## SCHOOL DISTRICT

## OF THE

# **CITY OF SOMERS POINT**

Auditor's Management Report For the Fiscal Year Ended June 30, 2017

### AUDITORS MANAGEMENT REPORT ON ADMINISTRATIVE FINDINGS FINANCIAL, COMPLIANCE AND PERFORMANCE

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Tax ID Number 22-2486057

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CERTIFIED PUBLIC ACCOUNTANTS

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#### **REPORT OF INDEPENDENT AUDITORS**

Honorable President and Members of the Board of Education City of Somers Point School District County of Atlantic, New Jersey

We have audited, in accordance with generally accepted audit standards and <u>Government Auditing</u> <u>Standards</u> issued by the Comptroller General of the United States, the basic financial statements of the Board of Education of the City of Somers Point School District in the County of Atlantic for the year ended June 30, 2017, and have issued our report thereon dated October 20, 2017.

As part of our audit, we performed procedures required by the New Jersey Department of Education, and the findings and results thereof are disclosed on the following pages, as listed in the accompanying table of contents.

This report is intended for the information of the City of Somers Point Board of Education's management and the New Jersey Department of Education. However, this report is a matter of public record and its distribution is not limited.

> Ford, Scott & Associates, L.L.C. FORD, SCOTT & ASSOCIATES, L.L.C. CERTIFIED PUBLIC ACCOUNTANTS

Michael S. Garcia

Michael S. Garcia Certified Public Accountant Licensed Public School Accountant No. 2080

October 20, 2017

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#### ADMINISTRATIVE FINDINGS - FINANCIAL, COMPLIANCE AND PERFORMANCE

#### Scope of Audit

The audit covered the financial transactions of the Board Secretary/School Business Administrator and the Superintendent, the activities of the Board of Education, and the records of the various funds under the auspices of the Board of Education.

#### **Administrative Practices and Procedures**

#### Insurance

The Somers Point School District is a member of the Atlantic and Cape May County School Business Officials Joint Insurance Fund.

Insurance coverage was carried in the amounts as detailed on Exhibit J-20, Insurance Schedule contained in the district's CAFR.

Official Bonds (N.J.S.A. 18A:17-26, 18A:17-32, 18A: 13-13)

Official Bonds

| <u>Name</u> | Position        | <u>Amount</u> |
|-------------|-----------------|---------------|
| Susan Irons | Board Secretary | \$ 210,000.00 |

There is a Public Employees' Faithful Performance Position Blanket Bond with the Atlantic and Cape May County School Business Officials Joint Insurance Fund covering all other employees with multiple coverage of \$250,000 with a deductible of \$500.

#### Financial Planning, Accounting and Reporting

#### **Tuition Charges**

A comparison of tentative tuition charges and actual certified tuition charges was made. The actual costs were more than estimated costs. The Board made a proper adjustment to the billings to sending districts for the increase in per pupil costs in accordance with *N.J.A.C.* 6A:23-17.1(f) 3.

#### Examination of Claims

An examination of claims paid during the period under review did not indicate any discrepancies with respect to signatures, certification or supporting documentation.

#### Payroll Account

The net salaries of all employees of the Board were deposited in the Payroll Account. Employees' payroll deductions and employer's share of fringe benefits were deposited in the Payroll Agency Account.

All payrolls except for three pay periods were approved by the Superintendent and were certified by the President of the Board and the Board Secretary/School Business Administrator.

Salary withholdings were promptly remitted to the proper agencies, including health benefits premium amounts withheld due to the general fund.

Payrolls were delivered to the secretary of the board who then deposited with warrants in separate bank accounts for net payroll and withholdings.

#### Finding 2017-1 AMR:

Our audit of payroll noted several inconsistencies:

- We noted two employees who were no longer eligible to receive benefits as of September 2016; however, benefits were not terminated until we brought the exception to district personnel's attention. These employees had resigned however were not removed from the District billing timely.
- Three pay periods in fiscal year 2017 were not certified by all required parties.
- We noted four errors in which healthcare deductions withheld from employee paychecks were incorrectly calculated.
- Two W-4 forms and direct deposit forms could not be located for testing.
- Form ECERT1 was not submitted timely to the State.

#### Recommendation 2017-1 AMR:

We recommend that the District review their procedures over payroll and correct all inconsistencies noted.

