

February 15, 1996 LB 1050

SENATOR ROBINSON: Thank you, I'll be back.

SENATOR CROSBY: Senator Bromm.

SENATOR BROMM: Thank you, Senator Crosby and colleagues. I am handing out just what was typed up rather briefly last night as some thoughts on this debate. And it doesn't specifically address the Wickersham amendment, which I do support, by the way, but it does bring into focus some of my concerns about our tampering with the formula, the 1059 formula, and how careful I think we should be in doing that. This handout, which is going around and hopefully you have it, says some thoughts on the LB 1050 debate, on top. And, I guess, I feel like we're talking in a vacuum a little bit until we know exactly, exactly how all these amendments are going to affect each and every district in the state. And I understand those that say we should look just at policy and not look at numbers. But when you look at the aberrations that exist or that appear to exist in the 1059 results right now, it makes you wonder whether we should make any changes without some real sound basis in fact. And I'll point out to you there's, I think, seven districts on this example. And District A, which has 1,793,000,000 valuation, and has \$366,000 of valuation per student, receives no equalization aid and has \$1.29 mill levy. The next district, which has \$365,000 valuation per student, is a smaller district, does receive equalization and has \$1.49 levy. Then the next C and D districts where I'm saying will the rich district please stand up, we have \$205,000 valuation behind each student in that District C, they do receive equalization despite the fact that they've got more valuation, and they have \$1.43 levy. We have \$190,000 valuation behind District D's kids, they receive no equalization with \$1.29 levy. Then we go down to District E, which has 238,000 behind each student, no equalization, and a 91 cent levy, which is a very, very reasonable levy. The next district has more valuation, 293,000, does receive equalization and has \$1.32 levy. And the last district, of course, that I have has \$756,000 valuation behind each student, gets equalization aid, believe it or not, and has a 92 cent levy, and that is a Class VI district. But I guess the point is that, you know, I think we all want to achieve equity, whatever that is. I mean that can take many, many forms. But I'm not so sure that we're there yet, and I'm not so sure... I'm not sure what effect that 1050 is going to have on all of this. But I sense that if we take equalization, if we put more money in equalization and