

THE HOOPRINT

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That's us. Our numbers, but numbers without context have no meaning.

In this issue, we're taking our identity back to the numbers and seeing what they really mean. The numbers that define what we are and how we exist in our school. Although we are reporting on numerical findings, it's important to recognize that a number is not a value that characterizes a whole person: each student has personality that exists independently of how they score on standardized tests; each student holds meaningful relationships that occur regardless of the number of days they are absent from school; each student possesses knowledge from pursuits outside the classroom that cannot be represented by an alphabetical grade.

Society evaluates meaning based on how we compare to the "other", creating standards of what constitutes a "good" or "bad" student. With this evaluation in mind, we conducted a school census and received approximately the 10 percent threshold for responses, reaching across all four grades and without attaching names to the data. In this issue, you'll see what we found.

A number may define a specific aspect of our personality or capabilities, but we cannot attach a specific value to our entirety.

We are more than a number.

Taylor McNitt
Editor-in-Chief

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Photo by Carson J.S. Reichardt

THE HIGHEST OF STANDARDS

Are the pressures of high school academics taking their toll?

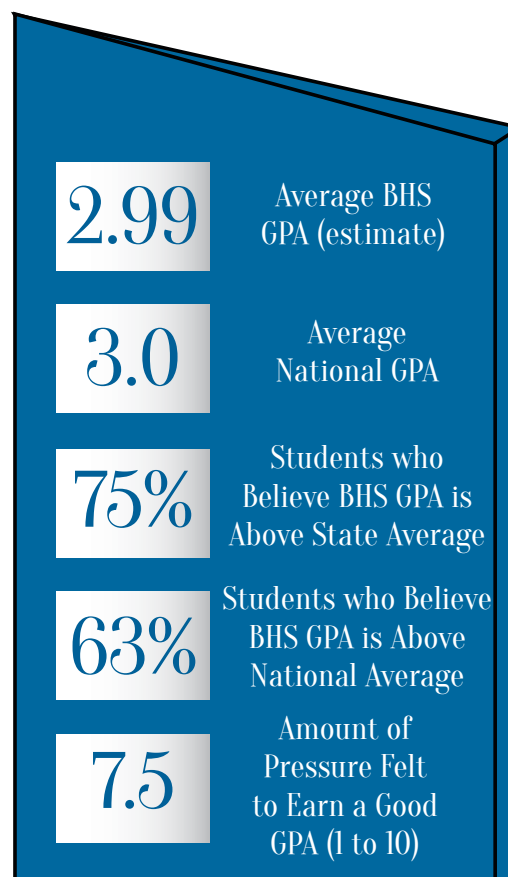


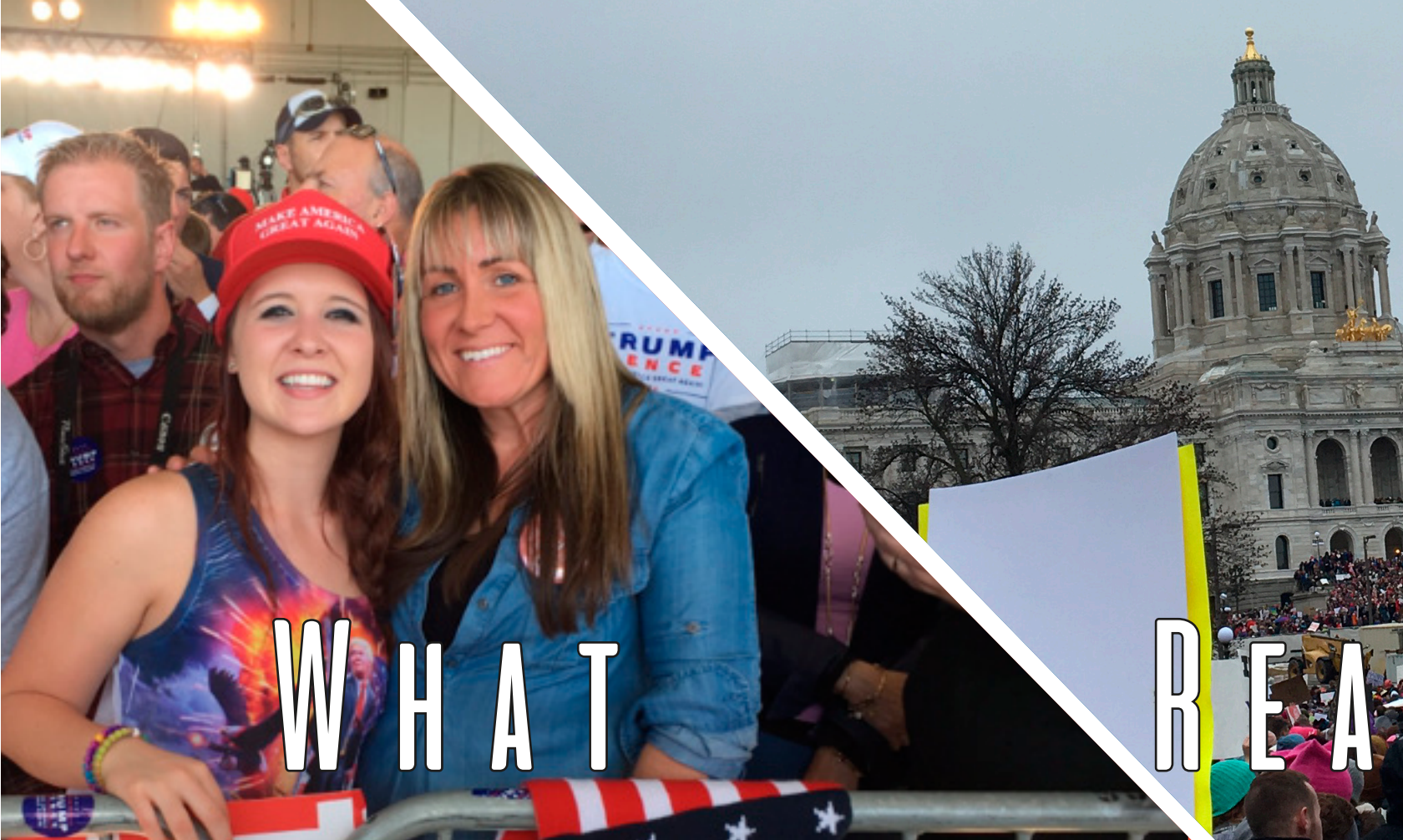
Expectations and reality are often different when you enter high school. Classes become more difficult and less structured, and this can be troublesome for new students aiming to earn a good GPA. But what, exactly, is a “good” GPA?

As part of the Hoofprint census, students in our school provided answers to assorted survey questions, offering their thoughts on what a good grade-point average is. Based on the responses, BHS students believe the average GPA in BHS to be a 2.99, which is just under the national average of 3.0.

However, in actuality, students tend to have a higher GPAs than the national average and consider a “good” GPA to be much greater than the national average. When asked what a good GPA is, 96% of students responded that a “good” GPA is over a 3.0, concluding that students at BHS have higher expectations.

But what do those higher expectations mean? In short, it means that students are shooting beyond what is expected of them. This push for success in our school has caused most students to admit they feel pressured to live up to expectations of a higher GPA. In my years at BHS, I’ve felt pressured to maintain a GPA above a 3.7 due to college admissions and my close friends and family being able to maintain that GPA in this school.





From abortion to space exploration, it can seem like there's more political issues than ever before.

Here are the ones that BHS cares about.

Carson J.S. Reichardt
COLUMNIST

Lily Hershley
COLUMNIST

For some, paying attention to current issues is a longstanding habit. Others were dragged into the fray in the wake of the 2016 presidential election. And some just choose to keep their heads down, keeping their opinions to themselves. In any case, with politics seemingly coming up more and more at every turn, the sheer number of issues to deal with can be staggering.