#### Employee Position Control Roster

An inquiry and subsequent review of the Position Control Roster found no inconsistencies between the payroll records, employee benefit records, the general ledger accounts to where wages are posted, and the Position Control Roster.

#### Reserve for Encumbrances and Accounts Payable

A review of outstanding issued purchase orders was made as of June 30 for proper classification of orders as reserve for encumbrances and accounts payable. There were no exceptions noted.

#### Classification of Expenditures

The coding of expenditures was tested for proper classification in accordance with N.J.A.C. 6A:23A-16.2(f) as part of our test of transactions of randomly selected expenditure items. We also reviewed the coding of all expenditures included in our compliance and single audit testing procedures. In addition to randomly selecting a test sample, our sample selection specifically targeted administrative coding classifications to determine overall reliability and compliance with *N.J.A.C.* 6A:23A-8.3. As a result of the procedures performed, no errors were noted and no additional procedures were deemed necessary to test the propriety of expenditure classification.

#### Board Secretary's Records

Our review of the financial and accounting records maintained by the Board Secretary disclosed the following items:

- The Board Secretary's records were in satisfactory condition.
- Bids received were summarized in the minutes (*N.J.S.A.* 18A:18A-21).

- Acknowledgement of the Board's receipt of the Board Secretary's and the Treasurer's monthly financial reports were included in the minutes.
- Budget appropriations were not greater than realized revenues and Board authorized use of surplus.
- No budgetary line accounts were over-expended during the fiscal year end at June 30 (*N.J.A.C.* 6A:23A-16.10)
- Payments made to vendors were not made until the receipt of goods.
- Capital asset records were updated for the additions and disposals of capital assets made during the year.
- Budget transfers were approved by two-thirds affirmative vote of the authorized membership of the school board (*N.J.A.C.* 6A:23A-13.3(f)).
- Purchase orders were charged to the appropriate line accounts in accordance with State prescribed Uniform Minimum Chart of Accounts (Handbook 2R2), for New Jersey Public Schools.
- All required reconciliations were performed.
- Cash receipts were promptly deposited. (*N.J.A.C.* 18A:17-34, 18A:17-9.1)

# Elementary and Secondary Education Act (E.S.E.A.)/Improving America's Schools Act (IASA) as reauthorized by the No Child Left Behind Act of 2001

The E.S.E.A./NCLB financial exhibits are contained within the Special Revenue Section of the CAFR. This section of the CAFR documents the financial position pertaining to the projects under Titles I and VI of the Elementary and Secondary Education Act as amended and reauthorized.

The study of compliance for E.S.E.A. revealed no areas of noncompliance and/or questionable costs.

#### Other Special Federal and/or State Projects

The district's Special Projects were approved as listed on Schedule A and Schedule B located in the CAFR.

Our audit of the federal and state funds on a test basis indicated that obligations and expenditures were incurred during the fiscal year or project period for which the project was approved.

The financial exhibits are contained within the Special Revenue Section of the CAFR. This section of the CAFR documents the financial position pertaining to the aforementioned special projects.

The study of compliance for Special Federal and/or State Projects revealed no instances of noncompliance.

#### **TPAF Reimbursement**

Our audit procedures included a test of the biweekly reimbursements filed with the Department of Education for district employees who are members of the Teachers' Pension and Annuity Fund. No exceptions were noted.

#### TPAF Reimbursement to the State for Federal Salary Expenditures

The amount of the expenditure charged to the current year's Final Report for all federal awards for the school district to reimburse the State for the TPAF/FICA payments made by the State on-behalf of the school district for those employees whose salaries are identified as being paid from federal funds was made prior to the end of the 90-day grant liquidation period required by the Office of Grants Management. The expenditure was reviewed subsequent to the reimbursement and no exceptions were noted.

#### School Purchasing Programs

#### Contracts and Agreements Requiring Advertisement for Bids

The bid thresholds in accordance with N.J.S.A. 18A:18A-2 and 18A:18A-3(a) are \$40,000 (with a Qualified Purchasing Agent) and \$29,000 (without a Qualified Purchasing Agent), respectively. The law regulating bidding for public school student transportation contracts under N.J.S.A. 18A:39-3 is \$18,800 for 2016-17.

The board of education has the responsibility of determining whether the expenditures in any category will exceed the statutory thresholds within the contract year. Where question arises as to whether any contract or agreement might result in violation of the statute, the solicitor's opinion should be sought before a commitment is made.

