T.A. We need you and together we can do a better job for our children!

Sincerely,

Kathryn A. Eward
Principal

PHILOSOPHY

We are dedicated to establishing an educational program which enables the individual child to function effectively with people today and to develop the tools with which to function effectively as an adult.

We believe that every child is continuously developing, at varying rates, his academic competencies, his ideals, and his values which affect his entire lifetime.

We believe a primary responsibility is to teach the basic competencies of Reading, Mathematics and Written Communication. We believe we should continuously develop and foster certain spiritual and moral values as: respect and love of country, respect for the family, honesty, fair play, respect for self and others, kindness, unselfishness, sympathy and forgiveness. We further believe that the mastery of certain basic competencies encourages the development of self-respect and a sound value system.

The Dr. W. J. Creel school program is developed and continuously evaluated upon this basic philosophy.

GOALS AND OBJECTIVES

We have set certain long term goals based on the needs of the students and the community. These goals are accomplished through step-by-step objectives established by the teachers and me for the entire school and by the teacher in his/her daily/weekly written plans:

1. To continue to provide emphasis on Reading, Mathematics and Written Communications: and to assure that each child deficient in these skill areas have more than one lesson per day in these subject areas:

STATUS: This goal has been fully implemented within each learning center. Reading, Mathematics and Written Communications receive primary emphasis in accordance with our philosophy. WE CAN AND DO TEACH EVERY CHILD TO READ AND PERFORM BASIC COMPUTATION.

2. To concentrate efforts on the improvement of mathematics computation skills.

STATUS: A priority system was established and materials and tests were provided to teach and evaluate competency in speed and accuracy in computation.

3. To implement K-6 the new Language Arts program we piloted in 1973-74.
STATUS: Fully implemented.
4. To pilot a new mathematics program in grades 2 and 5 with emphasis on computation.
STATUS: Implemented as stated.
5. To provide a team conference with Principal and Curriculum Coordinator to discuss test results at the completion of each subject area, zone or year level for each child (group).
STATUS: Implemented as stated.
6. To provide in 1975-76, Inservice training (within our building) for 10 or more hours in Zaner-Bloser technique(s) of teaching handwriting.
STATUS: Materials are ordered and planning for instruction is underway.
7. To provide comprehensive and consistent student instruction in handwriting in 1975-76.

GOALS AND OBJECTIVES (CONTINUED)

In addition to the formally stated goals and objectives, the teachers and I (individually, and/or groups) have discussed plans to:

- a) implement a consistent homework policy,
- b) develop a parent/volunteer tutorial program to aid in reading instruction,
- c) involve students in evaluating the school lunch program,
- d) continue emphasis on an atmosphere fostering values such as: friendship, home life, patriotism, respect, law, etc.,
- e) implement a "read time" within the school where every child in the school has a time to "read and enjoy it"!

EFFECTIVENESS

Dr. W. J. Creel has been fully accredited by the Florida Department of Education and the Southern Association Commission on Elementary Schools.

At the end of the 1974 school year, our school was visited by the Department of Education. The school was evaluated on more than 100 standards with grading categories of:

- H - High
- S - Substantial
- O - Observable
- L - Low

DR. W. J. CREEL RECEIVED A HIGH RATING IN EVERY AREA.

A summary chart is as follows: (see next page)

ACCREDITATION VISITATION

Dr. W. J. Creel Elementary School

April 25, 1974

- A. Philosophy - Goals
- B. Goals and Standards - Objectives
 - 1. Objectives
 - a) Outcome
 - b) Criterion
 - c) Condition
 - 2. Performance Domain
 - 3. Level of Performance
- C. Standards or Objectives - Evaluation Procedures:
 - 1. Measurement Instruments
 - 2. Target and Collection of Data
 - 3. Analysis and Synthesis of Data
- D. Evaluation Data - Standards
- E. Evaluation Data - Goals
- F. Is there evidence that the evaluation information collected in the accreditation procedure has been used in the school's or district's decision-making process?

	FACILITIES			
	TYPE STANDARDS			
	High	Sub.	Ob.	Low
A.	X			
B.				
1.				
a)	X			
b)	X			
c)	X			
2.	X			
3.	X			
C.				
1.	X			
2.	X			
3.	X			
D.	X			
E.	X			
F.				
	X			

FACILITIES

We are completing our third year of operation in the new facility. The new school was provided by the School Board through the cooperative efforts of the staff, P.T.A. and the community. The facility is truly unique in that the staff and community participated on a daily basis in the design and provisions of the facility and the instructional program. The cooperation among community members, staff, School Board, City of Melbourne and County Commission was exemplary.

