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1.03 suggests that Valentine has been a system that has spent their local funds. They have not lacked for putting forth financial effort locally. Cody-Kilgore, on the other hand, goes...loses \$636, but you see the net result for them is similar to Valentine's. It's a little bit higher because they're a smaller school.

SENATOR JONES: Right.

SENATOR RAIKES: On the other hand, their growth is one...is 14 percent, which suggests that Cody-Kilgore, as measured in this model, has not been a system that has stepped up locally to support the school system.

SENATOR JONES: Okay, thank you. I commend you for this...this form...all these figures, but I still got a little problem trying to figure out just how can correct that on the very sparse. I think the very sparse is losing more than the sparse. Am I right?

SENATOR RAIKES: Yes, you're right, because in this model very sparse goes from \$1,420 advantage down to a \$600 advantage, roughly, so that's, what, 800 bucks a student. Sparse goes from about \$760 down to \$300, so that's about a \$400 per student loss. So you're right, the very sparse on a per student basis would lose a little more than the sparse.

SENATOR JONES: Does this formula take any that's in just the sparse and put them in standard? Does it shift anything from...?

SENATOR RAIKES: No, Senator, we...we don't deal with any of that. That's all kept exactly the same.

SENATOR JONES: Okay. Thank you. I just want to continue to listen to this because of the number of schools I have in my district. I...before LB 806, I had 88 school districts, and now I've got 19 school systems, so I'm concerned how this is going to come out. Thank you.

SENATOR RAIKES: You're welcome.