Based on the results of my examination, I did not note any individual payments, contracts, or agreements were made for the performance of any work or goods or services, in excess of the statutory thresholds where there had been no advertising for bids in accordance with the provision of *N.J.S.A.* 18A:18A-4.

Resolutions were adopted authorizing the awarding of contracts or agreements for "Professional Services" per *N.J.S.A.* 18A:18A-5.

#### School Food Service

The school food service program was not selected as a major federal or state program. However, the program expenditures exceeded \$100,000.00 in federal support. Accordingly, we inquired of school management, as to whether SFA had any Child Nutrition Program reimbursement overclaims or underclaims. No exceptions were noted.

We also inquired of school management as to whether the SFA's expenditures of school food service revenues were limited to allowable direct and indirect costs. No exceptions were noted.

The Statement of Revenues, Expenses, and Changes in Fund Net Assets (CAFR Schedule B-5) does separate program and non-program revenue and program and non-program cost of goods sold.

The financial transactions and statistical records of the school food services were reviewed. The financial accounts, meal count records and eligibility applications were reviewed on a test-check basis. No exceptions noted.

Cash receipts and bank records were reviewed for timely deposit. No exceptions noted.

The school district utilizes a food service management company (FSMC) and is depositing and expending program monies in accordance with *N.J.S.A.* 18A:17-34, and 19-1 through 19-4.1. Provisions of the FSMC contract were reviewed and audited. The FSMC contract includes an operating results provision which guarantees that the food service program will break even for a flat fee of \$33,495. The operating results provision has been met.

Expenditures were separately recorded as food, labor and other costs. Vendor invoices were reviewed and costs verified. Inventory records on food supply items were currently maintained and properly applied in determining the cost of food and supplies used. No exceptions noted.

The cash disbursement records reflected expenditures for program related goods and services. The appropriate revenue and expenditure records were maintained in order to substantiate the non-profit status of the school food service. No exceptions noted.

Net cash resources did not exceed three months' average expenditures.

The number of meals claimed for reimbursement was compared to sales and meal count records. As part of the claims review process the Edit Check Worksheet was completed. Reimbursement claims were submitted and certified in a timely manner. No exceptions noted.

Applications for free and reduced price meals were reviewed for completeness and accuracy. The number of free and reduced price meals claimed as served was compared to the number of valid applications on file and/or to the list of directly certified students on file, times the number of operating days, on a school by school basis. The free and reduced price meal and free milk policy was reviewed for uniform administration throughout the school system.

USDA Food Distribution Program commodities were received and a separate inventory was maintained on a first-in, first-out basis. No exceptions were noted.

Detailed revenue and expenditure information necessary to complete the USDA mandated Non-Program Food Revenue Tool at least annually has been maintained. No exceptions were noted.

Exhibits reflecting Child Nutrition Program operations are included in the section entitled Enterprise Funds, Section B in the CAFR.

#### **Student Body Activities**

The Board has a policy that clearly establishes the regulation of Student Activity Funds. All cash disbursements had proper supporting documentation. No exceptions noted.

#### Community Education and Recreation Program

All disbursements are processed by the Board Business Office. All cash disbursements tested had proper supporting documentation. The district's management has reviewed the internal controls related to the receipt and record keeping of the Community Education and Recreation program funds and have implemented controls. The Community Education funds are maintained in a satisfactory manner.

#### Application for State School Aid

Our audit procedures included a test of information reported in the October 15, 2016 Application for State School Aid (A.S.S.A.) for on-roll, private schools for the handicapped, low-income, and bilingual. We also performed a review of the district procedures related to its completion. The information on the A.S.S.A. was compared to the district workpapers. The results of our procedures are presented in the Schedule of Audited Enrollments.

The District maintained workpapers on the prescribed state forms or their equivalent.

The District has adequate written procedures for the recording of student enrollment data.

#### Finding 2017-2 AMR:

Our procedures noted numerous reporting errors on the transmitted application of students included as resident low income, private schools for the disabled and resident LEP low income.

#### Recommendation 2017-2 AMR:

That students reported on the application for state school aid (ASSA) be carefully reviewed and agreed to the student registers.

#### Pupil Transportation

Our audit procedures included a test of on roll status reported in the 2016-2017 District Report of Transported Resident Students (DRTRS). The information that was included on the DRTRS was verified to the DRTRS Eligibility Summary Report without exception. The results of our procedures are presented in the Schedule of Audited Enrollments.