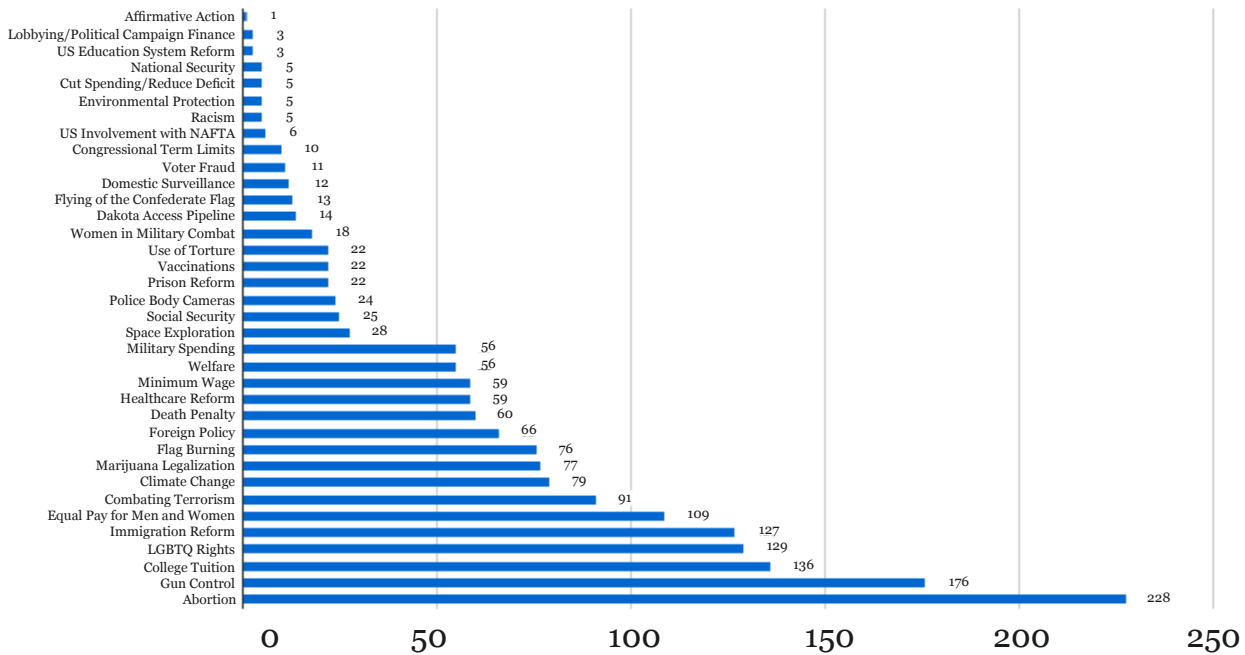
The Hoofprint collected information to help sort through it all. The survey wasn't about party affiliation or candidates. All it asked was for those surveyed to list the political issues that were most important to them. From there, responses were weighted based on the ranks assigned to each issues (for example, a person's most important issue was worth five points, while their second was worth four points, and so on).

The results are displayed on the graph to the right. Each issue isn't broken down by separate stances; all responses indicating concern for the topic, whether for or against, were put into the same category. Abortion was found to be the issue with the most student interest by 52 points, with gun rights coming in second. Concerns about college tuition came in third, which was understandable for high school students soon headed off to college.

Beyond those three issues, 33 others were included in the survey. Everything from the use of the death penalty to political campaign financing made the list somewhere. The results reveal what, exactly, matters to high school students on the brink of heading out into the world, and hopefully can help provide some ideas about where to start conversations between people left exasperated and unsure of what comes next.



■ Photos courtesy of Anaya Bergstrom, Alexandra Swearingen, and Lauren McHenry



Important Political Issues at BHS



TRUANCY PLAY HOOKY SKIPPING

Has the school start time case study provided new attendance numbers for our school?

