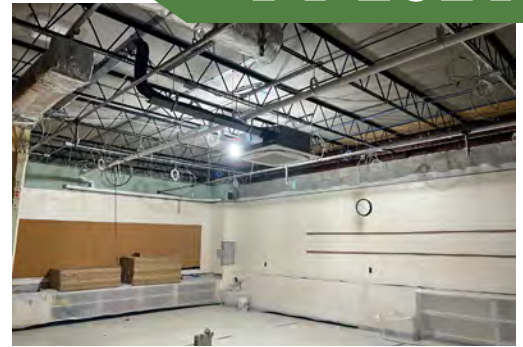




Wicomico County Board of Education

CAPITAL IMPROVEMENT PROGRAM

FY 2024



Educational Facilities Master Plan

WICOMICO COUNTY BOARD OF EDUCATION

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BOARD OF EDUCATION OF WICOMICO COUNTY



MICAH C. STAUFFER, ED.D.
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June 14, 2023

Mr. Jamie Bridges
IAC Planning Manager
Interagency Commission on School Construction
200 West Baltimore Street, Suite 200
Baltimore, MD 21201

Dear Mr. Bridges:

Enclosed is the Wicomico County Board of Education's FY2024 Educational Facilities Master Plan. This document is an update and incorporates the latest information on each of our schools, revises our current and projected programs and addresses our facility needs.

The EFMP was coordinated with the Wicomico County Planning and Zoning Department utilizing the 2017 Wicomico County Comprehensive Plan. Enrollment projections used in this report were coordinated with the Maryland Department of Planning.

At a meeting of the Wicomico County Board of Education on Tuesday, June 13, 2023, the Wicomico County Board of Education approved the attached FY2024 Educational Facilities Master Plan as a working document.

Should there be any questions or concerns on this matter, please contact me at your earliest convenience.

Thank you.

Respectfully,

Micah C. Stauffer, Ed.D.
Superintendent of Schools



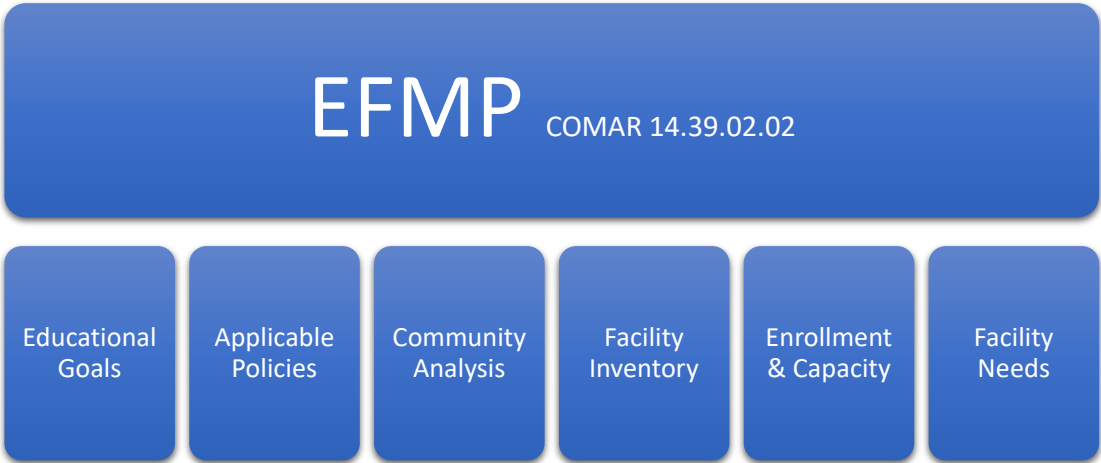
1 EFMP Overview.....	9-17
1.1 EFMP Introduction.....	11
1.2 EFMP Purpose.....	13
1.3 School Tracks.....	15
1.4 Map: Wicomico County Public School Locations.....	17
2 Educational Goals.....	19-66
2.1 WCBOE Educational Mission & Vision Policy.....	21
2.2 Superintendent Entry Plan.....	23
2.3 Superintendent State of Schools.....	31
2.4 Educational Overview.....	51-54
2.5 Educational Programs.....	55-66
3 Applicable Policies.....	67-112
3.1 Non-Discrimination Statement.....	69
3.2 Special Education.....	71
3.3 School Facility Retirement.....	73
3.4 Staffing Ratios & Organization Patterns.....	75
3.5 Student Transportation Policy.....	77
3.6 Student Transportation Procedure.....	79-81
3.7 WCPS Student Attendance Area Guidelines.....	83-84
3.8 Assignment of Students to School.....	85
3.9 Special Permission Procedures.....	87-89
3.10 Attendance Boundary Maps (Elem, Middle, High).....	91-93
3.11 Individual School Boundary Maps.....	95-112
4 Community Analysis.....	113-129
4.1 Community Analysis Findings.....	115-124
4.2 Growth & School Facility Status.....	125
4.3 Map: Priority Funding Areas.....	127
4.4 Wicomico County Planning Approval Letter.....	129