Our procedures also include a review of transportation related contracts and purchases. Based on our review, the district complied with proper bidding procedures and award of contracts. No exceptions were noted in our review of transportation related purchases of goods and services.

#### Facilities and Capital Assets

Our procedures included a review of the SDA grant agreement for consistency with recording SDA revenue, transfer of local funds from the general fund or from the capital reserve account, and awarding of contracts for eligible facilities construction, where applicable. No exceptions were noted.

#### **Miscellaneous**

#### Testing for Lead of all Drinking Water in Educational Facilities

The school district adhered to all the requirements of N.J.A.C. 26-1.2 and 12.4 related to the testing for lead of all drinking water in educational facilities.

#### Follow-Up on Prior Year Findings

In accordance with government auditing standards, our procedures included a review of all prior year recommendations including findings. Corrective action has been taken on all prior year findings.

#### **Acknowledgment**

We received the complete cooperation of all the officials of the school district and I greatly appreciate the courtesies extended to the members of the audit team.

Ford, Scott & Associates, L.L.C. FORD, SCOTT & ASSOCIATES, L.L.C. CERTIFIED PUBLIC ACCOUNTANTS

## Michael S. Garcia

Michael S. Garcia Certified Public Accountant Licensed Public School Accountant No. 2080

October 20, 2017

|   | 201                                | 6-17 App           | lication f                           | 2016-17 Application for State School Ai | chool A | q      |                       | Sa   | mple for            | Sample for Verification              |             | Priv                                  | ate School                   | Private Schools for Disabled | led    |
|---|------------------------------------|--------------------|--------------------------------------|---|---------|--------|-----------------------|--|---------------------|--------------------------------------|-------------|---------------------------------------|------------------------------|------------------------------|--------|
|   | Reported on<br>A.S.S.A.<br>On Roll | d on<br>.A.<br>oll | Reported on<br>Workpapers<br>On Roll | Reported on<br>Workpapers<br>On Roll    | ш       | Errors | Repo<br>Selec<br>Work | Reported on<br>Selected from<br>Workpapers | Verifi<br>Reg<br>On | Verified per<br>Registers<br>On Roll | O Å         | Reported on<br>A.S.S.A. as<br>Private | n Sample<br>s for<br>Verifi- | e<br>Sample                  | Sample |
|   | Full                               | Shared             | Full                                 | Shared                                  | Full    | Shared | Full                  | Shared                                     | Full                | Shared                               | Full Shared |                                       | cation                       | Verified                     | Errors |
| Half Day Preschool                      |                                    |                    |                                      |   |         |        |                       |  |                     |                                      |             |                                       |                              |                              |        |
| Full Day Preschool                      | 69                                 |                    | 69                                   |   | •       | ı      | 18                    |  | 18                  |                                      |             |                                       |                              |                              |        |
| Half Day Kindergarten                   | 0                                  |                    | 00                                   |   |         |        | ð                     |  | ð                   |                                      |             |                                       |                              |                              |        |
| Full Day Kindergarten                   | 89                                 |                    | 89                                   |   | •       | •      | 24                    |  | 24                  |                                      | ı           |                                       |                              |                              |        |
| Une<br>T                                | 901<br>00                          |                    | 60L                                  |   |         | •      | 52                    |  | 57                  |                                      | ı           |                                       |                              |                              |        |
| - MO                                    | 00                                 |                    | 90                                   |   | •       | •      | <u>0</u>              |  | 27 G                |                                      | ı           |                                       |                              |                              |        |
| I nree                                  | <i>د)</i>                          |                    | G/                                   |   | •       | •      | 20                    |  | 70                  |                                      |             |                                       |                              |                              |        |
| Four                                    | 82                                 |                    | 82                                   |   | ı       | •      | 22                    |  | 22                  |                                      |             |                                       |                              |                              |        |
| Five                                    | 79                                 |                    | 79                                   |   | •       | •      | 2                     |  | 5                   |                                      |             |                                       |                              |                              |        |
| Six                                     | 74                                 |                    | 74                                   |   | •       | •      | 20                    |  | 20                  |                                      |             |                                       |                              |                              |        |
| Seven                                   | 72                                 |                    | 72                                   |   | •       |        | 19                    |  | 19                  |                                      |             |                                       |                              |                              |        |
