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Grimsley squares off against Page: game starts at 7:30 tonight.

the high LIFE

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Grimsley High School
801 Westover Terrace
Greensboro, NC 27408

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Location, location

BY ADAM LONG
Reporter

Students returning from the summer immediately noticed some of the teachers familiar to them from previous semesters were no longer in the same rooms.

Social studies teacher Larry Williamson does not lecture in a media center classroom anymore, but rather in room 309. Teachers relocated so members of their department could be closer for collaborative sessions on instructional practices. Lunch schedules would also be similar.

Such was not the case for Cheryl Strickler, who left her fellow English instructors in the main building to go to a new

berth in the media center. However, she is next door to another English teacher, Darren Corbett. The English Department is too large to host in one place; consequently Strickler has more difficulty collaborating with the rest of the department.

"I was closer to English Department members last year," said Strickler.

Third floor Main now houses social studies teachers. Joe Hill and Grady Peace transferred from Vocational to join Joel Darden, Kevin Conaway, Linda Hensley, and others.

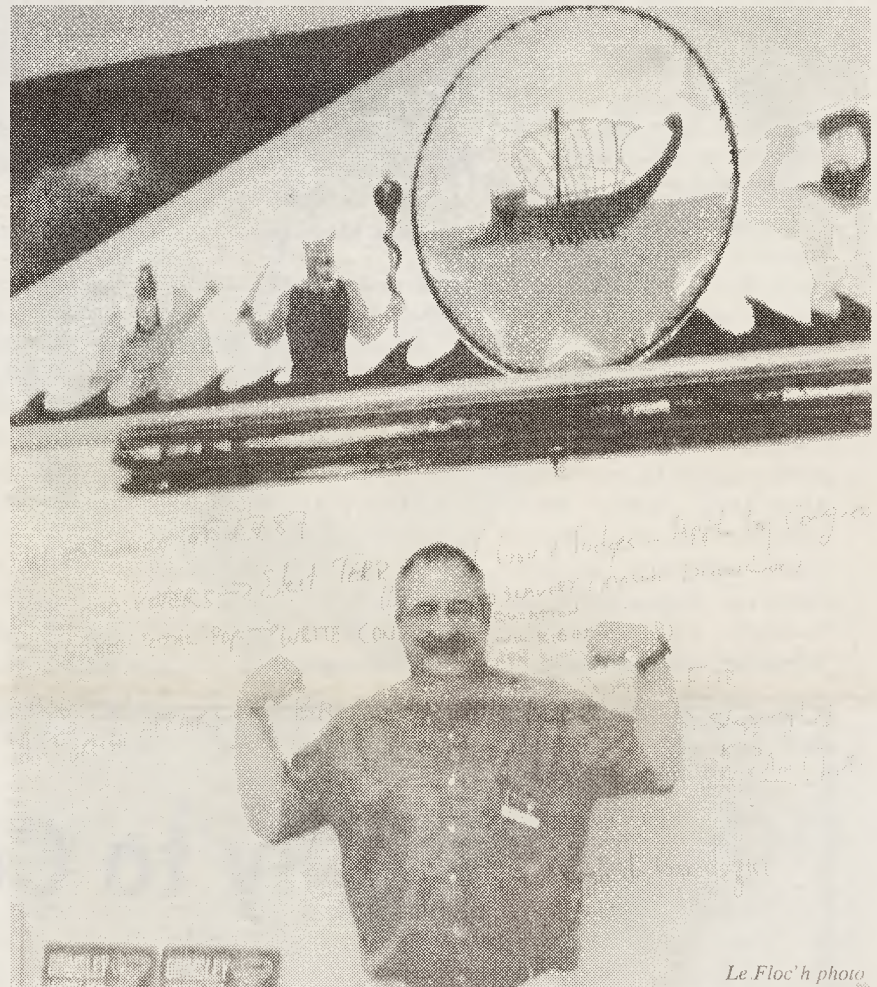
Vocational building's upper floor is the new home for Spanish teachers, so Requel Howard moved from Main to Vocational. Tiffany Hamilton, a new Spanish teacher,

moved into Matt McNees's former room. These incoming teachers joined Jade Dickerson and Rosemary Pukal, already in Vocational.

French teachers Dibrelle Tourret and Laura Wolf, along with Latin teacher Temple Eller, moved from the main building to the cafeteria to make room for the incoming social studies instructors.

Moving created a challenge during summer months as teachers dismantled their classrooms and reorganized in new buildings before school reconvened in August.

"I was [at school] during the hot summer months more than I'd have liked," said social studies teacher Joe Hill, "but I had help and all summer to move at my convenience."



Le Floch photo

Larry Williamson emulates a classical hero from a mural, a relic of Latin classes that met in his room previously.

'Power of I' grips gradebook zeroes

BY HALEY PHILLIPS
News Editor

Administrators introduced a grading system this year called "The Power of I" as part of an achievement program to help freshmen transition into high school.

Students who neglect to turn in their homework do not receive zero grades; instead, teachers assign an "incomplete," and the students are required to make up the work. If it is not completed, consequences include a ban from after-school activities and an F in the class.

Experts contend it is unfair to give pupils who fail to turn in work a zero on a 100-point scale.

"To insist on the use of a zero on a 100-point scale is to assert that work not turned in deserves a penalty that is many times more severe than that assessed for work that is done wretchedly and is worth a D," said Dr. Douglas Reeves, CEO of the Center for Performance Assessment.

Program advocates say it helps students understand and complete their work.

"The student is not allowed to ignore assignments under this program, putting the responsibility on the student to get work done so

the teacher can assess it to see what they know," said curriculum facilitator Kay Miller.

Each academic department has rules for the program. Social Studies teachers use the "I" on all assignments. In math and science classes, students scoring lower than a certain grade on a test must make corrections.

Teachers claim the program helps students complete work and pay attention in class.

"I see more students worried about getting [work] made up. Also, the ones who don't have their assignments are paying closer attention when I go over the assignments," said math teacher Shannon Wyrick.

Although the program is applicable only to freshmen, it may later apply to upperclassmen. In mixed classes comprised mostly of freshmen, the new grading applies to all students regardless of grade level.

"If you've got underclassmen in with freshmen, you have to treat them all the same," said Wyrick.

Students have mixed reactions to the system.

"I think the incompletes will help students actually do their work. It's just annoying because now we actually have to do it," said freshman Julia Roach.

Scheduling conflicts prove problematic

BY DEAN FOX
Reporter

As the beginning of each school year draws near, students often spend time discussing their new schedules with friends. As they determine which lunch shift they have and how difficult their schedule is, few will admit they are excited to start a new term.

Such conversations can be difficult, however, for students who receive incomplete schedules. Some students must deal with various conflicts like holes in their schedules or course denials because classes are filled.

"The matrix, or the master schedule of classes, was created in

June, and since then around 150 new students have enrolled," explained Michael Harrington, the guidance counselor in charge of scheduling. Many of these students come from other Guilford County schools, due to "shifts in districts and changes in demographics."

This influx of new students has increased the predicted count of 1,680 for the school year. The estimate was the basis for the amount of funding available for staffing, so fewer teachers were hired than first estimated. Once the School Board has the official

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