The facility is utilized by: school sponsored Girl Scouts, Boy Scouts, county inservice activities, Y.M.C.A. and other student oriented groups.

CREEL PARENTS RATE THEIR SCHOOL

Creel parents are concerned and are involved in their school! More than 95% of our parents have been to school one or more times to talk over progress, grades, discipline, counseling, or other matters. Just under 5% indicated they had not been to school.

It seems that when parents are involved, they rank their school higher. Rating the school, using A for the highest and D for the lowest, the school was graded in terms of enthusiasm, general success and effectiveness. The results:

163	123	13	0
A	B	C	D
55%	41%	4%	0

Of these, approximately 70% indicated the school is "improving a great deal", 26% indicated "improving somewhat", and 4% indicated "remaining the same". It is interesting that many long term residents indicated "improving a great deal" and that some newer residents indicated "remaining the same", along with a good grade.

Nearly every parent felt their major source of information is the "Creel Chronicle", and their children. Next was the Principal and Teachers. To a significantly lesser degree, information is obtained from "friends and neighbors", and last, the newspapers.

A significant concern for improvement (almost 10% of the replies) was expressed regarding school lunch and providing transportation for the kindergarten students within the two mile limit. There was interest expressed in the School Board providing a full time art instructor. There was also interest expressed in more music theory, string instrument instruction and piano. Parents in the black community expressed a need for help in getting children to and from school.

Approximately 65% of the school families are property owners within the attendance area. Approximately 80% of the fathers are employed outside the home and 55% of the mothers are employed outside the home. More than 20% of the families have an income in excess of \$15,000, and 25% have an income less than \$3,000.

The comments strongly indicated that parents feel the staff shows individual concern, dedication, creativeness, ability and purpose in dealing with their children.

All in all, we have had a successful year. There is a need for improvement. Parents, Principal and Teachers working together can affect those improvements.

TESTING PROGRAM

The testing program has been revised. The Stanford Achievement Test is no longer given for each grade. Testing is as follows:

<u>YEAR</u>	<u>TEST</u>
K	No county-wide test. Creel: Readiness testing.
1	No county-wide test. Creel: Readiness testing and Holt Placement Inventory.
2	Comprehensive Test of Basic Skills
3	State-wide Assessment in Reading, Math and Writing.
4	No county-wide test.
5	Comprehensive Test of Basic Skills.
6	State-wide Assessment Tests in Reading, Math and Writing.

The Comprehensive Test of Basic Skills (CTBS) replaces the Stanford Achievement Test (SAT) at grades 2 and 5. Test scores are available from the school as previously announced.

State-wide Assessment Results (grades 3 and 6) for the school are not available. Individual item analysis results (for each student) are available.

END-OF-UNIT TESTS:

Perhaps the most significant testing in which your child participates is the daily and unit tests incorporated in the Reading and Math programs. These tests indicate mastery of taught material. These tests indicate when a child is ready to advance, and, gives a clue as to pace.

At the completion of each test, the Principal, Curriculum Coordinator, Classroom Teacher(s) and Specialists meet to discuss and recommend future placement for each student.

TESTING PROGRAM (CONTINUED)

STATEWIDE ASSESSMENT RESULTS: The latest results of the Florida Statewide Assessment Program involve samples of students from grades 3 and 6. The results project the percentage of students who answered correctly questions directed toward specific objectives. Every school where one of these levels is located participated in the test.

THIRD GRADE			
Objectives	Similar To State	Significantly Above State	Significantly Below State
150	32.7%	66%	1.3%

Third graders scored above state results in mathematical problem solving, measurement of time and weight, most areas of computation and meaning of mathematical processes, decoding of vowels and consonants, writing and the mechanics of writing.

STATEWIDE ASSESSMENT RESULTS:

SIXTH GRADE			
Objectives	Similar To State	Significantly Above State	Significantly Below State
188	14.4%	85.1%	0.5%

Sixth graders scored above state results in mathematical problem solving, measurement of liquids, time, money and statistics, most areas of computation and meaning of mathematical processes, decoding of vowels and consonants, reading comprehension, work-study skills, vocabulary skills, sentence structure and style and the mechanics of writing.

