

SENATOR HABERMAN: How many high schools are there?

SENATOR SCOFIELD: Well, currently...you mean statewide?

SENATOR HABERMAN: Yes.

SENATOR SCOFIELD: I don't have that figure in front of me. Currently, we are using 21 high schools and, as I said before, 67 high schools. I don't think I've got the total number here, Senator Haberman.

SENATOR HABERMAN: Okay, then we're going...we have to assume then this cost of...

SPEAKER BARRETT: One minute.

SENATOR HABERMAN: ...\$100,000 is for 200 schools. Is this going to...are we going to come back next year and the next year and ask for more funds, if there are more students, or will this set the pattern and we'll do it?

SENATOR SCOFIELD: It's my understanding this will do it, that this will do the program statewide and, in fact, as you look at the costs, the more schools you do, in fact, the more cost-effective the program gets.

SENATOR HABERMAN: I think it's a good program. I'll support your issue, Sandy. Thank you.

SENATOR SCOFIELD: Thank you. I'll try to get those numbers for you, Senator Haberman.

SPEAKER BARRETT: Thank you. Senator Schmit, further discussion, followed by Senators Hall and Crosby.

SENATOR SCHMIT: Well, Mr. President and members, I just want to say that I am in favor of any kind of testing that tells us what our students are doing. But, question of Senator Scofield, isn't the junior year a little bit late to be determining whether or not the individual student that is qualified in math at the college level?

SPEAKER BARRETT: Senator Scofield.

SENATOR SCOFIELD: Well, Senator Schmit, the rationale for doing