

Staff Writer

Give comics a chance

Comic books have always

because Mils never like anything that is good for them, they? (Boes 'eat, your brocoli' ring a bell?) Or kids just naturally gravitate towards things just because their parents hate them. (Does rock n' roll and long hair ring another bell?) I've been reading comic books for over 25 years and it hasn't affected me in an adverse way.

adverse way.

It's affected my wallet,
but not my mind.

I am also a big fan of
Warner Brothers' cartoons, warner Brothers cartoons, and not once have I either jumped off of a cliff or hit jumped off of a cliff of hit someone with a frying pan to see if their head took the shape of the pan. I'll tell you the one reason that kids (and some adults) enjoy superhero comic books

isn't it?

One other reason is that, even though they are mostly aimed towards kids, they aren't written that way.

Comics contain many complex themes (somewhere between rated G and PG), but basically all comic books are about one thing, good

are about one thing - good guys vs. bad guys, with the good guys eventually coming

good guys eventually coming out on top.
While there are some purely adult (and I mean ADULT) books out methods most of the classic heroes still in print (Superman, Spider-Man, Green Lantern, X-Men, Avengers, Hulk, Captain America, Fantastic Four, Justice League, Young Wars books and many more)

Justice, Dark Horse's dur Wars books and many more) still fall in that area that's kid-friendly. Why am I such a big fan of comic books?

Why am I such a big fan of comic books?
I'm glad you asked...
I remember buying my first comic at Maloney's' (does that bring back memories or what?) waaaaay back in the mid-1970s for a whole 35 cents.
It was Marvel Two-In-One

Annual #2, co-starring Spider-Man, The Thing and

Spider-Man, The Thing and The Avengers.

I remember that so vividly because I read that comic until it fell apart.
But my true love for comics came as I entered second grade and one of my teachers, Mrs. Johnson, suggested, nay, commanded that I read them.

She said that they were filled with more difficult words and themes than were being covered in class, which See COMICS on 5

THE CARLISLE MERCURY

Viewpoint



" ... and WE'LL BE RIGHT BACK after THESE MESSAGES with ANOTHER INSTALLMENT of OUR CONTINUING SERIES ON the EFFECTS of GLOBAL WARMING..."

Commentary

Favored author worth a look

A day at the Appalachian Witters Workshop last August at the Hindman Settlement School, just for fun, was a School, just for fun, was a school work and the Hindman Settlement School, just for fun, was a school work and the Hindman Settlement School, just for fun, was a school work and the Hindman Settlement School, just for fun, was a school work and the Hindman Settlement School, just for fun, was a school work of the Holler of the

Jack McNeely, Publisher
Brad Toy, Adventising Manager
Denver Brown, Regional Sports Editor
Ron Middleton, Staff Writes
Dians Roe, Adventising

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THURSDAY MORNING, FEBRUARY 7, 2002

ON THE RECORD

Nicholas

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COMICS FROM 4

would be more of a benefit to me in the long run.

I jumped in with both feet and I read every comic book I could get my hands on.

Every Superman and Spider-Man, ironic choices, considering my chosen profession, (luperman's alter out, right new, to your local and Spider-Man's is Peter they still carry comics) and Parker, a freelance pick one up.

and Spider-Man's is Peter by still carry comics) and Parker, a freelance photographer for the Daily Bugla. submer following my second-grade year was my second-grade year was my second-grade year was my comics. Once a week, I would pack up my little duffel bag full of comics and pedal my way on siving the gift of reading and sund trade him out on a one for-one basis.

www.morehead newsgroup.com

District Report Card

2000-2001

Nicholas County

shold (Ended 9-17), and a sensy necessary conservation and a Tible (Black, the Migna Education Program, Dandower Professional on Company, Company,

