Herbert Hoover Middle School
2290 14th Avenue, San Francisco, CA 94116 (415) 759-2783
Ms Jeannie Pon, Principal


School Description
Herbert Hoover Middle School provides an articulated program of general education and social preparation for early adolescents. Students have the opportunity to perfect basic skills and to participate in exploratory study and enrichment activities. Students are strongly encouraged to participate in every aspect of school community life. Students are recognized for academic excellence, physical, social and esthetic accomplishments. Students are expected to uphold the ideals of citizenship, scholarship, sportsmanship and school spirit. Hoover has a tradition of excellence in education. And we stand by our commitment that every student will be nurtured and supported as they confront the developmental challenges in their pathways with the support of the home!

School Priorities
For each district goal (listed below), there are measurable objectives. Every school has developed a school site plan to achieve each objective and has identified its individual school priorities:
A To improve teaching and learning to enhance the academic achievement of all students.

B To improve staff, parent and community participation in the educational process.

C To maintain a school environment that is safe, secure and attractive.

District Mission and Goals
The mission of the San Francisco Unified School District is to provide each student with an equal opportunity to succeed by promoting intellectual growth, creativity, self discipline, cultural and linguistic sensitivity, democratic responsibility, economic competence and physical and mental health so that each student can achieve to his or her maximum ability.

To achieve this mission, the Board of Education has adopted the following goals: 1) To improve teaching and learning to enhance the academic achievement of all students; 2) To improve staff, parent and community participation in the educational process; 3) To maintain school environments that are safe, secure and attractive; 4) To build a school environment that is fully integrated in all its programs and activities and provides equal opportunity for all students; 5) To improve and expand the Early Childhood Education Program and integrate it into the K-12 Program; and 6) To increase and expand inter-agency collaboration to better serve our students.

 Philosophical Tenets
In order to achieve these objectives, the Board has adopted the following set of philosophical tenets:
* All individuals should learn to live and work in a world that is characterized by interdependence and cultural diversity.
* All individuals want to learn and to be recognized for their achievements.
* Learning is an interactive process that occurs when students understand and are able to communicate new concepts through carefully crafted and guided challenging experiences defined by clear learning goals and rigorous performance standards.
* All individuals are entitled to be treated with respect and dignity.
* All individuals can learn.
* All individuals learn in many different ways and at varying rates.
* Each individual learns best in a particular way.
* All individuals are both potential learners and potential teachers.
* Learning has both cognitive and affective dimensions.
* Teachers, administrators and staff are partners with students in the learning process. If students fail, all partners should accept full responsibility for this failure and take action to ensure success.
* Parents want their children to attain their fullest potential as learners and to succeed academically.

| Grade Span: | 6-8 |
| Building (sq.ft.): | 132,400 |
| Year of Construction: | 1956 |
| Children Center/Childcare: | No |
| Student Enrollment: | 1267 |
| Average Daily Attendance: | 97.20% |
| Optional Enrollment Requests: | 43.5% |
| Special Education Students: | 10.1% |
| LEP/NEP (ELL): | 15.8% |
| EDY: | 32.2% |
| % of Points Met: | 91% |
| Student Uniforms: | No |

1 LEP/NEP(ELL): Limited English Proficient or Non English Proficient (English Language Learner)
2 EDY: Educationally Disadvantaged Youth
3 % Met: Refers to the objectives to achieve SFUSD goals

607 M 01/00 Research, Planning & Evaluation
This document is prepared in compliance with Proposition 98 and Ed. Code 33126.
Counseling and Student Support Services

The standard District counseling ratio at middle schools is 760 to 1.

Student Attendance and Dropout Rate

Dropout rate 1997-98 = .9%  1998-99 = .2%  1999-00 = .6%
The District's 6-8 average attendance for 1999-2000 was 96.4% and the dropout rate was 1.1%. At Hoover MS, attendance for the year was 97.2%, excused absences were 1.7%, unexcused absences were 1.1%, and the dropout rate was .6%. An important District objective is to further reduce dropout rates. Dropouts are defined as students who are absent without reason for 45 days or more. Hoover's attendance is monitored by daily home phone calls and dissemination of a daily attendance bulletin. Chronic truants may be referred to the grade counselor, Student Success Team, Student Assistance Program or the Dropout Prevention Center.

Student Achievement

| Reading | 44 | 47 | 47 |
| Math | 55 | 58 | 60 |

*Unmatched performance data
Portions of the Stanford Achievement Test 9 (SAT9) are used by this District to measure individual student progress and proficiency standards.

