



Strategic Goal 1
To Improve Academic Achievement
Objective E: World Language

Objective

To increase the percentage of graduating seniors earning two or more credits of one world language at the high school level.

Baseline

SY 2009-10: 66%

Target

By 2014, 70% or more of our graduating seniors will have earned two or more credits of one world language at the high school level.

Data Criteria

The percentage of students earning two or more credits of one world language at the high school level is included among Georgia's Race to the Top measures. The Georgia Department of Education (GADOE) provided district baseline data on this measure for SY 2009-10. Because official world language data for SY 2010-11 has not yet been published by GADOE, the 2011 data that follow are reported from Student Record course data submissions in accordance with the calculation formula provided by GADOE. The World Language report will be updated to reflect the official state data once it is available.

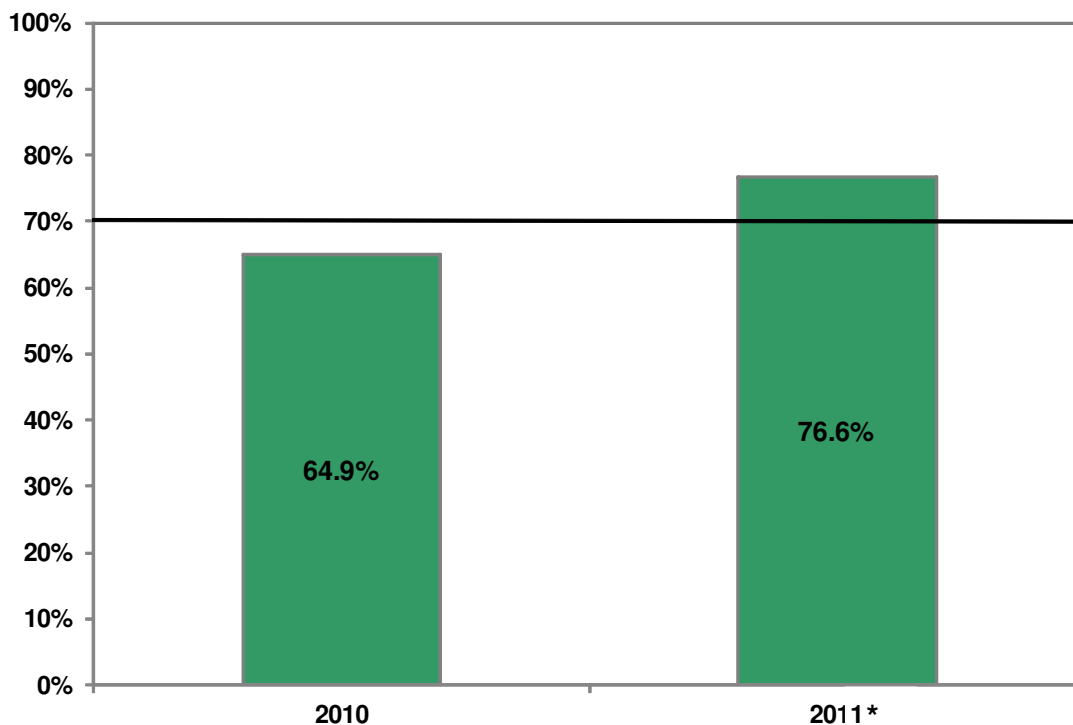
Note that this formula takes into account only those high school credits earned within the most recent four years, and therefore typically excludes high school foreign language credit earned in middle school. Also note that only credits earned within the Savannah Chatham County Public School System are included in the calculation.

Key Points

- SCCPSS increased the percentage of students earning two or more high school credits in one world language by more than 11 points compared to last year.
- SCCPSS surpassed its 2014 performance target, with seven of the nine high schools meeting or exceeding the district's goal.
- Students in nearly all race/ethnicity subgroups met the district target, along with students in the Economically Disadvantaged subgroup. Females were more likely than males to earn two or more high school credits in one world language.

In conclusion, the district is doing well in achieving this objective. The Twilight school program will continue to offer first time credit and remediation opportunities for high school students in world languages. In addition, Academic Affairs is exploring expanding the number of students participating in high school credit courses in world languages in the eighth grade.

Figure 1. District Percentage of Students Earning Two or More Credits of One World Language at the High School Level



— 2014 Target

*State data not yet available. Data estimated locally.

Table 1. Percentage of Students Earning Two or More Credits of One World Language at the High School Level: By School

	2010	2011*	1 Yr Chg
SCCPSS	66.4%	76.6%	10.2
Beach	54.5%	71.0%	16.5
Groves	55.9%	69.8%	13.9
Islands	NA	56.3%***	NA
Jenkins	69.6%	80.1%	10.5
Johnson	65.4%	75.0%	9.6
Savannah Arts	91.0%	95.9%	4.9
SHS - Law & CJ	**	100.0%	NA
SHS - Lib Studies	55.7%	79.7%	24.0
Windsor Forest	64.7%	76.8%	12.1

Table 2. Percentage of Students Earning Two or More Credits of One World Language at the High School Level: By Subgroup

	2010	2011*	1 Yr Chg
Asian	75.0%	82.4%	7.4
African American	62.4%	78.9%	16.5
Hispanic	68.6%	72.7%	4.1
White	70.0%	72.6%	2.6
Multiracial	69.4%	58.7%	-10.7
Female	70.2%	81.9%	11.7
Male	58.3%	69.8%	11.5
ED	61.2%	76.1%	14.9

*State data not yet available. Data estimated locally.

**Not reported; < 10 students

*** Islands High School data impacted by students entering from private school. Students have insufficient years in the system to earn two or more credits of one world language.