How Our District Ensures Educational Equity

District Enrollment (end of year membership 2000-2001) 1146

How Our Students Perform

Social studies (5th)	51%	32%	27%	27%	22%	41%	- 51	68.5
Arts & Humanities (5%)	60%	45%	36%	44%	4%	12%	33.9	44.6
PL/VS (5°)	29%	22%	38%	32%	33%	46%	61.8	72.1
	The goal is tha	t by 2014 nes	rty all student	will score p	roficient or dist	inguished		7
KCCT Tests	Novi	re	Appre	stice	Proficient/Dis	tinguished	Academic	Index
	District	State	District	State	District	State	District	State
Reading (7th)	20%	13%	44%	33%	36%	54%	69.5	80.5
Science (7th)	38%	31%	39%	39%	24%	30%	57.1	64.5
Writing (7th)	66%	46%	24%	42%	10%	12%	33.2	43.5
Mathematics (8")	34%	32%	41%	40%	24%	28%	56.7	62.4
Social Studies (8th)	30%	24%	50%	43%	20%	33%	58.8	67.3
Arts & Humanities (8")	33%	27%	28%	35%	39%	38%	60.3	64.2
PL/VS (8th)	22%	23%	42%	40%	36%	37%	66	
PL/VS (8th)	22%	23%	42%	40%		37%		
PLAS (8 ^a)	22%	23% 4 by 2014 nea	42%	40% s will score p	36%	37% tinguished	66 Academic	67.8
FLVS (6 ^a)	22% The goal is tha	23% 4 by 2014 nea	42% rly all student	40% s will score p	36% reficient or dist	37% tinguished	- 66	67.8
FLAVS (8 th) KCCT Tests Reading (10 th)	22% The goal is the Novic District 20%	23% 4 by 2014 nea e State 18%	A2% rly all student Appres District 60%	40% s will score p stice State 53%	36% reficient or dist Proficient/Dis District 20%	37% tinguished tinguished State 29%	Academic District 63.2	67.8 Index State 68.9
FLVS (8 th) KCCT Tests Reading (10 th) PLVS (10 th)	22% The goal is the Novic District 20% 32%	23% 6 by 2014 nea e State	42% rty all student Appres District	40% s will score p stice State 53% 31%	None Proficient or dist Proficient/Dis District 20% 30%	37% tinguished tinguished State 29% 49%	Academic District	67.8 Index State
KCCT Tests Reading (10 th) PL/VS (10 th) Mathematics (11 th)	District 20% 32% 53%	23% 4 by 2014 nea e State 18% 20% 38%	A2% rfy all student Appres District 60% 38% 26%	40% s will score p stice State 53% 31% 33%	76% Notice of the Proficient or district District 20% 30% 21%	37% tinguished tinguished State 29% 49% 29%	Academic District 63.2 59.2 48.9	67.8 State 68.9 73.6 60.7
KCCT Tests Reading (10 th) PL/VS (10 th) Mathematics (11 th) Science (11 th)	22% The goal is the Novie District 20% 32% 53% 33%	23% 4 by 2014 nea e State 18% 20% 38% 29%	A2% rly all student Appres District 60% 38%	40% s will score p stice State 53% 31%	30% reficient or dist Proficient/Dis District 20% 30% 21% 29%	37% tinguished tinguished State 29% 49% 29% 29%	Academic District 63.2 59.2 48.9 62.7	67.8 Index State 68.9 73.6
FLVS (8 th) KCCT Tests Reading (10 th) PLVS (10 th) Mathematics (11 th) Science (11 th) Social Studies (11 th)	22% The goal is the Novie District 20% 32% 53% 33% 24%	23% t by 2014 nea e State 18% 20% 38% 29% 23%	A254 rly all student Appres District 60% 38% 26% 38% 50%	40% s will score potice State 53% 31% 33% 43% 51%	30% reficient/Dis Proficient/Dis District 20% 30% 21% 29% 26%	3794 tinguished tinguished State 2994 4996 2996 2996 2796	Academic District 63.2 59.2 48.9 62.7 63.3	67.8 State 68.9 73.6 60.7 62.1 64.8
KCCT Tests Reading (10 th) PL/VS (10 th) Mathematics (11 th) Science (11 th)	22% The goal is the Novie District 20% 32% 53% 33%	23% 4 by 2014 nea e State 18% 20% 38% 29%	A2% rfy all student Appres District 60% 38% 26% 38%	40% s will score p state 53% 31% 33% 43%	30% reficient or dist Proficient/Dis District 20% 30% 21% 29%	37% tinguished tinguished State 29% 49% 29% 29%	Academic District 63.2 59.2 48.9 62.7	67.8 State 68.9 73.6 60.7 62.1

The national norm reference measures the basic skills of or their performance with national	r students whi	le allowing u	s to compare	National Norm Referenced Test (CTBS/5)	District	State	Nation
scores are reported in percentil students who fell below a par	es. A percentil	e shows the p	percentage of	End of Primary (EOP) Reading	37%ile	58%ile	50%/16
percentile of 60 would show scored equal to or better than	that the avera	pe student in	our school	EOP Language Arts	40%ile	55%ile	SONLIN
test. Data in this table is consist released on October 2, 2001.	tent with the a	countability	data publicly	EOP Mathematics	44%(ile	58%ile	50%ile
test. Data in this table is consis	tent with the a	State	data publicly	EOP Mathematics National Norm Referenced Test (CTBS/5)	44%ile District		50%ile
test. Data in this table is consistenced on October 2, 2001. National Norm Referenced Test (CTBS/5) 6th Grade Reading	Acent with the ac	countability	Nation 50%ile	National Norm Referenced		State State	
test. Data in this table is consistent of the consistence of the cons	dent with the a	State	data publicly	National Norm Referenced Test (CTBS/5)	District	State	Nation

Other Measures

100	Attendance Retention Dropout					Transi	tion to Adult	Life	
1700	Rate	Rate	Rate	College	Military	Work.	Voc/Tech Training	Work & Part- Time School	Nat Savrendal
District			3.5%	39,7%	1.5%	32.4%	7.4%	8.8%	
State	94.2%	4%	3.4%	53.2%	2.7%	28.7%	4.6%		