5 Facility Inventory.....	131-214
5.1 Facility Inventory Analysis.....	133-137
5.2 Facility Needs Index: Major Capital Improvement.....	139
5.3 Facility Needs Index: Systemic.....	141
5.4 Scorecard Narrative.....	143
5.41 FQI (scorecards) Maps.....	145-146
5.42 Scorecard/Facility Need Report - By School.....	147-205
5.5 Facilities Inventory IAC/PSCP Form 101.1.....	207-211
5.6 Facility Inventory Update Assurance Form 101.4 Superintendent Signed.....	213-214
 6 Enrollment & Capacity.....	 215-271
6.1 WCBOE Enrollment and Capacity Analysis.....	217-221
6.2 Private and Home School Analysis.....	223-224
6.3 9/30 Superintendent Verification of Enrollment Form.....	225
6.4 MDP Data for Projected Enrollment.....	227-236
6.5 WCBOE Agreement with MDP Enrollment Letter.....	237
6.6 WCPS FTE Projected Enrollment.....	239-265
6.7 MDP Enrollment Approval Letter.....	267-268
6.8 WCBOE Headcount/FTE Spreadsheet.....	269
6.9 Non-Public School Sheet.....	271
 7 Facility Needs.....	 273-281
7.1 Overview.....	275
7.2 General Planning Guidelines.....	277-278
7.3 Future Facility Needs.....	279-280
7.4 Facility Needs Summary IAC/PSCP Form 101.3.....	281

1 EFMP Overview

The Wicomico County Board of Education (WCBOE) Fiscal Year (FY) 2024 Capital Improvement Program consists of two integral components, the FY2024 Educational Facilities Master Plan (EFMP) and the upcoming FY2025 Capital Improvement Plan (CIP).

The EFMP is part of the comprehensive WCBOE Bridge to Excellence Master Plan which was renamed in 2019 to the Every Student Succeeds Act Consolidated Strategic Plan¹ with the fundamental purpose to increase student achievement for all students in all schools. The EFMP more specifically studies the issues affecting our Wicomico County Public School (WCPS) facilities in detail and creates a framework for prioritizing and scheduling major school projects. This process takes place over the course of the entire fiscal year and continually evolves as information is gathered or becomes available. The development of the WCBOE EFMP involves several contributors ranging from community organizations, local employers, surrounding local municipalities, board of education members, various WCPS staff as well as county departments and council representatives.



This EFMP contains six (6) main categories (see Figure 1), which cover the eight (8) topics outlined by the Board of Public Works and administered by the Interagency Commission on School Construction.

¹ <https://www.wcboe.org/Page/573>

WCBOE continues to prioritize its school infrastructure and its associated facility planning in Wicomico County in conjunction with Wicomico County Government. Both groups recognize the critical role schools provide in supporting and maintaining a strong public educational system. Our schools also serve the needs of the surrounding community in many different ways. The state and the county continue to support WCBOE efforts in maintaining these important assets by assisting with either new or renovated school facilities through various funding sources. As in years past, the needs of our schools continue to increase and have grown beyond the funds currently available. Although funding is limited due to fiscal constraints, WCBOE continues to make a concerted effort to improve its school facilities.

Two main questions regarding the adequacy of public schools are as follows:

- **How do schools support the instructional needs of public education and community use requirements?**
- **How do schools meet the minimum standards required to maintain a healthy, safe learning environment for students and staff?**

These questions represent the overall guiding concepts of what WCBOE addresses regarding our facility plans. WCBOE buildings continue to age and student enrollments are projected to increase while funding for facility improvements remains limited. In spite of these difficulties, WCBOE is committed to developing and maintaining a long-range comprehensive plan that addresses these questions and other issues currently confronting WCPS schools.

In order to address how we support instructional needs, address community development in conjunction with various policies it is necessary to clearly identify the issues affecting our school facilities. It is important to understand the current situation and even more critical to understand where things are headed in the next five to ten years.

