

FY12 BUDGET REDUCTIONS - AHS

AHS reductions:	Impact:
Loss of at least 10 core content area teacher and teachers of elective areas	<ul style="list-style-type: none"> - Questionable safety in science labs - Very large class size in AP classes (up to 40), large class sizes of at least 30 in all other courses - Fewer sections of courses offered, diminishing access of all courses to students due to scheduling conflicts - Diminished AP offerings in science (every other year AP Chem/ AP Physics) - Students have more free periods, resulting in more "wandering" in and outside of AHS - Fewer or no sections of popular electives such as economics, AP Psychology, FACS offerings, music technology, art, etc.
Elimination of double block freshman and sophomore ELA and Math	<ul style="list-style-type: none"> - Loss of regular education results in diminished academic success for at-risk students, and potentially leads to more students seeking IEPs
Elimination of curriculum B classes	<ul style="list-style-type: none"> - Loss of regular education results in diminished academic success for at-risk students, and potentially leads to more students seeking IEPs - Fewer students are promoted from grade to grade, and more students fail curriculum A courses
Reduction of guidance and social work staffing	<ul style="list-style-type: none"> - Very large student caseloads impact support with college application process including the writing of personalized recommendations. - Loss of regular education interventions for students with behavioral or emotional difficulties results in more students on IEPs or 504 plans. - Inability to run support groups or drug and alcohol interventions for at-risk students.
Reduction of in-house suspension staffing	<ul style="list-style-type: none"> - More students are given out-of-school suspensions, which result in poor transition back into classes

All of the above impacts at AHS will result in the following changes to student learning:

- Fewer assessments given in each class
- Teachers rely on multiple choice tests rather than open response, proofs, or narrative responses
- Lack of individualized instruction; few students are known by their teachers
- Classroom discussion and small group instruction reduced; whole-class instruction becomes the norm
- Slow turn-around time in returning of graded work results in limited efficacy of formative assessments
- Feedback on written work is minimal; over-reliance on rubrics and check-boxes
- Lack of common meeting time and overall student load of teachers prevents both formal and informal collegiality and common planning time, resulting in students having very different classroom experiences from instructor to instructor and a loss of consistency of instruction and expectations
- Less hands-on learning and laboratory or experimental learning
- Diminished ability of students to explore areas of interest in various subject areas