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the kind of progress over the years we've made on property taxes. And in this particular chart it goes back all the way to 1967-68. And in that year--and this didn't compare all of the taxes that were in that previous chart, but a narrower range of taxes. But it did...it is comparing sales tax to individual and corporate income tax and the motor vehicle and fuel taxes. And back in '67-68, property taxes were 59.48 percent of the total taxes paid. And when you skip down to the bottom of the chart, the last year that they have figures for, 2001-2002, property taxes are 34.51 percent. So we dropped all the way from 59 to 34 percent, in terms of the property tax load versus the load of the other taxes. So again, it just points out the same thing, that we've made very considerable progress here. And it seems to me that we should want to do everything possible and explore every avenue possible before we turn back and go back the other way on property taxes. But I wanted to yield to Senator Raikes most of my time, because I wanted to ask him what, if any, effect he thought a \$100 million cut in state aid to education might have on the lawsuit that's been filed by the school district in Omaha, what effect, if any, that decrease in the funding generally might have on the lawsuit. And Senator, I would yield to you whatever time I have remaining, Senator Cudaback, to respond to that question.

SENATOR CUDABACK: Senator Raikes, a little over two and a half minutes.

SENATOR RAIKES: Thank you, Senator Beutler, and Mr. President and members. The critical thing, I think, as far as school funding is concerned--and this would include school systems that happen to be in a lawsuit against the state, and those that do not--is the total funding provided. And by that I mean the funding that includes both state aid and access to property tax resource. So really, I think the critical thing as far as schools are concerned, and maybe a school system who believes that they are underfunded, for example, would be something that...or a measure by the Legislature that reduced the calculated need, which drives the formula, drives the state aid formula, reduced the calculated need and did not give that school system, or all school systems, an opportunity to get that reduced amount of resource from someplace else. The only thing