| Eight                                   | 69                                 |                    | 69                                   |   | •       | •      | 18                    |  | 18                  |                                      |             |                                       |                              |                              |        |
| Nine                                    |                                    |                    |                                      |   |         |        |                       |  |                     |                                      |             |                                       |                              |                              |        |
| Ten                                     |                                    |                    |                                      |   |         |        |                       |  |                     |                                      |             |                                       |                              |                              |        |
| Eleven                                  |                                    |                    |                                      |   |         |        |                       |  |                     |                                      |             |                                       |                              |                              |        |
| Twelve                                  |                                    |                    |                                      |   |         |        |                       |  |                     |                                      |             |                                       |                              |                              |        |
| Post-Graduate                           |                                    |                    |                                      |   |         |        |                       |  |                     |                                      |             |                                       |                              |                              |        |
| Adult H.S. (15+CR.)                     |                                    |                    |                                      |   |         |        |                       |  |                     |                                      |             |                                       |                              |                              |        |
| Adult H.S. (1-14+CR.)                   |                                    |                    |                                      |   |         |        |                       |  |                     |                                      |             |                                       |                              |                              |        |
| Subtotal                                | 814                                |                    | 814                                  |   |         |        | 216                   |  | 216                 |                                      |             |                                       |                              |                              | ı      |
| Special Ed - Elementary                 | 86                                 |                    | 86                                   |   | ,       | ,      | 23                    |  | 23                  |                                      |             |                                       | 2                            | ς<br>Ο                       | ~      |
| Special Ed - Middle School              | 58                                 |                    | 58                                   |   | '       | '      | 15                    |  | 15                  |                                      | ·           |                                       |                              |                              |        |
| Special Ed - High School                |                                    |                    |                                      |   |         |        |                       |  |                     |                                      |             |                                       |                              |                              |        |
| Subtotal                                | 144                                | 1                  | 144                                  | 1                                       | •       | ı      | 38                    | 1  | 38                  | 1                                    |             |                                       | 2 2                          | 3                            | -      |
| Co. Voc Regular<br>Co. Voc FT Post Sec. |                                    |                    |                                      |   |         |        |                       |  |                     |                                      |             |                                       |                              |                              |        |
| Totals                                  | 958                                |                    | 958                                  | '                                       |         |        | 254                   | '  | 254                 | '                                    |             |                                       | 2                            | 3                            | F      |
|   |                                    |                    |                                      |   |         |        |                       |  |                     |                                      |             |                                       |                              |                              |        |
| Percentage Error                        |                                    |                    |                                      | • •                                     | •       |        |                       |  |                     |                                      |             | 1.1                                   |                              |                              | 50.00% |
| 8                                       |                                    |                    |                                      |   |         |        |                       |  |                     |                                      |             |                                       |                              |                              |        |
|   |                                    |                    |                                      |   |         |        |                       |  |                     |                                      |             |                                       |                              |                              |        |