TESTING PROGRAM (CONTINUED)

TESTING PROGRAM (CONTINUED)

COMPREHENSIVE TESTS OF BASIC SKILLS:

70% of the second grade students were above the 50th percentile in one or more areas of Reading and Language. 61% of the fifth grade students were above the 50th percentile in one or more areas of Reading and Language.

Disadvantaged students tend to score well below the 25th percentile. Our school offers concentrated aid to these students through the Title I program, remedial reading and daily classroom instruction in reading and math in groups of fewer than eight children.

A summary chart follows on next page.

. . . NOTE: The 30th to 70th percentile indicates grade level achievement.

COMPREHENSIVE TESTS OF BASIC SKILLS:

Median National Percentile

	Grade 2	Grade 5
Reading Vocabulary . . . . .	.52	.46
Reading Comprehension: Passages . .	.48	
Reading Comprehension: Sentences . .	.46	.48
Reading Total . . . . .	.48	.48
Language Expression . . . . .	.51	.47
Spelling . . . . .	.45	.39
Language Mechanics . . . . .	.52	.42
Language Total . . . . .	.52	.42

Math*

* Dr. W. J. Creel is a pilot school for the new Math program. CTBS scores are not available as another system was used to compare pilot schools.

FISCAL AND COST ACCOUNTING DATA

Salary-Instruction	\$289,482.92	Supplies-Audio Visual . . .	\$ 764.19
Sal.-Substitute Teachers . . .	4,084.49	Periodicals-Newspapers . . .	398.88
Sal.-Paraprof.-Aides-Clerk . . .	36,093.93	Library Expense	628.82
Sal.-Operation of Plant	21,023.52	Supplies-Classroom	7,341.46
	<u>\$350,684.86</u>	Supplies-Spec. Programs . . .	300.00
Insurance on Employees	13,521.31	Travel-Instruction	35.00
Insurance on Property	1,657.00	Supplies-Inst. Misc.	1,007.17
FICA . . . . .	.12,201.78	Misc. Supplies Instr.	211.57
FRS Consolidated	22,123.01	Field Trips	484.09
	<u>\$ 49,503.10</u>		<u>\$11,171.18</u>
Refuse	770.00	Supplies-Custodial	\$ 1,668.12
Telephone-Long Distance	55.00	Repair Music Instr.	30.00
Telephone - Base	855.00	Expense-Other-Health	115.82
Electricity	37,213.00	New Inst. Equip.	588.39
Gas	41.00	New Oper. & Maint. Equip. . .	.100.00
Water, Sewage and Others	386.00	Replacement of Equip.	31.52
	<u>\$ 39,320.00</u>	Library Books	2,989.77
		Audio Visual Materials	3,034.57
			<u>\$ 8,558.19</u>

FUND TOTAL \$459,237.33

POPULATION DATA

<u>Students</u>	<u>Teachers</u>	<u>Non-Instructional</u>
59 - K	19 - Classroom Teachers	1 - Secretary
73 - 1	1 - Curriculum Coordinator	1 - Bookkeeper/Lib. Clerk
66 - 2	1 - Librarian	5 - Teacher Aides
68 - 3	1 - Physical Education	6 - Tutors
66 - 4	1 - Music	1 - Head Custodian
91 - 5	1 - Speech (itinerant)	5 - Cust. Staff (part-time)
82 - 6	1 - Hearing (itinerant)	1 - Food Service Manager
505 - Total	1 - Specific Learning Disability	3 - Food Service Staff (part-time)
	1 - Title I	2 - Bus Drivers
	1 - Reading	
	1 - Administrator	
 <u>Volunteers</u>		
14 - Clinic		
6 - Library		
19 - High School Aides		

SCHOOL ADVISORY COMMITTEE

The activities and discussion of the Dr. W. J. Creel Advisory Committee include:

1. Establishing the theme of "Communications";
2. Establishing the identity and purpose of the Advisory Committee;
3. Recommending and supporting "Helping Hand" program, to provide emergency assistance to children en route to and from school;
4. Preparing a survey of senior citizens in the community to open communications between school and community;
5. Advising the Principal of community opposition to smoking in high schools;
6. Advising the Principal of community support for the School Board policy on discipline;
7. Providing a listing of community services available to help families in need.