Buffalo-Hanover-Montrose school district has gone through a large change this year, which is part of a larger study. As of this year, high school and middle school students have started the school day one hour later, while elementary students have started earlier. BHM schools have partnered with the University of Minnesota to conduct a case study about the effects that these changes have had. All BHM students are taking part in this case study in some way, whether it's related to attendance, behavior, health, or a variety of other factors.

This project is a process that began last year and is planned to be a three-year study. Vice principal **Brad Koltes** explained some of the details of this case study.

"Last year [the Class of 2019] measured all of their heights and weights as 9th graders, and gave all of their survey information, but [the University of Minnesota] is going to want to see that again now that it's in effect. This year, April 11th I believe... tenth graders will come down, just like last year, and if a kid doesn't want to do it they don't have to participate. It's kind of the same set up, it will be in the gym and they will do the survey at the end of the day during Bison Time."

The first year of the study is yet to be completed, but there are plans to collect a wide range of data from different areas, especially after the second survey is conducted.

"That will be the data that they collect so then they can really look at last year compared to this year. That will actually give them two data points that they can start looking at. So we don't have a lot yet, but we should after they start compiling that," says Koltes.

The natural question is, "What are the results?" However, we have not received any official results yet, but there have been a number of effects that Koltes has noticed.

"While talking to staff and students, one thing that I do hear back is that they do feel more rested, and don't feel as exhausted in the mornings... The one downside a lot of people have talked about is that kids who work have had a challenge. Early in the year, adapting to their work schedule was hard, and businesses were trying to adjust too, but I haven't been hearing about that much anymore. I think people have adjusted, and works have adjusted, and people have kind of accepted it."

So what does this case study mean for the rate of truancy? Without looking at the numbers, vice principal **Kris Thompson** said that this year's rate is probably close to the same as last year's. "It's simply a behavior for those kids [who are regularly late]; they always want to push everything to the last possible second. As for the kids that prioritize school, though, I have noticed they all seem truly more awake, and even happier. And those are the kids we want to benefit [with this time change]."



The recent school start time change may bring interesting attendance and truancy data in the next few years. However, after less than a year, administration says it is still too soon to draw conclusions.

REPORT CARD CHECK

How BHS school performance compares to other schools in the past.

Jack Oistead
Staff Writer

Minnesota high school
rankings according to
niche.com

63 Buffalo

3 Wayzata

11 Maple Grove

42 STMA

51 Monticello

57 Delano

74 Rogers

116 Annandale

When students rush to class in the mornings, they are not usually focused on how well the school is performing. However, students should be focused on this – whether the school goes beyond or falls behind other schools will greatly affect the opportunities afforded to them. So, how exactly does the current Buffalo High School compare to the past and to other schools?

One indicator of academic comparison is standardized test scores, like the ACT and MCAs. Buffalo High School is faring reasonably well in the MCAs, and our ACT scores have been on the rise.

“[Comparing] where we were seven years ago to where we are now, we have gone so much higher,” said head principal **Mark Mischke**. “I believe that is a direct parallel to the success of the building. [Our scores] have never been this high. [As for the MCAs,] we met our goal in math last year; however, we didn’t meet it in reading. There was a huge bubble of kids that opted out last spring, which decreases scores overall. I want your diploma from Buffalo High School to open doors for you, [to be] something that is really valued by employers outside of the school district. If colleges and employers value MCA scores, I have to go around and say, ‘Let’s give this everything we can.’”

Test scores are not the whole picture, however. Another factor of comparison is the academic rigor of the courses a school has to offer. Students at BHS can excel with the numerous college in the schools (CIS) classes being taught.

“When you think about our academics, the thing that sticks out to me is the number of CIS classes kids can take, and the number of tough classes that allow our students to earn college credits,” said Mischke. “When I look at the neighboring schools, we have more classes and more options than any other neighboring school district – and to me, that’s success.”

A factor of comparison that goes beyond academia is the relationships present at a school between staff and students. Relationship-building is at the heart of BHS’s strategy for academic success, and these relationships directly affect student satisfaction ratings.