SOMERS POINT BOARD OF EDUCATION SCHEDULE OF AUDITED ENROLLMENTS APPLICATION FOR STATE SCHOOL AID SUMMARY ENROLLMENT AS OF OCTOBER 14, 2016

Page 7

|   | Reside                                     | ent Low Income   |        | Sample                                | Sample for Verification                    | Ę                | Resident                                       | Resident LEP Low Income                        | me     | San                                   | Sample for Verification                   | ion              |
|---|--|--|--------|---------------------------------------|--|------------------|--|--|--------|---------------------------------------|---|------------------|
|   | Reported on<br>A.S.S.A as<br>Low<br>Income | ed on Reported on<br>A as Workpapers<br><i>w</i> as Low<br>me Income | Errors | Sample<br>Selected from<br>Workpapers | Verified to<br>Application<br>and Register | Sample<br>Errors | Reported on<br>A.S.S.A as<br>LEP Low<br>Income | Reported on<br>Workpapers<br>LEP Low<br>Income | Errors | Sample<br>Selected from<br>Workpapers | Verified to<br>Test Score<br>and Register | Sample<br>Errors |
| Half Day Preschool<br>Full Day Preschool<br>Half Day Kindergarten                 | Ę  | Ę  |        | Ş                                     | Ę  |                  | L.   | Ļ  |        | c<br>T                                | ć   |                  |
| Full Day Kindergarten   | 69   | R9   |        | 22                                    | 2 2  | •                | <u>0</u>                                       | <u>0</u>                                       |        | 13                                    | 0   | •                |
| Ole<br>Two  | 4<br>6                                     | 47<br>62   | •      | 2 CC                                  | 24   | •                | שמ   | שמ   | •      | 0 <                                   | 0 <                                       |                  |
| Three   | 55   | 54   | (1)    | 18                                    | 18   |                  | (  | o ←  |        | t                                     | t   |                  |
| Four  | 52   | 52   | '      | 17                                    | 17   |                  | 7  | 7  | '      | 0                                     | 2   |                  |
| Five  | 54   | 54   | •      | 18                                    | 18   | •                | ~  | ~  | '      | ~                                     | ~   | •                |
| Six   | 48   | 47   | £,     | 15                                    | 15<br>1                                    | •                | ო ი  | <b>м</b> (                                     |        | <b>с</b> с                            | <b>с</b> с                                | •                |
| Seven<br>Ficht  | 00   | 10   |        | <u> </u>                              | ÷ €  |                  | 7 '  | 7 '  | • •    | 7 '                                   | 7 '                                       |                  |
| Nine<br>Ten<br>Eleven<br>Twelve<br>Post-Graduate<br>Adutt H.S. (15+CR.)           |  |  |        |                                       |  |                  |  |  |        |                                       |   |                  |
| Subtotal  | 505  | 504  | (1)    | 164                                   | 164  | '                | 38   | 38   |        | 34                                    | 34  |                  |
| Special Ed - Elementary<br>Special Ed - Middle School<br>Special Ed - Hich School | 72<br>38                                   | 65<br>36   | (2)    | 21<br>12                              | 21<br>12                                   |                  | יני  | N QI   | ' 7    | ωN                                    | ωN  |                  |
| Subtotal  | 110  | 101  | (6)    | 33                                    | 33   | •                | 5  | 7  | 2      | £                                     | 5   | •                |
| Co. Voc Regular<br>Co. Voc FT Post Sec.   |  |  |        |                                       |  |                  |  |  |        |                                       |   |                  |
| Totals  | 615  | 605  | (10)   | 197                                   | 197  |                  | 43   | 45   | 2      | 39                                    | 39  |                  |
| . Percentage Error  |  |  | -1.63% |                                       |  |                  |  |  | 4.65%  |                                       |   | 1                |
|   |  |  | Transp | Transportation                        |  |                  |  |  |        |                                       |   |                  |
|   | Reported on<br>DRTRS by<br>DOE/County      | Reported on<br>DRTRS by<br>District                                  | Errors | Tested                                | Verified                                   | Errors           |  |  |        |                                       |   |                  |
| Reg Public Schools, col. 1<br>Reg - Sp Ed, col. 4                                 | 12<br>13                                   | 13 13  |        | 10<br>10                              | 10<br>10                                   |                  |  |  |        |                                       |   |                  |
| Transported - Non-Public, col. 3  |  | ' :  | '      | • •                                   | • •  | •                |  |  |        |                                       |   |                  |
| AIL Non-Public Schools<br>Special Ed Spec, col. 6                                 | 11<br>49                                   | 11<br>49   |        | 8<br>37                               | 8<br>37                                    |                  |  |  |        |                                       |   |                  |
| Totals  | 85   | 85   | ·      | 65                                    | 65   | '                |  |  |        |                                       |   |                  |
| Percentage Error<br>60  |  |  |        |                                       |  |                  |  |  |        |                                       |   |                  |
|   |  |  |        |                                       |  |                  |  |  |        |                                       |   |                  |

SCHEDULE OF AUDITED ENROLLMENTS APPLICATION FOR STATE SCHOOL AID SUMMARY ENROLLMENT AS OF OCTOBER 14, 2016

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# SOMERS POINT BOARD OF EDUCATION SCHEDULE OF AUDITED ENROLLMENTS APPLICATION FOR STATE SCHOOL AID SUMMARY ENROLLMENT AS OF OCTOBER 14, 2016