ADVISORY COMMITTEE MEMBERS

Mrs. Glenda Tankersley, Chairman	Mr. John Hendley
Mrs. Miriam Hicks	Mr. Joe Wickham
Miss Jeanne Winter	Mrs. Kathryn A. Eward
Mrs. Jeanette Maxwell	Margaret MacDonald
	Adam Perez

PARENT ORGANIZATIONS

During the past year the P.T.A. has been involved in the following activities and projects:

School Carnival
Home Room Mothers
Staff Appreciation Day
Staff Breakfast
Advisory Positions

Skating Parties
Sixth Grade Party
Helping Hand Program
Teacher Retirement Luncheon
Children's Christmas Gifts

P.T.A. EXECUTIVE BOARD

Mrs. Kay Conner, President
Mr. John Hendley
Mrs. Sandi Boyett
Mrs. Betty Hunsaker
Mrs. Claudia Rion
Mr. Jo Freeman
Mrs. Mary Cox
Mrs. Kathryn A. Eward

Mrs. Evelyn Thompson
Mrs. Carol Carter
Mrs. Glenda Tankersley
Mrs. Mary Carlson
Mrs. Shirley Mirowsky
Mrs. Charlene Piechocki
Mrs. Norma Smith
Mrs. Natalie McGee

W. J. Creel Elementary School
1566 Palmwood Drive
Melbourne, Florida 32935

Nonprofit Organization
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Permit #/37

RESPONSE TO "I AM SOMEBODY" SKIT - CREEL SCHOOL

You make me feel like a very special somebody, because you've invited me to your school on such an important day.

We all have reasons for feeling like "somebody", and one of mine is that I get to meet so many nice people like you as I travel around the country.

Tuesday
February 24, 1976

MRS. FORD'S REMARKS
CREEL SCHOOL DEDICATION

Your school is so beautiful--full of bright colors and open spaces, but the best thing about it isn't something I saw, but the enthusiasm I felt when I walked around.

I can feel how proud you are of Creel, and the feeling in a school is the most important thing of all.

So many people make this feeling possible. Two of them are your principal, Katherine Ewald, who has worked very hard during the past five years, and your kindergarten teacher, Susan Stafford, who was determined to have a dedication worthy of your enthusiasm.

I was so pleased to hear that every afternoon everyone stops to read, because reading is one of my favorite activities.

I have books that are like old friends, and I read them over and over. Sometimes books take me new places or help me learn how to do something new. Some books are full of words, others full of pictures and still others full of numbers. But all of them give us things to think about.

So today I dedicate Creel School to all of you and to what you've learned and to what you will learn here. And thank you for asking me to share this special day.

July 1, 1976

Dear Susan,

A note of thanks for your time and effort in making Mrs. Ford's visit to Melbourne and Creel School this year so enjoyable.

Your hospitality and willingness to do anything you could will long be remembered and appreciated.

Again, Susan, thanks. On behalf of Mrs. Ford we are grateful to you.

Sincerely,

Patti Matson

Patti Matson
Assistant Press Secretary to Mrs. Ford

Mrs. Susan Stafford
Dr. W. J. Creel School
1566 Palm Wood Drive
Melbourne, Florida 32935

pm/se



Dear Susan,

A note of thanks for your time and effort in making Mrs. Ford's ~~recent~~ visit to Melbourne and Creel School this year so enjoyable.

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Again, Susan, thanks. On behalf of Mrs. Ford, we are grateful to you.

Sincerely,

Patti Matson

Assistant Press Secretary to Mrs. Ford

Mrs. Susan Stafford
Dr. W. J. Creel School
1566 Palm Wood Drive
Melbourne, Fla

32935

July 1, 1976


Dear John,

Home at last, and a chance to thank you for your time and effort in making the press for Mrs. Ford's visit to Melbourne go smoothly.

Your efficiency and expertise were much appreciated. You are a real professional, and I was extremely thankful to have you as my contact.

Again, John, thanks. On behalf of Mrs. Ford, we are grateful to you.

Sincerely,


Patti Matson
Assistant Press Secretary to Mrs. Ford

Mr. John Forbes
Asst. Supt. for Instruction
1511 Elm Terrace
Titusville, Florida 32780

pm/se



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John Forbes
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1511 Elm Terrace
Titusville, Fla
32780