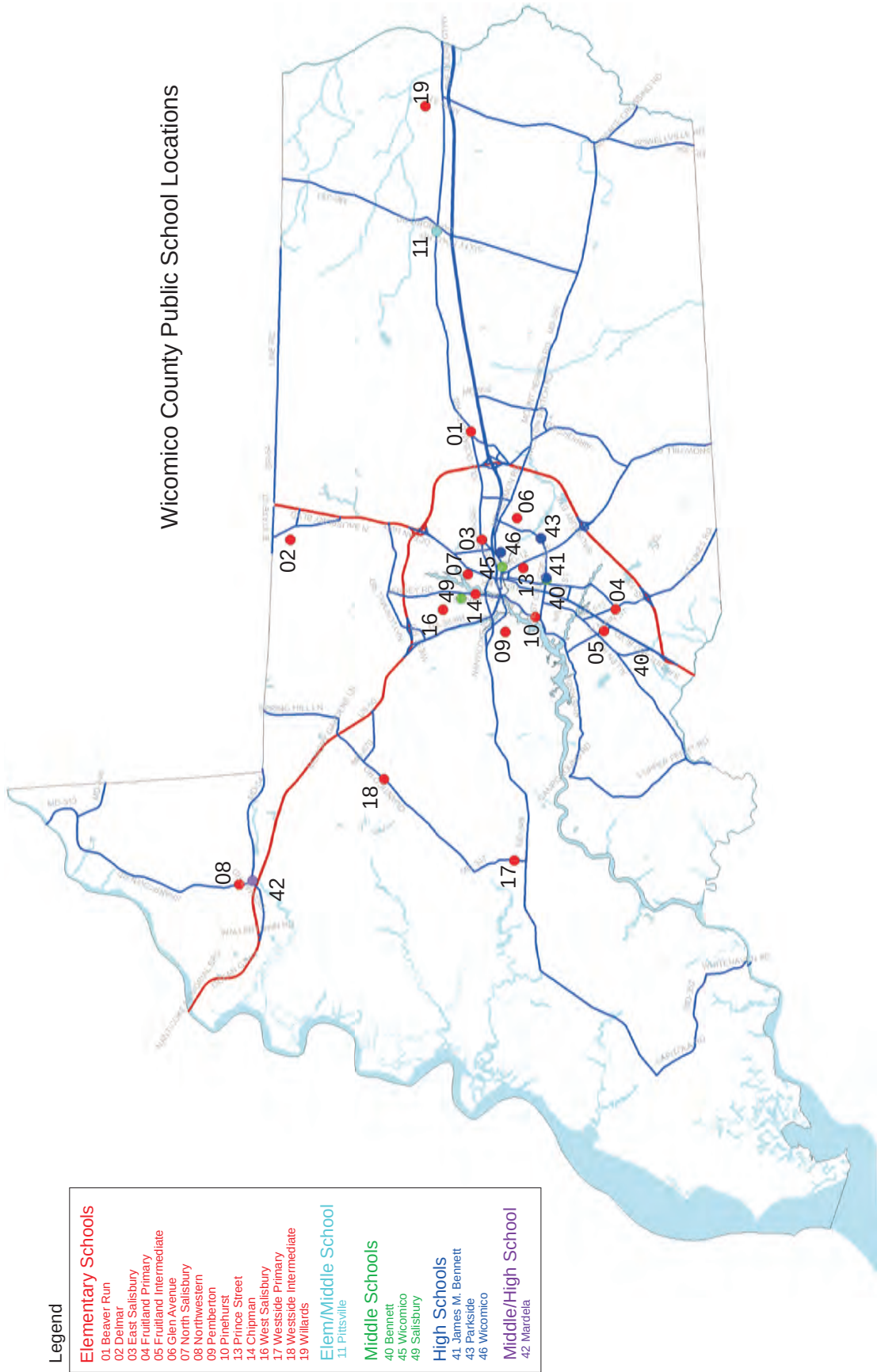
Wicomico County Public Schools

Track Code Chart - School Attendance Patterns

Updated for Middle School Balancing and
Reopening of West Salisbury
Effective SY2019

