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organization. You see on that first page that we have a total of 488 school districts in Nebraska, putting us, by the way, in the bottom five in the nation in students per district. Two hundred and thirty-one of these are Class I's. The rest are K-12. These K-12 districts serve more than 97 percent of all the public school students in the state. So 47 percent of the districts, the Class I's, serve less than 3 percent of the students. And the smallest 42 percent of the districts, the 241 Class I's with fewer than 50 students, serve just over 1 percent of the students. You see also that 56 counties have Class I's and the remaining counties have none, countering the belief that these Class I districts are necessary. Further, there are significant parts of the very sparsely populated areas of the state that are currently served by K-12 districts--Dundy County, Mullen, and Cody-Kilgore, for example--countering the notion that sparsity requires Class I districts. Finally, on this page is a table showing the average teacher salaries by class of school district using the most recent data. Even though cost per students in Class I's are higher, teacher salaries are lower because the structure is not efficient. Note also that assimilation of Class I districts would not create large school districts. The largest school district, OPS, has no affiliated Class I's. Most of the assimilation would involve small or moderately-sized K-12 districts, and many of these are schools experiencing declining enrollments and, as a result, have unused elementary capacity. The second page is the first of a table showing information about affiliated Class I schools. There are 122 of these districts that have no affiliation with a Class VI high school. I've not shown it on the table, but the hodgepodge of affiliations of these districts underscores the difficulty of curriculum coordination. Many Class I's are affiliated with more than one K-12 district, and some are affiliated with as many as five. There's a line in the table providing some information about every school in the group. If you turn to the last page of the table, which is page 5, there's information about some schools, as well as summary information on the bottom lines. Look at the line for District 065, Buffalo County. Two students opted out, one student opted in, and there was one resident student. The fall enrollment then was two students. Fifty percent of the students were option, and thirty-three percent of the resident students were served. The budgeted