



**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 graduates 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 has not been published by GADOE in subsequent years, all 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 the GADOE 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. Foreign language attainment rates that include high school credits earned in middle school are provided within this report for informational purposes. Also note that only credits earned within the Savannah Chatham County Public School System during the regular school year are included in the calculation. Transfer credits and summer school credits are not reflected in the data that follow.

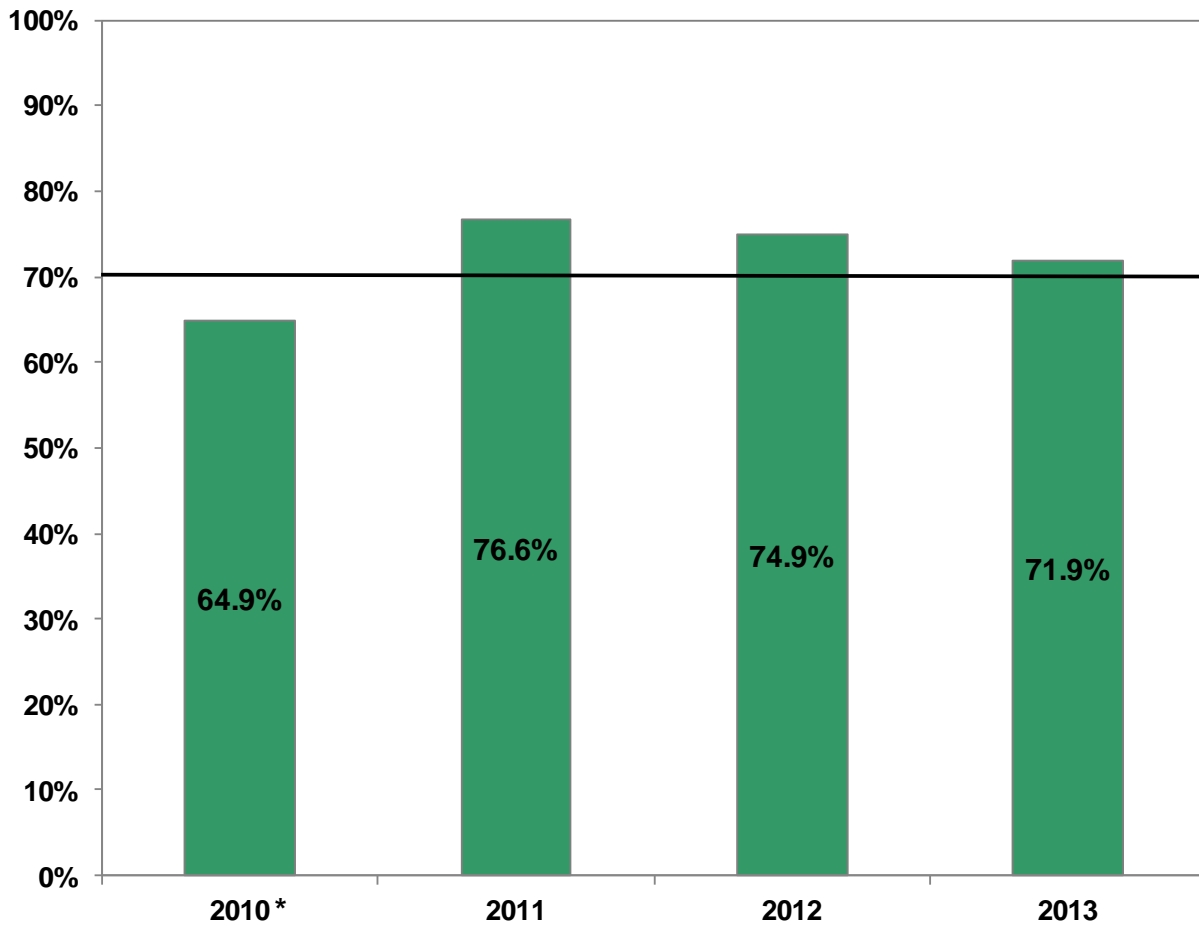
## Key Points

- Among SY 2012-13 graduates, 71.9% earned at least two credits in the same world language. This reflects a decline of three percentage points compared to the prior year, but an increase of 7 percentage points compared to the 2010 baseline data.
- For the past three years SCCPSS has surpassed its 2014 performance target, with five of the eight high schools meeting or exceeding the district's goal.
- Students in the Asian, African American, female, and economically disadvantaged subgroups exceeded the district target.
- Windsor Forest achieved the greatest school-level gain compared to the prior year, with an increase of over 6 percentage points, while the School of Liberal Studies at Savannah High achieved the highest three-year gain, with an improvement of more than 28 percentage points.
- World language attainment among graduates in the Hispanic subgroup rose by nearly 10 points over the one-year and three-year comparison windows.

