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as expensive as regular students, and a lot of our districts are facing that, so saying that OPS has more money is completely misguided. OPS has been very creative; they've sent African students to white...African teachers--we talk about sending students--they've sent teachers to white schools. They have taken books away from the wealthier schools and given them to the low-income schools. They have done a lot, but we need to know what the others would think, together with them. It doesn't have to be the superintendents.

SENATOR CUDABACK: Time, Senator.

SENATOR KRUSE: Somebody needs to get together, talk, and report back. Thank you.

SENATOR CUDABACK: Thank you, Senator Kruse. Senator Redfield, followed by Senator Jensen.

SENATOR REDFIELD: Thank you, Mr. President, members of the body. I have students here this morning, and so I have slipped out to speak to fourth graders and eighth graders alike who have a great interest in this bill. But I wanted to get on the record to share with you some background data. Senator Smith had some questions about efficient schools, and I have distributed to you a scatter plot that comes from the state Department of Education, and it shows you a fishhook pattern that exists in Nebraska. This is not an anomaly; you will actually find this distribution throughout the country in any state department of education. You will find that, in fact, the largest school districts are not the most economical. Here we have highlighted it in a dark blue--OPS is number ten on the chart. It's a district with more than 40,000 students, and you will find that on the right-hand side of the fishhook their costs are indeed a great deal higher than LPS, which is 32,000 students and number nine on the chart on the right, and then you will find something very, very interesting. And that is that the Millard School District is way down at the bottom. It's just under 20,000 students and that actually is an anomaly, when you look at national data. Generally, you would find a school district of that size costing a great deal more in per-pupil costs. They've done a phenomenal job in Millard in keeping the