| Sample Verified to<br>Selected from Application<br>Workpapers and Register  |   | Resident L   | Resident LEP NOT Low Income                        | lcome   | Sample                                | Sample for Verification                    | c                |
|---|---|--|--|---------|---------------------------------------|--|------------------|
| ifin<br>if the second sec  |   | Reported on<br>A.S.S.A as<br>LEP Not Low<br>Income | Reported on<br>Workpapers<br>LEP Not Low<br>Income | Errors  | Sample<br>Selected from<br>Workpapers | Verified to<br>Application<br>and Register | Sample<br>Errors |
| ifination and the second secon  | Half Day Preschool<br>Full Day Preschool<br>Half Day Kindergarten |  |  |         |                                       |  |                  |
| ifind the set of the s  | Full Day Kindergarten   | ю  | Э  | •       | ę                                     | ю  |                  |
| ition<br>interview of the second  | Une<br>Two  | . 0  | - 2  |         | - 7                                   | - 2  | • •              |
| ition<br>if the second se  | Three   |  |  | •       | '                                     |  | '                |
| ifror<br>intervention of the second sec  | Four  | •  |  | •       | •                                     | •  | '                |
| ifrod   | Five  | •  |  | •       | •                                     | •  | '                |
| and the second s  | Six   | •  |  | •       | •                                     | •  | '                |
| itror<br>1  | Seven   | <i>~</i>   | -  | •       | -                                     | -  | '                |
| itror<br>1<br>1<br>1<br>1<br>1<br>1<br>1<br>1<br>1<br>1<br>1<br>1<br>1  | Eight   | •  |  | •       |                                       | •  | '                |
| itror<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firon<br>firo | Nine  |  |  |         |                                       |  |                  |
| ifror   | Ten   |  |  |         |                                       |  |                  |
| itror<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>firor<br>fi  | Eleven<br>Twelve  |  |  |         |                                       |  |                  |
|   | Post-Graduate<br>Adult H.S. (15+CR.)                              |  |  |         |                                       |  |                  |
| error<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>front<br>fr  | Adult H.S. (1-14+CR.)   |  |  |         |                                       |  |                  |
| ool 2 · · (2) · · · · · · · · · · · · · · · · · · ·   | Subtotal  | 9  | 9  |         | 9                                     | 9  | •                |
| ool 2 - (2)   | Special Ed - Elementary   |  |  | •       |                                       |  | '                |
| I   | Special Ed - Middle School  | 2  | '  | (2)     | '                                     |  | '                |
| Effor   | Special Ed - High School  | ' 0  | '  | ' 🤇     | '                                     |  | '                |
| Error   | Subtotal  | N  |  | (7)     | Ĩ                                     |  | '                |
| 8 6 (2) 6 —   Parcentage Error -25.00% - <td>Co. Voc Regular<br/>Co. Voc FT Post Sec.</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td>  | Co. Voc Regular<br>Co. Voc FT Post Sec.                           |  |  |         |                                       |  |                  |
|   | Totals  | 8  | 9  | (2)     | 9                                     | 9  |                  |
|   | Percentage Error  |  |  | -25.00% |                                       |  |                  |

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#### SOMERS POINT SCHOOL DISTRICT EXCESS SURPLUS CALCULATION FOR THE YEAR ENDED JUNE 30, 2017

