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**EASTON ELEMENTARY  
TEACHER NAMED  
2005-06 REGION  
TEACHER OF THE  
YEAR**

A kindergarten teacher at Easton Elementary School has been named the 2005-06 Piedmont-Triad Central Region Teacher of the Year.

Shayne Madison was presented the award during a surprise ceremony on Thursday, Feb. 9, at Easton. She is one of eight regional finalists who will compete for the N.C. Teacher of the Year. That winner will be announced May 6 in Cary.

Madison was named the 2005-06 Winston-Salem/Forsyth County Schools' Teacher of the Year in May 2005. She was among 115 teachers throughout the state who submitted a portfolio and participated in an interview process. She was one of two regional finalists who were observed in the classroom by a regional selection team before being selected for this honor.

Madison will receive a \$5,000 award from the state for duties she will be asked to perform during the 2006-07 school year. Additionally, she is now a member of the 2006-07 State Teacher of the Year Team that serves on various state and regional committees, including the State Superintendent's Teacher Advisory Council. She will work with the 2006-07 Teacher of the Year Team to plan a Teacher of the Year Symposium/Celebration to honor 2006-07 Teachers of the Year.

"This is a tremendous honor for Shayne Madison and Winston-Salem/Forsyth County Schools," said Dr. Don Martin, the superintendent of Winston-Salem/Forsyth County Schools. "She certainly epitomizes the essence of teaching and is a wonderful representative of her profession. We wish her well in the state competition."

Madison has 12 years of teaching experience, including the past three at Easton. She also was a kindergarten teacher in Iredell County and in St. Johns and Clay counties in Florida.

Madison holds bachelor's and master's degrees from the University of Florida.

The state winner is announced at a formal event sponsored by the North Carolina Automobile Dealers Association, which will present the new state Teacher of the Year with a new automobile for her or his personal use. This will be the seventh new car presented by the Automobile Association to an N.C. State Teacher of the Year.

The N.C. Teacher of the Year Program is one of the recruitment, retention and recognition initiatives managed by the Center for Recruitment and Retention at the N.C. Department of Public Instruction.

**Low-Income Students Not Asking For Aid**

The Associated Press

WASHINGTON—Even as the price of college rises, more low-income students who would likely get federal financial aid aren't even bothering to apply.

**Fewer undergrads applying for aid**

The percentage of students who filled out the Free Application for Federal Student Aid in the 2003-2004 academic school year was down across all institutions compared with 1999-2000.

Percentage of undergraduates who did not file a FAFSA

ALL UNDERGRADUATES BY INSTITUTION	1999-2000	2003-2004
Public two-year	42.3	54.6*
Public four-year	42.3	36.5
Private nonprofit four-year	24.4	22.2
Private for-profit	13.3	12.8
Other*	37.2	36.5

\* includes students attending public less-than-two-year institutions, private nonprofit two-year, less-than-two-year colleges and multiple institutions in 2003-2004  
Source: American Council on Education

A new report by the American Council on Education estimates that 1.5 million students who would probably have been awarded Pell Grants in 2003 and 2004 did not apply for them. That's up from ACE's estimate in a previous survey of 850,000 who missed out on aid in 1999 and 2000.

A major reason is probably confusion over the Free Application for Federal Student Aid (FAFSA) form. Today, at stations set up in high schools,

libraries and other buildings in 25 states, volunteers will help students and families with the forms as part of a program called College Goal Sunday.

North Carolina will start a College Goal Sunday program in 2007, according to the Web site of the National Association of Student Financial Aid Administrators.

Tally Hart, who co-founded the program and is the director of student financial aid at Ohio State University, says that too many students simply assume that they will not be eligible because of their income level, when in fact other factors such as recently losing a job or having other children in college can extend a family's eligibility.

Families "adhere to some myths that exist about financial aid: 'My neighbor didn't get anything so I won't, my older child didn't get any aid so why go through it again?'" Hart said. Others mistakenly believe that only merit-based aid is available and that without top grades they are out of luck.

The ACE study, released Wednesday, finds that the percentage of undergraduates completing FAFSA actually rose from 50 percent to 59 percent over the four-year period it studied, and the total number of applications increased by nearly 3 million, to 11.1 million.

The number of low-income students who did not file rose from 1.7 million to 1.8 million, or 28 percent of low-income students. And that was a time when the government expanded the Pell program, so ACE estimates that 1.5 million people who failed to apply would have received grants—a figure that represents only students who still managed to enroll somewhere.

It doesn't include people who never made it to college at all and might have done so with aid.

"That's a whole other universe of people, and, unfortunately, we don't see the size of the group," Jacqueline King, the director of ACE's center for policy analysis, said.

About one-third of students who did not file a FAFSA received some other form of aid, such as from an employer, but the amount averaged under \$3,000.

Among the study's other findings:

Community-college students showed the biggest improvement in aid application rates, with 55 percent failing to apply for aid, compared with 67 percent four years earlier. However, the fraction of low-income students applying for aid held steady at about one-third.

Half-time students, who are eligible for many aid programs including Pell Grants, significantly increased their aid application rates, with just 42 percent failing to apply, compared with 62 percent four years earlier.

Independent students—older students who are considered independent of their parents, and who make up half of all undergraduates—improved from 57 percent failing to apply to 44 percent.

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