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SPEAKER KRISTENSEN: Senator Vrtiska.

SENATOR VRTISKA: Thank you, Mr. Speaker, members of the body. I don't want to take up a lot of time but I just had a...I guess probably a silly question that I needed to address to Senator Raikes, if he would respond.

SENATOR RAIKES: I will, Senator.

SENATOR VRTISKA: Senator Raikes, I've been listening, you know, since I think I've been up here about the formulas that we've engaged in as far as school aid from the state, and it always reverts back to need. Now you...I wasn't down here at the opening of your presentation on this particular bill, but we continue to...how do you...what's your...what's your explanation again of need? How do you determine what the need of "Y School" as opposed to "X School" and how do you come up with that formula that talks about need? I'm really...I'm really trying to understand in my own mind how those...how that definition is explained so that I can understand it.

SENATOR RAIKES: Well, Senator, that's...that's the essence of the discussion, because we're talking about finances, so the...the need we need to come up with is a dollar figure and, in this particular model, we do that with four components. We have a per system cost. It costs you so much to open the doors. We have a per student cost. It costs you so much for each additional student that shows up. We have a demographic cost, which reflects your cost for dealing with students that have ESL needs or from poverty backgrounds and so on. And, finally, matching the per system cost we have a scale factor to counterbalance, if you will, the fact that once schools get so large the costs per student no longer drop but begin to level off and then go up slightly.

SENATOR VRTISKA: Well...

SENATOR RAIKES: So we really include those four components to come up with a cost value.

SENATOR VRTISKA: Well, let's analyze, starting out with the first one. You say that open the doors...to maintain the