#### **REGULAR DISTRICT**

#### **SECTION 1**

#### A. <u>2% Calculation of Excess Surplus</u>

| 2016-17 Total General Fund Expenditures per the CAFR, Ex. C-1 Increased by:     | \$ <u>17,223,742.44</u> (B)  |
|---|------------------------------|
| Transfer from Capital Outlay to Capital Projects Fund                           | \$ (B1a)                     |
| Transfer from Capital Reserve to Capital Projects Fund                          | \$ (B1b)                     |
| Transfer from G/F to SRF for Preschool - Regular                                | \$ 102,433.00 (B1c)          |
| Transfer from G/F to SRF for Preschool - Inclusion                              | \$ (B1c)                     |
|   | ф <u> </u>                   |
| Decreased By:   |                              |
| On-Behalf TPAF Pension & Social Security  | \$ <u>2,078,516.61</u> (B2a) |
| Assets Acquired Under Capital Leases  | \$(B2b)                      |
| Adjusted 2016-17 General Fund Expenditures [(B)+(B1's)-(B2's)]                  | \$ <u>15,157,658.83</u> (B3) |
| 2% of Adjusted 2016-17 General Fund Expenditures [(B3) times .02]               | \$ 303,153.18 (B4)           |
| Enter Greater of (B4) or \$250,000  | \$ 303,153.18 (B5)           |
| Increased by: Allowable Adjustment*   | \$ 18,197.00 (K)             |
|   | · ( )                        |
| Maximum Unreserved/Undesignated Fund Balance [(B5)+(K)]                         | \$ <u>321,350.18</u> (M)     |
| SECTION 2   |                              |
| Total General Fund - Fund Balances @ 06/30/17                                   |                              |
| (Per CAFR Budgetary Comparison schedule/statement C-1)                          | \$ <u>1,896,078.30</u> (C)   |
|   |                              |
| Decreased by:   |                              |
| Year-end Encumbrances   | \$ <u>108,858.08</u> (C1)    |
| Legally Restricted-Designated for Subsequent Year's Expenditures                | \$ (C2)                      |
| Legally Restricted-Excess Surplus - Designated for                              |                              |
| Subsequent Year's Expenditures **   | \$ 591,105.00 (C3)           |
| Other Restricted Fund Balances ****   | \$ 283,600.00 (C4)           |
| Assigned Fund Balance-Unreserved Designated for                                 |                              |
| Subsequent Year's Expenditures  | \$ - (C5)                    |
|   |                              |
| Total Unassigned Fund Balance [(C)-(C1)-(C2)-(C3)-(C4)-(C5)]                    | \$ <u>912,515.22</u> (U1)    |
| SECTION 3   |                              |
| Restricted Fund Balance - Excess Surplus *** [(U1)-(M)] IF NEGATIVE ENTER - 0 - | \$ <u>591,165.04</u> (E)     |
| Recapitualtion of Excess Surplus as of June 30, 2017:                           |                              |
| Reserved Excess Surplus - Designated for Subsequent Year's Expenditures **      | \$ 591,105.00 (C3)           |
| Reserved Excess Surplus ***   | \$ 591,165.04 (E)            |
| Neserveu Excess Surpius   | $\varphi = -591,105.04$ (E)  |
| Total [(C3) + (E)]  | \$ 1,182,270.04 (D)          |
|   | $\psi = 1,102,270.04$ (D)    |

#### SOMERS POINT SCHOOL DISTRICT EXCESS SURPLUS CALCULATION FOR THE YEAR ENDED JUNE 30, 2017

\* This adjustment line (as detailed below) is to be utilized for Impact Aid (when applicable), Sale and Lease-back (Refer to the Audit Program Section II, Chapter 10), and Extraordinary Aid, Additional Nonpublic School Transportation Aid and Unbudgeted TPAF Wage Freeze Grant Funding. (Refer to the Audit Program Section II, Chaper 10 for restrictions on the inclusion Extraordinary Aid and Additional Nonpublic School Transportation Aid.)

#### Detail of Allowable Adjustment

| Impact Aid                                     | \$<br>(H)            |
|--|----------------------|
| Sale & Lease-back                              | \$<br>(I)            |
| Extraordinary Aid                              | \$<br>16,283.00 (J1) |
| Additional Nonpublic School Transportation Aid | \$<br>1,914.00 (J2)  |
| Total Adjustments [(H)+(I)+(J1) + (J2)]        | \$<br>18,197.00 (K)  |

- \*\* This amount represents the June 30, 2017 Excess Surplus (C3 above) and must be included in the Audit Summary Worksheet Line 90031.
- \*\*\* Amounts must agree to the June 30, 2017 CAFR and the sum of the two lines must agree to Audit Summary Worksheet Line 90030.
- \*\*\*\* Amount for Other Reserved Fund Balances must be detailed for each source. Use in the excess surplus calculation of any legal reserve that is not state mandated or that is not legally imposed by an other type of government, such as the judicial branch of government, must have Departmental approval. District requests should be submitted to the Division of Finance prior to September 30.

#### Detail of Other Restricted Fund Balance

| Statutory restrictions:  |    |            |      |
|--|----|------------|------|
| Approved unspent separate proposal                             | \$ |            |      |
| Capital outlay for a district with a capital outlay cap waiver | \$ |            |      |
| Sale/lease-back reserve  | \$ |            |      |
| Capital reserve  | \$ | 100.00     |      |
| Maintenance reserve  | \$ | 283,500.00 |      |
| Emergency reserve  | \$ |            |      |
| Waiver offset reserve  | \$ |            |      |
| Tuition reserve  | \$ |            |      |
| Other state/government mandated reserve                        | \$ |            |      |
| [Other Restricted Fund Balance not noted above]****            | \$ |            |      |
|  | _  |            |      |
| Total Other Restricted Fund Balance                            | \$ | 283,600.00 | (C4) |