

February 15, 1996 LB 1050

it's fair game, but again it's an attack on the creditability of the proponents, doesn't go to the issue itself. Aberrations in the system? When all educators across the state will uniformly tell you that 1059 has worked, there's no debate on that, it's worked. There are aberrations, and I suggest that individual senators who are interested in individual aberrations should propose small bills to deal with those little aberrations. All I wanted to do is point out to you that I think the strength of the 1050 proposition is there, I think the opposition recognizes it, and that's why they're not going to the competing philosophy, because there's not a good competing philosophy, and attacking the credibility of everyone who happens to be in favor of 1050. Thank you.

SENATOR CROSBY: Thank you, Senator Beutler. Senator Stuhr.

SENATOR STUHR: Senator Crosby and members of the Legislature, I just have a couple, general remarks to make. Yesterday some of the remarks made on the floor were that property taxes have nothing to do with the equalization formula. And I disagree. I believe for every dollar of equalization that a school doesn't receive that...or for every dollar of equalization aid that a school does receive, it is that much less that the patrons will be paying in property taxes. So I think it has everything to do with what we're talking about today. I do have a sheet in front of me that compares the total state aid, which is about \$414 million, the Allocated Income Tax Fund, this year, is about 125 million, and then I'd also...which is actually then about 30 percent of the total. It hasn't been pointed out that 300...of the 680 school districts right now, 323 districts receive equalization aid, or 47 percent; 357 districts do not, or 52 percent of the districts across the state. Another figure that is...and what we're dealing with are the \$83 million model that is right now in 1050, not exactly the amendment. But just to point out some facts, total aid to equalized districts is 94 percent, total aid to nonequalized districts is 5 percent, and that's really what we're talking about. Moving to capping at 83 million, what it does is actually raise to the equalization districts then 96 percent, and nonequalized down to 3 percent. I did do a little checking, just...you know, we said, no, this isn't an urban/rural issue. But I did just take a couple schools out of Douglas County and with capping it at 83 million they will be gaining over \$1 million in aid; Lancaster County, a couple schools would be gaining a half a