Track	School	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
011	Beaver Run Elementary	X	X	X	X	X	ES	ES	Wicomico MS	X	X	Wicomico HS	X	X	X
061	Charles H. Chipman Elem.	X	X	X	GA	GA	GA	GA	Salisbury MS	X	X	Parkside HS	X	X	X
021	Delmar Elementary	X	X	X	X	X	X	NS	Wicomico MS	X	X	Wicomico HS	X	X	X
022	Delmar Elementary	X	X	X	X	X	X		Delmar Middle & High School - Delmar, DE						
011	East Salisbury Elementary	BR	BR	BR	BR	X	X	X	Wicomico MS	X	X	Wicomico HS	X	X	X
041	Fruitland Schools	FP	FP	FP	FP	FI	FI	FI	Bennett MS	X	X	Parkside HS	X	X	X
042	Fruitland Schools	FP	FP	FP	FP	FI	FI	FI	Bennett MS	X	X	James M. Bennett	X	X	X
062	Glen Avenue Elementary	CH	CH	CH	X	X	X	X	Wicomico MS	X	X	Parkside HS	X	X	X
063	Glen Avenue Elementary	CH	CH	CH	X	X	X	X	Wicomico MS	X	X	Wicomico HS	X	X	X
064	Glen Avenue Elementary	CH	CH	CH	X	X	X	X	Bennett MS	X	X	Parkside HS	X	X	X
072	North Salisbury Elementary	WS	WS	WS	WS	X	X	X	Wicomico MS	X	X	Wicomico HS	X	X	X
073	North Salisbury Elementary	WS	WS	WS	WS	X	X	X	Salisbury MS	X	X	Wicomico HS	X	X	X
081	Northwestern Elementary	X	X	X	X	X	X	X	Mardela MS	X	X	Mardela HS	X	X	X
091	Pemberton Elementary	X	X	X	X	X	X	X	Salisbury MS	X	X	James M. Bennett	X	X	X
101	Pinehurst Elementary	X	X	X	X	X	X	X	Bennett MS	X	X	James M. Bennett	X	X	X
102	Pinehurst Elementary	X	X	X	X	X	X	X	Salisbury MS	X	X	Parkside HS	X	X	X
103	Pinehurst Elementary	X	X	X	X	X	X	X	Salisbury MS	X	X	James M. Bennett	X	X	X
111	Pittsville Elem./Middle	WL	WL	WL	WL	WL	X	X	Pittsville MS	X	X	Parkside HS	X	X	X
131	Prince Street Elementary	X	X	X	X	X	X	X	Bennett MS	X	X	James M. Bennett	X	X	X
132	Prince Street Elementary	X	X	X	X	X	X	X	Wicomico MS	X	X	James M. Bennett	X	X	X
133	Prince Street Elementary	X	X	X	X	X	X	X	Bennett MS	X	X	Parkside HS	X	X	X
134	Prince Street Elementary	X	X	X	X	X	X	X	Wicomico MS	X	X	Wicomico HS	X	X	X
135	Prince Street Elementary	X	X	X	X	X	X	X	Wicomico MS	X	X	Parkside HS	X	X	X
071	West Salisbury Elementary	X	X	X	X	NS	NS	NS	Salisbury MS	X	X	Wicomico HS	X	X	X
171	Westside Schools	WP	WP	WP	WI	WI	WI	WI	Salisbury MS	X	X	James M. Bennett	X	X	X
172	Westside Schools	WP	WP	WP	WI	WI	WI	WI	Mardela MS	X	X	Mardela HS	X	X	X
111	Willards Elementary	X	X	X	X	X	PT	PT	Pittsville MS	X	X	Parkside HS	X	X	X

2 Letter School Abbreviations									
BR	Beaver Run	NS	North Salisbury						
CH	Chipman	PT	Pittsville						
ES	East Salisbury	WS	West Salisbury						
FI	Fruitland Intermediate	WI	Westside Intermediate						
FP	Fruitland Primary	WP	Westside Primary						
GA	Glen Avenue	WL	Willards						



2 Educational Goals



BOE-GEN-PL-024

Wicomico County Board of Education

Wicomico County Board of Education Mission and Vision Policy

I. Mission Statement

The mission of the Wicomico County Public School (WCPS) system is to provide all students an educational foundation and a set of skills which will enable them to become responsible and productive citizens in our society.

II. Vision Statement

Our vision is to educate each student to his or her full potential.

