

**P.K. YONGE
DEVELOPMENTAL RESEARCH SCHOOL**

**Florida Education Finance Program (FEFP)
Full-Time Equivalent (FTE) Students**

For the Fiscal Year Ended
June 30, 2009



SCHOOL ADVISORY COUNCIL MEMBERS AND SCHOOL DIRECTOR

The School Advisory Council members and the School Director who served during the 2008-09 fiscal year are listed below:

Elementary School Representatives

Andrea Zazo

David Worthy

Middle School Representatives

Greg Cunningham

Michelle Landry

High School Representatives

Eric Lemstrom

Susan Gale

Community Representatives

Rosa B. Williams

Marta Pollitt

P.K. Yonge Support Staff Representative

Dee Palmer

Dr. Fran Vandiver, Director

The examination team leader was Jennifer Taylor, CPA, and the examination was supervised by J. David Hughes, CPA. Please address inquiries regarding this report to Joseph L. Williams, CPA, Audit Manager, via e-mail at joewilliams@aud.state.fl.us or by telephone at (850) 414-9941.

This report and other reports prepared by the Auditor General can be obtained on our Web site at www.myflorida.com/audgen; by telephone at (850) 487-9024; or by mail at G74 Claude Pepper Building, 111 West Madison Street, Tallahassee, Florida 32399-1450.

P.K. Yonge Developmental Research School
Full-Time Equivalent (FTE) Students
LIST OF ABBREVIATIONS
For the Fiscal Year Ended June 30, 2009

EP – Educational Plan

ESE – Exceptional Student Education

P.K. Yonge Developmental Research School
Full-Time Equivalent (FTE) Students
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For the Fiscal Year Ended June 30, 2009

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EXECUTIVE SUMMARY

Summary of Attestation Examination

The P.K. Yonge Developmental Research School complied, in all material respects, with State requirements regarding the determination and reporting of full-time equivalent (FTE) students under the Florida Education Finance Program (FEFP) for the fiscal year ended June 30, 2009.

Noncompliance related to FTE resulted in one finding. The resulting audit adjustment to the School's reported unweighted and weighted FTE totaled to zero and has an estimated dollar effect of zero.

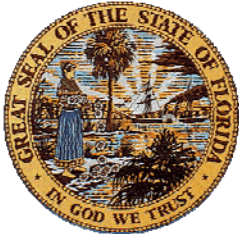
P.K. Yonge Developmental Research School

The P.K. Yonge Developmental Research School was established pursuant to Section 1002.32, Florida Statutes, as a developmental research school located on the campus of the University of Florida in Gainesville, Florida. The Statute specifies that developmental research schools are to provide “a vehicle for the conduct of research, demonstration, and evaluation regarding management, teaching, and learning” and also states that “the primary goal of a lab school is to enhance instruction and research in . . . specialized subjects [mathematics, science, computer science, and foreign languages] by using the resources available on a state university campus, while also providing an education in nonspecialized subjects.” The School offers instruction in Basic education and Exceptional education and serves students in kindergarten through high school.

The School reported 1,146.77 unweighted full-time equivalent (FTE) students and received approximately \$6.5 million in State funding under the Florida Education Finance Program (FEFP) for those FTE. The primary sources of funding for the School are funds from FEFP.

Florida Education Finance Program (FEFP)

Florida school districts and developmental research schools receive State funding through FEFP, which was established by the Florida Legislature in 1973 to guarantee to each student in the Florida public school system the availability of an educational environment appropriate to his educational needs which is substantially equal to that available to any similar student notwithstanding geographic differences and varying local economic factors. To provide equalization of educational opportunity in Florida, the FEFP formula recognizes: (1) varying local property tax bases, (2) varying program cost factors, (3) district cost differentials, and (4) differences in per student cost for equivalent educational programs due to sparsity and dispersion of student population. The funding provided by FEFP is based upon the numbers of individual students participating in particular educational programs. A numerical value is assigned to each student according to the student's hours and days of attendance in those programs. The individual student thus becomes equated to a numerical value known as an unweighted FTE (full-time equivalent student). For example, one student would be reported as one FTE if the student was enrolled in six classes per day at 50 minutes per class for the full 180-day school year (i.e., six classes at 50 minutes each per day is 5 hours of class a day or 25 hours per week, which equals one FTE).