Academic Performance Index

| Statewide Rank | 2000 | Similar Schools Rank | 2000 |
| 9 | 8 |

Details about the API program including an explanation of the nature and purpose of the various components can be found on the web at “www.cde.ca.gov/psaa/api”

Ethnic/Gender Diversity

<table>
<thead>
<tr>
<th>Ethnic/Gender Representation (Percents)</th>
<th>Total</th>
<th>AA%</th>
<th>AI%</th>
<th>C%</th>
<th>F%</th>
<th>J%</th>
<th>K%</th>
<th>L%</th>
<th>ONW%</th>
<th>OW%</th>
<th>Male%</th>
<th>Female%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>1267</td>
<td>8.9</td>
<td>0.4</td>
<td>41.5</td>
<td>2.9</td>
<td>3.5</td>
<td>0.9</td>
<td>10.7</td>
<td>12.8</td>
<td>18.3</td>
<td>53.4</td>
<td>46.6</td>
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<tr>
<td>Certificated</td>
<td>70</td>
<td>1.4</td>
<td>0.0</td>
<td>10.0</td>
<td>1.4</td>
<td>2.9</td>
<td>2.9</td>
<td>4.3</td>
<td>8.6</td>
<td>68.6</td>
<td>45.7</td>
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<td>0.0</td>
<td>0.0</td>
<td>20.0</td>
<td>20.0</td>
<td>0.0</td>
<td>0.0</td>
<td>6.7</td>
<td>6.7</td>
<td>46.7</td>
<td>26.7</td>
<td>73.3</td>
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<tr>
<td>Paraprofessional</td>
<td>18</td>
<td>22.2</td>
<td>0.0</td>
<td>0.0</td>
<td>16.7</td>
<td>0.0</td>
<td>0.0</td>
<td>11.1</td>
<td>11.1</td>
<td>38.9</td>
<td>16.7</td>
<td>83.3</td>
</tr>
</tbody>
</table>

The diverse ethnic make-up of the school provides a foundation for positive development and reinforcement of the understanding of different cultures and lifestyles.
Teacher Evaluation
Administrators, probationary and long term substitute teachers, and all classified personnel are evaluated by their supervisors every year. Tenured teachers are evaluated every two years. The evaluation processes are determined through contractual agreements with the United Administrators of San Francisco, the United Educators of San Francisco, and the Civil Service Commission of the City and County of San Francisco.

Student Behavior
In order to provide a healthy climate, we have regulations consistent with the Student Behavior Handbook. Last year at Hoover MS, 120 students were suspended for violations of those regulations. The following program(s) have been included in the School Site Plan to achieve the District's objective to reduce the number of suspensions: Regulations consistent with the Student Behavior Handbook are followed. Positive expectations are reinforced through progress reports, peer tutoring, Homeroom Advisory periods, parental involvement and report cards every 6 weeks.

(SFUSD Expulsion Rate: 97-98 .09% 98-99 .11% 99-00 .09%)

Teacher/Staff Professional Development and Curriculum Improvement
Professional development is a part of every school site plan and a major component of instructional support departments. The district's professional development program provides opportunities for teachers to implement the district's core curriculum for all students, update subject area expertise, use data to plan instructional improvement strategies, and acquire new instructional strategies. Leadership development across content areas is facilitated centrally, and for educators and parents each school has three days for site-determined professional development.
Staff in-services include: NIE (Newspapers in Education), CABE, Asilomor Math Conference, Seminars for Educational Excellence, ASCD, TCI, UC Berkeley /SFUSD Interactive Project, Middle School LINKS, GATE, Urban Systemic Program, INQUIRES, Integrated Writing Assessment and Math Assessment Performance.

Quality of School Instruction and Leadership
Hoover provides an academic program of basic skills, exploratory study and enrichment. Special curricula address needs of underperforming students and the needs of GATE and English Lang. Learners. Students from language immersion elementary schools continue in the Spanish, Chinese and Japanese Lang. Immersion Programs at Hoover. The Sp. Ed. Department offers Resource Specialist Programs, Special Day Classes for Educationally Disabled and Emotionally Disturbed Students and the Inclusion Program for fully mainstreamed SPED students. Collaboration is the key to a quality school. Administration meets on a regular basis with UBC, PTA, SSC, ELAC and the Student Council.

Substitute Teachers
During the 1999-2000 school year, the Hoover MS teacher attendance rate was 96%. Hoover has a core group of substitute teachers who are familiar with the school and students.