III. Educational Philosophy

- A. Public education in Wicomico County is based on the democratic principle that students have, by right, the opportunity to develop their potential to the fullest. While the pursuit of education is a right, a privilege and a responsibility that is shared by the school, the student, the home, and religious and other community entities, the primary responsibility for this educational development lies with the student and the school.
- B. WCPS has a responsibility to develop an understanding of and a respect for diverse social, economic, cultural and ethnic groups through the education of students. Equity in education is a guiding principal of WCPS, thus the diversity of each individual must be respected.
- C. Education in Wicomico County is concerned not only with the intellectual and skill development of the students but also with other aspects of their growth. Since public education is a continuous process, it is the responsibility of the school system to make its instructional program relevant to the present as well as applicable and useful for the future.
- D. In our school system, education should be a dynamic process subject to evaluation, revision and updating of existing programs, as well as the implementation of new programs, based upon the needs of students, the latest knowledge and current scientific information as to how individuals learn.
- E. It is acknowledged that individuals vary greatly in their needs and abilities. Consequently, the school system has the obligation to provide diversified and well-balanced programs.

The Wicomico County Board of Education directs the Superintendent of Schools to develop, maintain, and implement a strategic plan based upon the mission and vision of the Wicomico County Public School system.

Approval Status

Index Code

Title: Mission, Vision, Educational Philosophy and Beliefs
 First Adopted: 09/09/77
 Legal Review: 10/17/19
 Approved Revisions: 11/12/19 08/13/13 03/11/97
 Effective: 11/13/19 08/14/13 03/12/97

BOE-GEN-PL-024

Page 1 of 1



Wicomico County Public Schools

Superintendent Entry Plan

Dr. Micah C. Stauffer

July 1, 2022



Introduction from Dr. Micah C. Stauffer, Superintendent



I am honored, humbled, and truly grateful to serve as the new Superintendent for Wicomico County Public Schools (WCPS). I look forward to working in partnership and collaboration with students, staff, parents and guardians, Board members, community members, and elected leaders to ensure that we fervently strive together to meet the individual needs of all students by providing them with an outstanding academic program in a safe and welcoming learning environment. It is essential that our schools provide an environment that fosters intellectual, social, emotional, and developmental growth to ensure our students are college and/or career ready upon graduation. I am deeply committed to this responsibility and excited to work collaboratively with each of you to fulfill the district's mission, vision, and strategic plan.

As your superintendent, my main goals include establishing trustworthy and meaningful relationships with each of you, openly communicating all pertinent school system related information, actively involving school community members in the decision-making process, and articulating a shared vision for WCPS to inspire the system toward new heights of success. As we move forward, it is essential that our work as a school system focuses on high-quality instruction, engaging learning experiences, student achievement, community partnerships, and strategic planning. During this transitional time period, it will be crucial for all of us to reflect and assess where we are now as a school system, collaboratively set goals for the future, and strategically plan for how we will accomplish them.

I have developed a formal Superintendent Entry Plan which will allow me to gather input from stakeholders, demonstrate my commitment to work in partnership with the school system community, learn as much as possible from each of you, and officially introduce myself as I begin this new journey. I am beyond grateful for all of the support, positive energy, and the welcoming spirit I have received from the community thus far. The information outlined in this document is representative of my commitment to “servant leadership” as we work together for the betterment of our school system. As I begin this new role, please know that I genuinely welcome and seek your input as we strive to accept no limits on the success of WCPS.

As follows in this document, please find for your review my principles of leadership, the current WCPS educational philosophy, mission, vision, and strategic priorities, and both phases of the entry plan. This will serve as our foundation and starting point for the work ahead. As we embark on this new journey, please take

time to review this plan and be prepared to help ensure our current goals and priorities are relevant to the work we are doing now as a system and the work we feel will be important in the future.

Leadership Values

I strongly believe that anyone who has influence on others is a leader. Therefore, we all need to learn how best to lead and influence others to have the largest and most positive impact we can on our school system. While we all have strengths and different roles, we also all have the power to influence the success of our students. As the saying goes, many little drops make a mighty ocean. When all of us lead in some small way, it can make a major difference to our school system and our community. Because of this, I feel it is important to include my beliefs about leadership so that we all have an understanding of the leadership principles that will guide not only the work of this entry plan, but more importantly the work that I hope we each engage in as we begin the 2022-2023 school year.



Principled Leadership



An effective and impactful education leader must...

- ***Possess Integrity:*** Great leaders have a strong moral compass and always strive to be a role model for others and do what is in the best interest of all students.
- ***Value Collaboration:*** Effective teams are built on trusting relationships, high expectations, and accountability in an environment that encourages problem-solving and collaborative effort so that the teamwork that takes place is the best work to move our system forward.
- ***Believe in Communication:*** Strong communication skills include active listening and clear messaging in a respectful tone that connects with others.
- ***Champion Great Work:*** Everyone benefits from others who motivate, inspire and challenge us in a way that encourages us to believe in ourselves and the work we do.
- ***Promote Equity:*** Strong leaders embrace diversity and find equitable solutions that provide the necessary resources and support structures to ensure each and every student has the opportunity to succeed.
- ***Empower Others:*** Everyone wants to feel like they are contributing to the vision of an organization and when we empower others, it unlocks creativity and allows for innovative ideas.