“I think you need the relationship to really get into the learning. A lot of people just want to teach like, ‘I know the content, I am a content specialist, I don’t care if I get to know them or not.’ But I think that can only get you so far. If you feel confident and a teacher believes in you, it is much more likely you will be successful. Teaching without relationships is just presentations, and the kids are not going to get it. That has been the mindset for the past nine years I’ve been here.”

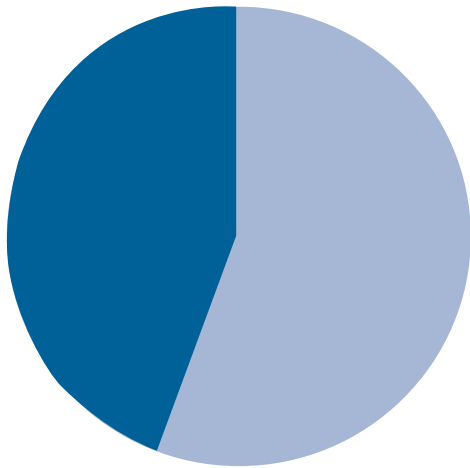
It is hard to compare schools on a spectrum of different factors. Different sources can give you different scores because of the different factors of comparison. One universal factor of comparison is whether a school constantly tries to improve itself. As Mischke said, at Buffalo High School, the goal is “to climb the mountain of proficiency.”

BUFFALO'S AVERAGE ACT SCORE COMPARED TO THE STATE AVERAGE

Year	Buffalo High School	State
2010	22.1	22.9
2011	22.8	22.9
2012	22.6	22.8
2013	23.0	23.0
2014	23.1	22.9
2015	23.3	22.7

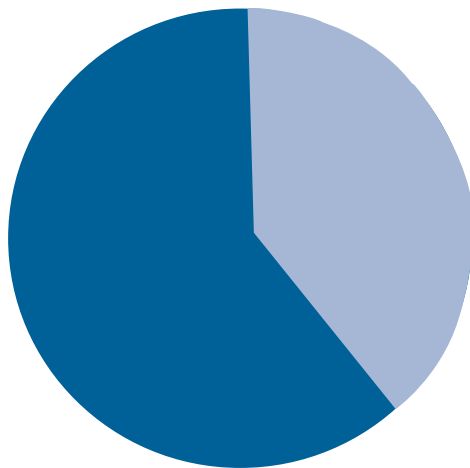


■Graphic by Carter Barton



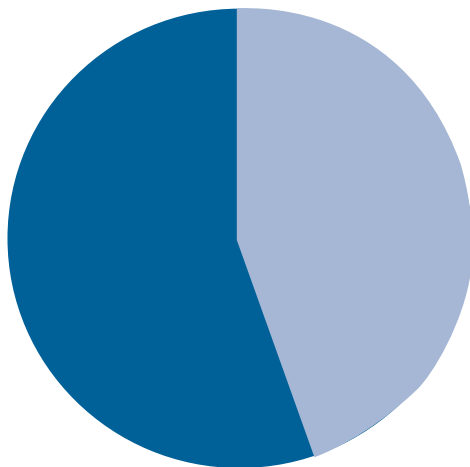
Students in extra curricular activities who have consumed alcohol at least once:

56.2%



Students in extra curricular activities who have used tobacco products:

32.2%



Students in extra curricular activities who have used an e-cigarette:

44.6%

A DEEPER LOOK INTO THE HANDBOOK

Student survey results reveal Buffalo High School's use of illegal substances compared to national findings.