DAVID W. MARTIN, CPA
AUDITOR GENERAL

AUDITOR GENERAL STATE OF FLORIDA

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The President of the Senate, the Speaker of the
House of Representatives, and the
Legislative Auditing Committee

INDEPENDENT AUDITOR'S REPORT P.K. YONGE DEVELOPMENTAL RESEARCH SCHOOL FULL-TIME EQUIVALENT (FTE) STUDENTS

We have examined management's assertion, included in its representation letter dated January 11, 2010, that the P.K. Yonge Developmental Research School complied with State requirements governing the determination and reporting of the number of full-time equivalent (FTE) students under the Florida Education Finance Program (FEFP) for the fiscal year ended June 30, 2009. These requirements are found primarily in Sections 1011.60, 1011.61, and 1011.62, Florida Statutes; State Board of Education Rules, Chapter 6A-1, Florida Administrative Code; and the *FTE General Instructions* issued by the Department of Education. As discussed in the representation letter, management is responsible for the School's compliance with State requirements. Our responsibility is to express an opinion on the School's compliance based on our examination.

Our examination was conducted in accordance with attestation standards established by the American Institute of Certified Public Accountants (AICPA) and the standards applicable to attestation engagements contained in *Government Auditing Standards* issued by the Comptroller General of the United States and, accordingly, included examining, on a test basis, evidence about the School's compliance with the aforementioned State requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our examination provides a reasonable basis for our opinion. The legal determination of the School's compliance with these requirements is, however, ultimately the responsibility of the Department of Education.

Compliance

In our opinion, the P.K. Yonge Developmental Research School complied, in all material respects, with State requirements governing the determination and reporting of the number of full-time equivalent (FTE) students under the Florida Education Finance Program (FEFP) for the fiscal year ended June 30, 2009.

The results of our examination disclosed noncompliance with the State requirements mentioned above. We considered this noncompliance in forming our opinion regarding management's assertion and it did not affect our opinion as stated above. All noncompliance disclosed by our examination procedures is discussed in SCHEDULE D. The impact of this noncompliance on the School's reported FTE is presented in SCHEDULE A, SCHEDULE B, SCHEDULE C, and SCHEDULE D.

Internal Control Over Compliance

In accordance with attestation standards established by the AICPA and *Government Auditing Standards*, we are required to report significant deficiencies in internal control detected during our examination and identify those considered to be material weaknesses. The purpose of our examination was to express an opinion on the School's compliance with State requirements and did not include expressing an opinion on the School's related internal controls. Accordingly, we express no such opinion. Due to its limited purpose, our examination would not necessarily identify all deficiencies in internal control over compliance that might be significant deficiencies or material weaknesses.¹ The noncompliance mentioned above, while indicative of certain control deficiencies¹, is not considered indicative of material weaknesses in the School's internal controls related to the determination and reporting of FTE. The findings, populations, samples, and exception totals that pertain to noncompliance are presented in SCHEDULE A and SCHEDULE D.

¹ *A control deficiency in the entity's internal control over compliance exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect noncompliance on a timely basis. A significant deficiency is a control deficiency, or combination of control deficiencies, that adversely affects the entity's ability to comply with the aforementioned State requirements such that there is more than a remote likelihood that noncompliance that is more than inconsequential will not be prevented or detected by the entity's internal control. A material weakness is a significant deficiency, or combination of significant deficiencies, that results in a more than remote likelihood that material noncompliance will not be prevented or detected by the entity's internal control.*

The School's written response to this examination has not been subjected to our examination procedures and, accordingly, we express no opinion on it.

Pursuant to Section 11.45(4)(c), Florida Statutes, this report is a public record and its distribution is not limited. Attestation standards established by the AICPA require us to indicate that this report is intended solely for the information and use of the Legislative Auditing Committee, members of the Florida Senate and the Florida House of Representatives, the State Board of Education, the Department of Education, and applicable School management and is not intended to be and should not be used by anyone other than these specified parties.

