

Goals Statement

It is the purpose of New Mexico Public Schools, in partnership with families, to prepare all students:

1. to be responsible citizens and family members,
2. for educational success, and
3. to obtain and maintain gainful employment.

Each and every student will be provided opportunity to meet these goals, regardless of need status (i.e., at-risk, English learner, special education, etc.) or type of community in which they reside (e.g., urban, suburban, town, or rural). To accomplish these goals, public schools will follow the New Mexico Administrative Code (NMAC) Commitment to Excellence, which acknowledges that developing an educated citizenry requires all partners of the educational community to share and support a vision of excellence (NMAC, Title 6, Chapter 30, Part 2).

Four Critical Elements

The goals for New Mexico public schools encompass four indispensable and interrelated elements. More detailed accounts of each of these elements are provided in Appendices 1 through 4.

1. Underlying Philosophies (Appendix 1)

State-level goals of excellence should coexist and be balanced with appropriate individual and local goals. Students shall have access to a multicultural education, diverse and highly qualified teachers, necessary supports to achieve these goals, and a range of enhancement opportunities offered in local communities.

2. Content Standards (Appendix 2)

All public school students shall make positive and measurable gains through appropriate instructional programs aligned to state content standards and benchmarks. Children will be challenged to learn and succeed, drawing on their strengths through diverse and multiple learning styles.

3. Knowledge, Skills, and Personal Qualities (Appendix 3)

New Mexico high school graduates shall exhibit a range of knowledge, skills, and personal qualities that enable them to be successful, productive members of society. Schools, in partnership with families and communities, seek to promote personal qualities in ways that integrate with content curriculum and in conjunction with curricular and co-curricular activities.

4. Performance Goals

All students in New Mexico's public education system should have the opportunity to make demonstrable, appropriate growth each year on a wide range of measures. Students should be provided the opportunity to demonstrate learning outcomes aligned with standardized measures reflective of state, national, and international standards *and* to demonstrate growth in areas not captured by standardized tests. In addition, students graduating from New Mexico high schools should have the requisite skills to enable entry into college and/or entry into the work force without remedial needs.

Appendix 1: Underlying Philosophies

The educational system in New Mexico values the diversity of the state while simultaneously seeking to promote state-level priorities. In particular, the educational system recognizes the following principles:

- State goals of excellence should coexist and be balanced with appropriate individual and local goals.
- Students shall have access to a multicultural education, diverse and highly qualified teachers, necessary supports to achieve goals, and a range of enhancement opportunities.
- The cultural strengths of the diverse student population should be integrated into the curriculum while simultaneously maintaining high expectations for all students.
- Instructional programs should be aligned to state content standards and benchmarks and based on well-founded research on effective schools.
- Accountability and testing remain important indicators of system performance, but these indicators should not prevent children from having access to other important educational opportunities such as the arts, physical education, vocational education, and dual language learning.
- Schools and districts should respond to cultural diversity and the evolving needs of students, families, and society.
- The definition of an educated citizen necessitates that children have a rich academic curriculum, a range of learning enhancement opportunities, and access to career and technical training.
- Linguistic and cultural diversity serve as a rich asset for the State and should be developed as fully as possible. Simultaneously, schools shall make proficiency in English, including reading, writing, and literacy improvement, a top priority.

Appendix 2: Content Standards

All public school students shall make positive and measurable gains through appropriate instructional programs aligned to state content standards and benchmarks (listed below). These content standards and benchmarks include a range of cognitive activities through which children should be challenged to learn and succeed, drawing on their diverse strengths and multiple learning styles.

State Content Standards

- A) **21st Century Skills** standards seek to provide each student with the thinking and doing skills they need to thrive in the 21st century. These standards include mastery of core subjects, adopting learning skills, such as higher order and critical thinking, and using information and communication technology to develop these learning skills.
- A) **Arts** standards are designed to promote student learning through performance, reflective thinking, and problem solving. These standards also incorporate an understanding of culture and history in all grades.
- B) **Career Readiness** standards are designed to integrate the areas of technological literacy, leadership and interpersonal skills, entrepreneurship, ethical workplace behaviors, and technical problem solving into all curricula.
- C) **Health Education** standards seek to provide the opportunity to motivate and assist all students to maintain and improve their health, prevent disease, and reduce health-related risk behaviors.
- D) **Reading/Language Arts** standards direct children in learning to read and listen for comprehension, write and speak for expression, and access literature and media.
- E) **Mathematics** standards are designed to provide students the opportunity to master the concepts of numbers and operations, algebra, geometry, measurement, data analysis, and probability.
- F) **Modern, Classical, and Native Languages** standards seek to support the use of a student's primary or home language, as appropriate, for teaching and learning, while the student acquires proficiency in English.
- G) **Physical Education** standards provide the opportunity for all students to learn and develop the skills, knowledge, and attitudes necessary to personally decide to participate in a lifetime of healthful physical activity.
- H) **Science and Society** standards seek to prepare students to understand ways in which science and society influence each other and how scientific understanding impacts decisions at multiple levels.
- I) **Social Studies** standards encourage students to celebrate the rich and diverse contributions of peoples of many backgrounds, emphasize shared heritage, and reflect the inclusion and recognition of culture as it defines individuals, groups, and societies.

Appendix 3: Knowledge, Skills, and Personal Qualities

New Mexico's Administrative Code identifies the set of knowledge and skills and the range of personal qualities that graduates of the system shall exhibit (listed below). This range of knowledge, skills, and personal qualities will enable graduates to be successful, productive members of their communities, the nation, and the world. Schools, in partnership with families and communities, seek to promote personal qualities in ways that integrate with content curriculum and in conjunction with curricular and co-curricular activities.

A) Knowledge and Skills. New Mexico high school graduates will become successful, productive members of their communities, the nation, and the world by acquiring the knowledge and skills to:

- 1) Demonstrate proficiency in the English language
- 2) Develop an understanding of cultures, and become competent in at least one language in addition to English
- 3) Understand and apply:
 - a) language arts
 - b) mathematics
 - c) science
 - d) social studies
 - e) arts education
 - f) modern, classical, and native languages
 - g) health education
 - h) physical education
 - i) career readiness
- 4) Integrate and demonstrate all areas of knowledge through reading, writing, speaking, listening, and other means of communication
- 5) Develop and apply logical reasoning and creative thinking
- 6) Identify, access, evaluate, and utilize information in a variety of ways
- 7) Understand the principles of financial management

B) Qualities. New Mexico schools and communities recognize and promote character education as a means to achieve student success as responsible, productive, and caring citizens. New Mexico high school graduates will become successful, productive members of their communities, the nation, and the world by acquiring the following qualities to:

- 1) Learn and perform at their full potential as well as appreciate and develop individual creativity
- 2) Exhibit a positive self-concept
- 3) Accept personal responsibility
- 4) Make decisions which promote good health
- 5) Respect themselves, others, and the environment
- 6) Respect the democratic principles, authority, responsibilities, and privileges guaranteed by the U.S. Constitution and its amendments
- 7) Understand the importance of honesty, dependability, integrity, and hard work