

Fiscal impact reports (FIRs) are prepared by the Legislative Finance Committee (LFC) for standing finance committees of the NM Legislature. The LFC does not assume responsibility for the accuracy of these reports if they are used for other purposes.

Current FIRs (in HTML & Adobe PDF formats) are available on the NM Legislative Website (legis.state.nm.us). Adobe PDF versions include all attachments, whereas HTML versions may not. Previously issued FIRs and attachments may be obtained from the LFC in Suite 101 of the State Capitol Building North.

FISCAL IMPACT REPORT

ORIGINAL DATE 02/07/08

SPONSOR Rehm LAST UPDATED _____ HJM 33

SHORT TITLE Study Dividing Albuquerque School District SB _____

ANALYST Escudero

APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Non-Rec	Fund Affected
FY08	FY09		
	NFI		

(Parenthesis () Indicate Expenditure Decreases)

SOURCES OF INFORMATION

LFC Files

Responses Received From

Public Education Department (PED)

SUMMARY

Synopsis of Bill

House Joint Memorial 33 requests the Albuquerque Public Schools (APS) to create a task force to study the need to divide the district into two or more smaller districts, including issues involved in dividing the district. The memorial also requests that the Public Education Department (PED) assist APS and the task force in this study.

FISCAL IMPLICATIONS

There is no appropriation attached to this legislation.

SIGNIFICANT ISSUES

As stated by PED, some of the issues related to dividing APS include division of school boundaries, sufficient tax base to support new district(s), income levels and ethnic background of students within proposed boundaries and transportation.

OTHER SUBSTANTIVE ISSUES

As stated by PED, dividing APS will require the hiring of an additional superintendent(s), business manager(s) and support staff, as well as holding elections for an additional school board(s). APS would also face the enormous task of dividing school property, buildings and staff. Revenues, expenditures and liabilities would also be required to be equitably divided.

PME/bb