Respectfully submitted,



David W. Martin, CPA
March 8, 2010

SCHEDULE A

P.K. Yonge Developmental Research School
 Florida Education Finance Program (FEFP)
 Full-Time Equivalent (FTE) Students
POPULATIONS, SAMPLES, AND TEST RESULTS
 For the Fiscal Year Ended June 30, 2009

<u>Description¹</u>	<u>Number of Locations</u>	<u>% of Pop.</u>	<u>Number of Students (w/Exceptions)</u>	<u>% of Pop. (Sample)</u>	<u>Number of Unweighted FTE²</u>	<u>% of Pop. (Sample)</u>
1. Basic						
Population ³	1	100.00%	855	100.00%	873.6000	100.00%
Sample Size ⁴	1	100.00%	12	1.40%	11.5000	1.32%
Students w/Exceptions	-	-	(0)	(0.00%)	-	-
Net Audit Adjustment ⁵	-	-	-	-	1.5000	-
2. Basic with ESE Services						
Population ³	1	100.00%	283	100.00%	273.1700	100.00%
Sample Size ⁴	1	100.00%	11	3.89%	10.5000	3.84%
Students w/Exceptions	-	-	(2)	(18.18%)	-	-
Net Audit Adjustment ⁵	-	-	-	-	(1.5000)	-

All Programs						
Population ³	1	100.00%	1,138	100.00%	1,146.7700	100.00%
Sample Size ⁴	1	100.00%	23	2.02%	22.0000	1.92%
Students w/Exceptions	-	-	(2)	(8.70%)	-	-
Net Audit Adjustment ⁵	-	-	-	-	.0000	-

The accompanying notes are an integral part of this schedule.

SCHEDULE A (Continued)

P.K. Yonge Developmental Research School
 Florida Education Finance Program (FEFP)
 Full-Time Equivalent (FTE) Students
POPULATIONS, SAMPLES, AND TEST RESULTS
 For the Fiscal Year Ended June 30, 2009

<u>Description</u> ¹	<u>Number of Locations</u>	<u>% of Pop.</u>	<u>Number of Teachers (w/Exceptions)</u>	<u>% of Pop. (Sample)</u>
<u>Teachers</u>				
Population ³	1	100.00%	0	0.00%
Sample Size ⁴	1	100.00%	0	0.00%
Teachers w/Exceptions	-	-	(0)	(0.00%)

¹ See NOTE A6.

² The number of unweighted full-time equivalent (FTE) students represents FTE prior to the application of the applicable cost factor for each program. (See SCHEDULE B and NOTE A4.)

³ The population shown for the number of students is the total number of students in each program. The population shown for full-time equivalent (FTE) students is the total FTE for the fiscal year ended June 30, 2009. The population shown for teachers is zero because the School did not have any teachers who taught courses in ESE Support Levels 4 and 5, Career Education, or English for Speakers of Other Languages (ESOL). (See NOTE A5.)

⁴ See NOTE B.

⁵ Our audit adjustments present the net effects of noncompliance disclosed by our examination procedures and generally reclassify reported FTE to Basic education, except for noncompliance involving a student's enrollment or attendance, in which case the reported FTE is taken to zero.

The accompanying notes are an integral part of this schedule.

SCHEDULE B

P.K. Yonge Developmental Research School
 Florida Education Finance Program (FEFP)
 Full-Time Equivalent (FTE) Students
EFFECT OF AUDIT ADJUSTMENT ON WEIGHTED FTE
(For Illustrative Purposes Only)
 For the Fiscal Year Ended June 30, 2009

<u>No. Program</u> ¹	<u>Net Audit Adjustment</u> ²	<u>Cost Factor</u>	<u>Weighted FTE</u> ³
103 Basic 9-12	1.5000	1.052	1.5780
113 Grades 9-12 with ESE Services	<u>(1.5000)</u>	1.052	<u>(1.5780)</u>
Total	<u>.0000</u>		<u>.0000</u>

¹ See NOTE A6.

² The audit adjustment is for unweighted FTE. (See SCHEDULE C.)

³ *Weighted FTE is presented for illustrative purposes only; it does not take special program caps or allocation factors into consideration and is not intended to indicate the FTE used to compute the dollar value of the audit adjustment. That computation is the responsibility of the Department of Education. (See NOTE A4.)*

The accompanying notes are an integral part of this schedule.

SCHEDULE C

P.K. Yonge Developmental Research School
 Florida Education Finance Program (FEFP)
 Full-Time Equivalent (FTE) Students
SUMMARY OF AUDIT ADJUSTMENT
 For the Fiscal Year Ended June 30, 2009

<u>No. Program</u>	<u>Audit Adjustment¹</u>	
	<u>#0391</u>	<u>Total</u>
103 Basic 9-12	1.5000	1.5000
113 Grades 9-12 with ESE Services	<u>(1.5000)</u>	<u>(1.5000)</u>
Total	<u>.0000</u>	<u>.0000</u>

¹ The audit adjustment is for unweighted FTE. (See NOTE A4.)

The accompanying notes are an integral part of this schedule.