Class Size
Middle School | Staffing Class Size | District Averages |
--- | --- | --- |
English | 33.10 | 25.00 | 23.75 | 28.6 24.4 25.2 |
Math | 33.10 | 30.00 | 24.97 | 29.7 25.0 25.9 |
Science | 33.10 | 30.00 | 29.15 | 30.3 28.7 29.1 |
Social Studies | 33.10 | 30.00 | 28.75 | 27.0 27.9 27.2 |

Middle Schools provide 57,525 Instructional minutes per year. All schools offer and often exceed the minimum required number of instructional minutes per year. All instructional days meet or exceed the state minimum requirement for instructional minutes.

Average Salaries, Budget Percentages & Expenditure per Student

| 1998-99 SALARY COMPARISON |
|---|---|
| Beginning Teacher's Salary | $38,000 | $31,172 |
| Mid-Range Teacher's Salary | $49,481 | $49,262 |
| Highest Teacher's Salary | $59,895 | $56,246 |
| Principal's Average Salary | $78,145 | $73,795 ** |
| Superintendent's Salary | $137,350 | $199,800 |

Expenditure per Student $4,398 **
% of Budget for Teacher's Salaries 43.71% 42.09%
% of Budget for Administrators 4.84% 5.09%

* Districts over 19,999 ADA **Middle Schools Only

Teacher Assignment
Out of 3,279 teachers in the District, 162 are teaching with emergency credentials and 55 with program waivers. At Hoover, all teachers are teaching in the areas in which they are credentialed.
Textbooks and Instructional Materials

The review, selection, and purchase of textbooks and instructional materials are carried out in conjunction with the California eight-year curriculum improvement cycle and District priorities. In 1997-98, there were district-wide adoptions of K-8 English Language Arts, K-5 Spanish Language Arts, 9-12 Spanish, economics, biology, biotechnology and physics instructional materials and in 1999-2000 there was an adoption for K-8 History/Social Science. Content and performance standards for English Language Arts, mathematics, and science are being implemented.

Long range goals include the following: TV’s/VCR’s to be mounted in every classroom, overhead projectors and screens in every classroom, a computer in every classroom and the replacement of older power macs with new Imacs in the computer lab. Hoover has experienced textbook shortages the last few years due to increased enrollment at all grades. School Improvement Funds have been used to purchase instructional materials for the core curriculum.

School Facilities and Safety

**Current Conditions**

We maintain the upkeep of Hoover on a daily basis. Long-term plans include the removal of three delapidated bungalows, resurfacing of upper terrace, repainting of numbers in the school yard, and a mural to be painted in the gymnasium. Monthly fire drills and yearly earthquake evacuation drills are conducted. Bus loading zones have been designated in front of school. On-going efforts to educate parents and students about basic traffic safety rules.

**Planned Improvements**

Hoover has an exceptional music program, but no technically appropriate sound system. Hoover needs a media library center and a computer resource lab. Upgrading the present computer room with Macintosh computers and providing computers in each classroom is needed as well as networking the whole school.

**Needed Improvements**

Hoover needs continued maintenance for the newly renovated classrooms and common areas. Additional landscaping and painting are needed to improve the school's appearance. Relamping of hallway and classroom lights remains constant.

Parent/Community Involvement

An active PTA of over 900 members donate 1200 volunteer hours and attend monthly meetings. They assist in our Parent newsletter, Spring Fair, magazine drive, teachers’ luncheon, graduation dance and picnic, textbook and library services, duplicating service, as well as participating in proposal writing, School Site Council for SI, English Language Advisory Council and GATE Advisory Council. Parents organize the Hoover Ed Fund and concerts, and they love to chaperone school dances.

For further information about our school or if you have questions about this document, please feel free to call us.

Si necesita información sobre nuestra escuela o si tiene alguna pregunta sobre este prospecto, llámenos.

Nếu muốn biết thêm chi tiết về trường học hoặc về tập tài liệu này, xin vui lòng liên hệ với chúng tôi.

Kung kailangan ang karagdagang impormasyon tungkol sa ating paaralan O gustong magtanong tungkol sa mga kailangang dokumento, maaari kayon tumawag sa aming.

Если у Вас есть вопросы, или нужна дополнительная информация, пожалуйста позвоните по телефону.

如果你们需要任何有关学校的资料或有任何关于此文件的问题，请打电话与我们联络。

San Francisco Unified School District
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San Francisco, CA 94102
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