Mika Colson

Writer

The use of tobacco, e-cigarettes, and alcohol by high school students, whether due to peer-pressure, family issues, or simply just to “have fun,” is an issue that appears quite prevalently at Buffalo High School. Although national rates of teen e-cigarette and tobacco use have fallen in the past year according to the University of Michigan’s survey “Monitoring for the Future”, 26.6 percent of American teenagers reported having used an e-cigarette before, and among Buffalo High School students ranging from 14-year-olds to 18-year-olds, rates are drastically higher. Approximately 46 percent of students claimed to have used an e-cigarette before, and 16.6 percent of students admitted to currently owning an e-cigarette. **Patrick Macnab**, an employee at the Smokin’ Monkey, a retail vaping shop in Buffalo, claims it is quite common to have minors enter the store to try and purchase products. “I would say about two or three times a week we have a student under 18 try to purchase something, but of course we ID them.”

In the case of underage drinking, however, BHS statistics match the national findings more closely. The national survey conducted by the University of Michigan in 2015 concluded that 47.1 percent of 10th graders and 64 percent of 12th graders had consumed alcohol at least once in their lifetime. In a survey administered to 176 BHS students across all four grades, 55.4 percent of students admitted to having consumed alcohol at least once.

Out of the BHS students participating in the survey, 68.8 percent were involved in extracurricular activities. Among these students, 44.6 percent reported having used an e-cigarette before, and 32.2 percent had

used tobacco at least once. Students involved in activities appear to have a slightly higher tendency to consume alcohol - at 56.2 percent - than BHS students overall.

The prevalence of students using these substances who are involved in activities is shocking considering the eligibility requirements for high school students. According to the 2016-2017 Minnesota State High School League Eligibility Brochure, “Twelve (12) months of the year, a student shall not at any time, regardless of the quantity: (1) use or consume, have in possession a beverage containing alcohol; (2) use or consume, have in possession tobacco.” This bylaw applies to instances both on and off school property, and during the 2016-2017 school year, 12 students have been caught using tobacco or e-cigarettes on school property.

Although many seniors are legally allowed to use tobacco at the age of 18, there are still restrictions through the school that many students do not realize. School Resource Officer **Josh Erickson** of the Buffalo Police Department further explained this issue. “[An 18-year-old student] wouldn’t get a tobacco ticket or get in any legal trouble, because they are 18,” said Erickson. “They would receive a school consequence, because when they engage in an activity, they sign the code of conduct for the State High School League.”

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Photo by Karin Beck

COFFEE

New menu option energizes the student body.

Naomi Curran
Writer

One of the most telling places to observe a school's culture is in its lunchroom. During the morning, before school starts, sleepy students drift in to the lunchroom to buy breakfast, and now a cup of coffee to go along with it. By 8:45 when the bell rings for first block, the tables are full. Friends sit around laughing, chatting, and drinking coffee to wake up and start the day.

An interesting new addition to breakfast has been the Coffee Bar that was introduced in January. It offers flavors like Jamaican, French Vanilla, Mint, and Costa Rica. The brand being sold is Roaster's Mill.

Coffee is an important part of teenage culture. High school is when many people start relying on caffeine to get up and going, integrating it into their daily routine. Coffee shops like Caribou and Starbucks are popular places to hang out, study, or work.

"I drink a lot of coffee," junior **Damon Bates** said. "I mean, I kill it with creamer so I can't really taste it... Caribou is my favorite place to get coffee."

The school coffee seems to be getting good reviews.

"The new [coffee bar] was a good idea because a lot of people want to use it," sophomore **Trinity Nelson** said.

The coffee bar offers a convenient start to the day, something that will surely be taken advantage of at Buffalo High School.



Photo by Karin Beck



0 0 2 4 %

of BHS students have
tried the new coffee bar

Joseph Patterson

“I literally get a free coffee every time I work,” senior **Joey Patterson** said. “I have created a \$12 drink and it was free!” Patterson has been working at Caribou for four months. “I think the most popular drink is the caramel cooler. I personally love the apple blast cooler with an extra shot of caramel.”

Sophia Strommen

Coffee is more than just a tasty drink for many students, it’s also an energiser. “The more espresso the better,” junior **Sophia Strommen** said. She drinks 1-2 cups of coffee per day. “I like it because I go to bed late and wake up early. If I don’t drink coffee I’m half asleep by fourth block.”