SCHEDULE D

P.K. Yonge Developmental Research School
 Florida Education Finance Program (FEFP)
 Full-Time Equivalent (FTE) Students
FINDING AND AUDIT ADJUSTMENT
 For the Fiscal Year Ended June 30, 2009

Overview

Management is responsible for determining and reporting the number of full-time equivalent (FTE) students under the Florida Education Finance Program (FEFP) in compliance with State requirements. These requirements are found primarily in Sections 1011.60, 1011.61, and 1011.62, Florida Statutes; State Board of Education Rules, Chapter 6A-1, Florida Administrative Code; and the *FTE General Instructions* issued by the Department of Education. The P.K. Yonge Developmental Research School complied, in all material respects, with State requirements governing the determination and reporting of FTE for the fiscal year ended June 30, 2009. All noncompliance disclosed by our examination procedures is discussed below and requires management's attention and action, as recommended on page 9.

Finding

1. [Ref. 39101] The files for two Gifted high school students in the October 2008 and February 2009 surveys did not contain valid Educational Plans (EPs). Our further review disclosed the following: (a) the students' existing EPs expired after the students had been promoted to high school; (b) new EPs were not written for the students because the School does not provide Gifted instruction in high school; and (c) the School did not conduct an EP meeting to officially dismiss the students from the Gifted program as it should have done. We made the following audit adjustments:

**Net Audit
 Adjustment
 (Unweighted FTE)**

103 Basic 9-12	1.5000	
113 Grades 9-12 with ESE Services	<u>(1.5000)</u>	<u>.0000</u>
		<u>.0000</u>
		<u>.0000</u>

The accompanying notes are an integral part of this schedule.

SCHEDULE E

P.K. Yonge Developmental Research School
Florida Education Finance Program (FEFP)
Full-Time Equivalent (FTE) Students
RECOMMENDATION AND REGULATORY CITATIONS
For the Fiscal Year Ended June 30, 2009

Recommendation

We recommend that management exercise more care and take corrective action, as appropriate, to ensure that Gifted students who have been promoted to high school are officially dismissed from the Gifted program by means of an EP meeting.

The absence of statements in this report regarding practices and procedures followed by the School should not be construed as acceptance, approval, or endorsement of those practices and procedures. Additionally, the specific nature of this report does not limit or lessen the School's obligation to comply with all State requirements governing FTE and FEFP.

Regulatory Citations

Exceptional Education

- Section 1003.57, F.S.Exceptional Students Instruction
- Section 1011.62, F.S.Funds for Operation of Schools
- Section 1011.62(1)(e), F.S.Funding Model for Exceptional Student Education Programs
- Rule 6A-6.030191, F.A.C.Development of Educational Plans for Exceptional Students Who Are Gifted

The accompanying notes are an integral part of this schedule.

P.K. Yonge Developmental Research School
Florida Education Finance Program (FEFP)
Full-Time Equivalent (FTE) Students
NOTES TO SCHEDULES
For the Fiscal Year Ended June 30, 2009

NOTE A - SUMMARY

A summary discussion of the significant features of the School, FEFP, FTE, and related areas follows:

1. **P.K. Yonge Developmental Research School**

The P.K. Yonge Developmental Research School was established pursuant to Section 1002.32, Florida Statutes, as a developmental research school located on the campus of the University of Florida in Gainesville, Florida. The Statute specifies that developmental research schools are to provide “a vehicle for the conduct of research, demonstration, and evaluation regarding management, teaching, and learning” and also states that “the primary goal of a lab school is to enhance instruction and research in . . . specialized subjects [mathematics, science, computer science, and foreign languages] by using the resources available on a state university campus, while also providing an education in nonspecialized subjects.” The School offers instruction in Basic education and Exceptional education, serves students in kindergarten through high school, reported 1,146.77 unweighted full-time equivalent (FTE) students, and received approximately \$6.5 million in State funding under the Florida Education Finance Program (FEFP) for those FTE. The primary sources of funding for the School are funds from FEFP.

2. **Florida Education Finance Program (FEFP)**

Florida school districts and developmental research schools receive State funding through FEFP, which was established by the Florida Legislature in 1973 to guarantee to each student in the Florida public school system the availability of an educational environment appropriate to his educational needs which is substantially equal to that available to any similar student notwithstanding geographic differences and varying local economic factors. To provide equalization of educational opportunity in Florida, the FEFP formula recognizes: (1) varying local property tax bases, (2) varying program cost factors, (3) district cost differentials, and (4) differences in per student cost for equivalent educational programs due to sparsity and dispersion of student population.