State Contest Results: Academic/Speech, Band, Chorus, and Orchestra
Our students have participated in the Class A Marching Band Compedition and won the State Champiombip. We also had students who were Eintri-

Teacher Qualifications

This chart shows the level of content preparation, continuing	
education, and classroom experience of our teachers. These	(
numbers do not include our administrators, guidance counselors, or library modia specialists. The top row presents information on the certification of our teachers, while the second row presents additional information, on the extent of their formal preparation to treath unceiting content. A tender may be fally certified and not not account to the content of their contents.	
additional information on the extent of their formal preparation to	è
possess a formal major or minor in the subject they are teaching.	,
The third row reflects the continuing efforts of our teachers to	0
increase their mastery of the content areas they teach. The bottom	A
two rows present further information about the extent of	1

% of Classes Taught by Teachers Certified for Subject and Grade Level	100%	NA
% of Classes Taught by Teachers with a Major, Minor, or the Equivalent in the Subject Being Taught	91%	NA
% of Classes Taught by Teachers Who Participated in Content-Focused Professional Development	100%	. NA
% of Teachers with a Masters Degree or Greater or the Equivalent	67%	77%
Average Years of Teaching Experience	16	12
9.	_	_

Our Learning Environment

ol Safety			
Commenter on the set of the first of the set of	,	Yes	No
formation on school safety is intended to illustrate icies and procedures we have in place to make our	Visitors are Required to Sign in	X	
as safe as possible for our students and staff.	All Parents received the District Discipline Code	X	

Procedures in Place in Our District for Drug and Weapons Detection

Cameras have been placed if Our-knows in Nicholas Courty. The school fige the daily activities that are out
placed is distriminate points stroughout the building to deter any use or possession. All of the administrate
personnel in the durit have communistrate notices to keep to constant orasts with surrelinear equipment.

Violation	Number of Reported Incidents	Number of Students Suspended or Expelled for This	Number of Students Transferred to Alternative Placement for This
Aggravated Assault (with intent to cause injury)	0	0	0
Drug Abuse Violations	0	0	0
Weapons Violations	0	. 0	0

Student Resources

	AGENT TERRITORIES	Student Computer Katio	Workstation With Internet Access
93	17:1	6:1	100
10	18:1	5:1	99
))	9 17:1	

Parentai in	voivemeni			
	# of Students Whose Parent/Guardian Had at Least One Teacher Conference		# of Parents/Guardians Serving on the School Council (SBDM) or Its Committees	# of Volunteer Hours
Our District	520	113	36	÷ 10000

Extracurricular Activities

Awards and Recognition

Marching Band - State Champion Class A; Student Technology Leadership Team - Gold Award; Tennis - Regional Participant; Baschall - D Winner; Blay* Cheerleading Team - District Runners-spc Girls' Cheerleading Team - District Winner; Blay* and Girls' Track - 4th in Regions -- Jacksidaal Regional and Louis-life Science Symposium - 14Place; Scholarhyls' Asademic Recognisions - Refers C. Der Scholarhol Reci-leating - Regional Cheerleading - Regional Cheerleadin

What We Are Doing To Improve Our schools are trying to improve scores in all content areas, but be sustained reading time for all students and a reading program for all in its third year of implementation at the elementary school. Our making modifications to all allies our instruction with the 7 critical att core is not context actus, sels both shocks the concentrating on improving reading seven. The high shock is made it made in property for all fromous. The Secure for All propers, and struct records these transfer as the elementary school. Our schools have the electric poll additional reasons consent. The KS staff is on instruction with the Totalian attributes of the Principe Propers. Correct clauses for all freshmen have been vivies are wallable for all madesters. Study Sallis clauses are available for high school indetent. All claims understrompter ratio. Individual Cradualizar Plans have been implemented for our students. The ordering landerstrompter ratio. Individual Cradualizar Plans have been implemented for our students. The ordering the contraction of the contraction o

How to Get More Information

Member's Name	Phone	Member's Name	Phone
Annette Flora	(859) 289-3770		C 10741431430501005
Donna Gail Mattox	(859) 289-3770		Land to the Control
Greg Reid	(859) 289-3770	O'CONDECEDED ON THE PROPERTY OF	C 2000 00 00 15 15 15 15 15 15 15 15 15 15 15 15 15
Charles Ring, Jr.	(859) 289-3770		T HINAUSESSON
Sherry Uptegraft	(859) 289-3770		
Mona Vice	(859) 289-3770	-5/4-7/1/6/6 Debato (File 1980)	T ROMAN CONTRACTOR
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e editor, and other guest editorials and the f the Week' represent a broad range of do not necessarily reflect the opinion of E MERCURY. All letters must be signed and ter's tuil name, address and telephone serve the right to edit any letters for and ask that they be written in good more than 250 words. If you have a the question of the week, feel free to lisle Mercury at 800-247-6142 ALL COPY AND ADVERTISING SHOULD BE IN THE CARLISLE OFFICE BY TURSDAY AT NOON, LARGER AND RIBERS OF THE STATE OF THE STATE

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