## Action Items

- The Program Manager for World Languages will work with high school principals to incorporate Georgia Virtual School's language courses into their World language offerings for high school course credit. The opportunities for students to take world language classes through virtual school will allow all schools to offer levels 1-3 at the high school level.
- The Chief Academic Officer will work with the Human Resources Department to ensure a pool of qualified teachers of the world languages is available for assignment at area schools.
- The Executive Directors of Elementary and Secondary School Governance will review academic program offerings K-12 to ensure the availability of world language instruction across the grade spans.

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



— 2014 Target

\*2010 data does not match Baseline because the state has not provided official data on this measure since 2010. In order to maintain comparability across years, all data in this report reflect local estimates of the measure based on district Student Record course submissions in accordance with the calculation formula provided by GADOE. Local estimates may be lower than official state data because the district Student Record submissions do not capture foreign language credits earned in other districts.

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

	2010	2011	2012	2013	1 Yr Chg	3 Yr Chg
SCCPSS	64.9%	76.6%	74.9%	71.9%	-3.0	7.0
Beach	54.5%	71.0%	64.4%	61.6%	-2.8	7.1
Groves	55.9%	69.8%	76.8%	65.1%	-11.7	9.2
Islands	NA	56.3%	62.2%	57.4%	-4.8	NA
Jenkins	69.6%	80.1%	75.0%	72.0%	-3.0	2.4
Johnson	65.4%	75.0%	74.1%	72.2%	-1.9	6.8
New Hampstead	NA	NA	NA	64.2%	NA	NA
Savannah Arts	91.0%	95.9%	91.2%	90.8%	-0.4	-0.2
SHS - Lib Studies	55.7%	79.7%	83.6%	84.0%	0.4	28.3
Windsor Forest	64.7%	76.8%	66.7%	73.1%	6.4	8.4

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


	2010	2011	2012	2013	1 Yr Chg	3 Yr Chg
Asian	75.0%	82.4%	76.6%	72.5%	-4.1	-2.5
African American	62.4%	78.9%	76.0%	73.6%	-2.4	11.2
Hispanic	68.6%	72.7%	69.0%	78.3%	9.3	9.7
White	70.0%	72.6%	74.1%	69.1%	-5.0	-0.9
Multiracial	69.4%	58.7%	63.0%	63.5%	0.5	-5.9
Female	70.2%	81.9%	76.5%	75.1%	-1.4	4.9
Male	58.3%	69.8%	73.0%	68.1%	-4.9	9.8
ED	61.2%	76.1%	75.3%	72.0%	-3.3	10.8

 Indicates performance at/above 2014 target

 Indicates an increase

**Table 3. Percentage of Students Earning Two or More Credits of One World Language at the High School Level: Including High School Credits Earned in Middle School**

	2010	2011	2012	2013	1 Yr Chg	3 Yr Chg
SCCPSS	67.9%	77.7%	77.0%	73.5%	-3.5	5.6
Beach	55.1%	71.0%	67.5%	63.2%	-4.3	8.1
Groves	56.6%	70.2%	78.4%	65.1%	-13.3	8.5
Islands	NA	58.3%	64.0%	59.7%	-4.3	NA
Jenkins	75.9%	82.1%	77.4%	74.4%	-3.0	-1.5
Johnson	68.8%	76.2%	76.7%	74.6%	-2.1	5.8
New Hampstead	NA	NA	NA	67.2%	NA	NA
Savannah Arts	92.9%	97.1%	94.6%	90.8%	-3.8	-2.1
SHS - Lib Studies	58.4%	80.4%	84.1%	84.5%	0.4	26.1
Windsor Forest	68.7%	78.4%	68.5%	75.8%	7.3	7.1

 Indicates performance at/above 2014 target

 Indicates an increase