P.K. Yonge Developmental Research School
Florida Education Finance Program (FEFP)
Full-Time Equivalent (FTE) Students
NOTES TO SCHEDULES
For the Fiscal Year Ended June 30, 2009

NOTE A - SUMMARY (Continued)

3. Full-Time Equivalent (FTE) Students

The funding provided by FEFP is based upon the numbers of individual students participating in particular educational programs. A numerical value is assigned to each student according to the student's hours and days of attendance in those programs. The individual student thus becomes equated to a numerical value known as an FTE. For example, for kindergarten through third grade, one FTE is defined as one student in membership in a program or a group of programs for 20 hours per week for 180 days; for grade levels 4 through 12, one FTE is defined as one student in membership in a program or a group of programs for 25 hours per week for 180 days.

4. Calculation of FEFP Funds

The amount of State and local FEFP funds is calculated by the Department of Education by multiplying the number of unweighted FTE in each educational program by the specific cost factor of each program to obtain weighted FTEs. Weighted FTEs are multiplied by the base student allocation amount and that product is multiplied by the appropriate cost differential factor. Various adjustments are then added to this product to obtain the total State and local FEFP dollars. All cost factors, the base student allocation amount, cost differential factors, and various adjustment figures are established by the Florida Legislature.

5. FTE Surveys

FTE is determined and reported during the school year by means of four FTE membership surveys, which are conducted under the direction of District or School management. Each survey is a sampling of FTE membership for a period of one week. The surveys for the 2008-2009 school year were conducted during and for the following weeks: survey one was performed for July 14 through 18, 2008; survey two was performed for October 13 through 17, 2008; survey three was performed for February 9 through 13, 2009; and survey four was performed for June 8 through 12, 2009.

6. Educational Programs

FEFP funds ten specific programs under which instruction may be provided as authorized by the Florida Legislature. The general program titles under which these specific programs fall are as follows: (1) Basic; (2) ESOL; (3) ESE; and (4) Career Education (9-12).

P.K. Yonge Developmental Research School
Florida Education Finance Program (FEFP)
Full-Time Equivalent (FTE) Students
NOTES TO SCHEDULES
For the Fiscal Year Ended June 30, 2009

NOTE A - SUMMARY (Continued)

7. Statutes and Rules

The following statutes and rules are of significance to the administration of Florida public education:

- Chapter 1000, F.S. K-20 General Provisions
- Chapter 1001, F.S. K-20 Governance
- Chapter 1002, F.S. Student and Parental Rights and Educational Choices
- Chapter 1003, F.S. Public K-12 Education
- Chapter 1006, F.S. Support for Learning
- Chapter 1007, F.S. Articulation and Access
- Chapter 1010, F.S. Financial Matters
- Chapter 1011, F.S. Planning and Budgeting
- Chapter 1012, F.S. Personnel
- Chapter 6A-1, F.A.C. Finance and Administration
- Chapter 6A-4, F.A.C. Certification
- Chapter 6A-6, F.A.C. Special Programs I

NOTE B - SAMPLING

Our examination procedures provided for the selection of student samples using statistical and judgmental methods for testing FTE reported to the Department of Education for the fiscal year ended June 30, 2009. Our sampling process was designed to facilitate the performance of appropriate examination procedures to test the School's compliance with State requirements governing FTE and FEFP.

EXHIBIT A
MANAGEMENT'S RESPONSE



College of Education
P.K. Yonge Developmental Research School

1080 S.W. 11th Street
PO Box 118530
Gainesville, FL 32611-8530
352-392-1554 Tel
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February 24, 2010

Auditor General, Mr. David W. Martin, CPA
G74 Claude Pepper Building
111 West Madison Street
Tallahassee, FL 32399-1450

Subject: Response to the report on the examination of full-time equivalent (FTE) students, as reported by the P.K. Yonge Developmental Research School for the fiscal year ended June 30, 2009 (**Ref. 39101**)

Dear Mr. Martin:

We concur with the findings of the Auditor General's office regarding Ref. 39101.

Our plan of action will be to conduct official EP dismissal meetings when gifted students progresses to the High School level.

We thank your office for the time and effort that was spent on the audit.

Sincerely,

A handwritten signature in cursive script that reads "Fran Vandiver".

Fran Vandiver, Ed.D.
Director

The Foundation for The Gator Nation
An Equal Opportunity Institution