Shannon Alavid

“I think what makes Starbucks great is the people who work there,” senior **Shannon Alavid** said. “The majority of the people that work at Starbucks are super friendly and outgoing. It makes the environment a lot more fun for co workers and for the customers! The most popular drink currently is probably the iced caramel macchiato. My favorite is the Starbucks double shot with white mocha.”

BIG STADIUM

Photo by Calista Susa



61% of people think sporting events are worth paying for

87% of people attend more boys games than girls games

65% of people attend football games, more than any other sporting event

22% of people think tennis is the lowest attended event

The new football stadium's effect on the attendance of Buffalo High School sports

Mason Schmidt
Staff Writer

"The more fans there are, the more energy in the game and the harder you play," stated junior **Daniel Shefland**. "You have to play better football because all eyes are on you." These same thoughts are shared by the vast majority of student athletes. The experience of having a plethora of cheering fans can make or break the intensity of any sporting event.

Football is amongst the most popular of sporting events to attend at Buffalo High School. Where few sports, like football and basketball, draw flocks of student fans, many of the high school's sports and activities are lacking in the student fan department. Buffalo High School has twenty-five different sports and activities that take place over the school year, the majority of which have a low amount of student fan attendance. "I wish more students would come to our softball games," said junior **Morgan Demaris**, highlighting the lack of sideline support.

The girls' teams especially see a lack of support, even given that there isn't much support in general. "There are always more fans at boys' games than at girls' games," Demaris added. Eighty-seven percent of the students surveyed said that they prefer to attend boys' activities, furthering the claim that students are more likely to go to male sporting activities.

While the fan attendance for different sports continues to vary, the amount of games students attend is increasing. A remarkable 42 percent of students surveyed claimed to have gone to more than ten home games this year. This demonstrates that the support for high school sports is present. However, there is a problem with giving fan and sideline support to all high school activities. Fans help to enhance the sport they attend and bring energy to the games that the athletes so love.

Q AND A : WITH NINGNING SUN

The lady that holds
up traffic is trying
to save your life, not
ruin it

|Samantha Westrum
|Managing Editor

Why do you hold traffic?

Every day there are three busses with students that need to turn left at the first stop sign. What we are trying to do is clear the cars before the busses come so later the busses can go without stopping and waiting. If everyone is turning right, then the parents, other busses, and community vans that pick up kids can't get out because they have the stop sign. When I hold the traffic at the student parking lot, then they can keep going which allows everyone to get out safer.

The person in the front watches their flow of traffic and if it's jammed then I hold the traffic until the traffic up there gets clear. We try to have kids go as much as possible because we don't want to hold them to have them wait. Then then when the busses come again I hold the traffic.

Do you like your job?

I do, 'cause you know in some way we help the traffic. Sometimes it's a little sad because people don't understand and they get angry or upset at you. I've gotten yelled at and honked at. I understand, it's the end of the day, everyone wants to get out. I do too, that's why we hold the traffic so it can go faster and we can all get out. I have had a few



■Photo by Ashley LaRoque

scary moments. There have been at least three times when somebody didn't want to wait so they kept pushing and pushing and I don't want to get too close to the road so I have to get out of the way.

What is the worst thing that you have experienced on the job?

"They take pictures of me. I don't know what it is but I can't find out what they do with it because I don't know who it is or who they send it to. It's very disturbing. One time it happened, they drove by, and I couldn't miss it. I tried to look at their license because they took a right turn out of the left turn only lane and I see the person in the driver's side pull out a big phone and take a picture

of me. It's very scary, having someone take your picture like that when you don't know what they do with it."

For the people turning right...

I don't look at faces, I don't know all of the kids so license plates are what I look at. I can't find out who you are without your license plate. I don't do it if you do it once or twice. Some kids try to block their faces and that is really not safe. Please tell him or her to please keep your eyes on the road! I had someone try to skip the line and go on the other side and then another car came and the three almost collided. We don't want that, that is so scary.