- ***Be Engaged:*** Effective leaders have a visible presence in the school system and the community to ensure that the culture, resources, and work from everyone supports the vision and mission of our organization.
- ***Have High Expectations:*** Great leaders set high standards for themselves and others. Having high expectations increases achievement, provides strong accountability, and establishes a culture of excellence.
- ***Ensure Everyone Has a Voice:*** A successful school system has an environment where all stakeholders feel valued, included, and have buy-in to the overall culture we want to create.
- ***Be Empathetic:*** Leaders who possess empathy display an understanding for the importance of positive relationships and each individual, which results in organizational unity and strength.

Current Philosophy, Mission, Vision, & Priorities

Wicomico County Board of Education Educational Philosophy

Public education in Wicomico County is based on the democratic principle that students have, by right, the opportunity to develop their potential to the fullest. While the pursuit of education is a right, a privilege and a responsibility that is shared by the school, the student, the home, and religious and other community entities, the primary responsibility for this educational development lies with the student and the school. Wicomico County Public Schools has a responsibility to develop an understanding of and a respect for diverse social, economic, cultural and ethnic groups through the education of students. Equity in education is a guiding principle of WCPS, thus the diversity of each individual must be respected. Education in Wicomico County is concerned not only with the intellectual and skill development of the students, but also with other aspects of their growth. Since public education is a continuous process, it is the responsibility of the school system to make its instructional program relevant to the present, as well as applicable and useful for the future. In our school system, education should be a dynamic process subject to evaluation, revision and updating of existing programs, as well as the implementation of new programs, based upon the needs of students, the latest knowledge and current scientific information as to how individuals learn. It is acknowledged that individuals vary greatly in their needs and abilities. Consequently, the school system has the obligation to provide diversified and well-balanced programs.

Wicomico County Board of Education Mission Statement

The mission of the Wicomico County Public School system is to provide all students an educational foundation and a set of skills which will enable them to become responsible and productive citizens in our society.

Wicomico County Board of Education Vision Statement

Our vision is to educate each student to his or her full potential.

Wicomico County Public Schools Vision Points

We aspire to be:

- a public school system rooted in a culture of respect, transparency, and collegiality; where trust, the quality of relationships, and empowerment are clearly understood to be the foundation for success.
- a public school system committed to safe schools; created through a careful balance of clearly communicated and enforced expectations and an atmosphere where students know that teachers and administrators believe in them.
- a public school system dedicated to meeting the needs of each student from the most gifted to the most challenged; focusing on early literacy, student engagement in authentic problem solving, innovative instruction that encourages creativity, and preparing students with 21st century skills necessary to successfully enter college or the world of work.
- a public school system our community believes in - where teachers compete for jobs, employers compete for well-prepared graduates, families choose to live, and businesses aspire to relocate because of its reputation built upon the pursuit of excellence in providing an outstanding education for our community's students.

Wicomico County Public Schools Strategic Priorities

- Ensure students are reading on grade level by Grade 3
- Ensure that students graduate college and/or career ready
- Ensure a high-performing workforce
- Ensure all schools have a safe and positive climate for student learning



Entry Plan Goals & Phases

This entry plan focuses on learning as much as possible about our schools and community so that as a system we can build upon our strengths and continue to improve. Through this process, we will be in a position to establish common goals, align our resources, and take strategic actions to enhance and heighten the success of WCPS. Specifically, the phases of this entry plan will provide us with an opportunity to achieve the following goals.

1. Develop collaborative, trusting, and productive relationships with all WCPS board members, staff, parents and guardians, and community members to gain insight into our strengths, challenges, and opportunities for growth so we can best serve our students.
2. Learn how WCPS initiatives and priorities are being implemented in our schools by the dedicated leaders and staff of WCPS.
3. Learn about the values, traditions, and expectations of our school community so they can be used to guide the work of WCPS.
4. Gain a better understanding of how the school system's initiatives and priorities are publicized and understood in our community.
5. Utilize the information gathered during this process to develop a long-range strategic plan that will outline how our school system moves forward in accomplishing the shared vision and goals that are established.

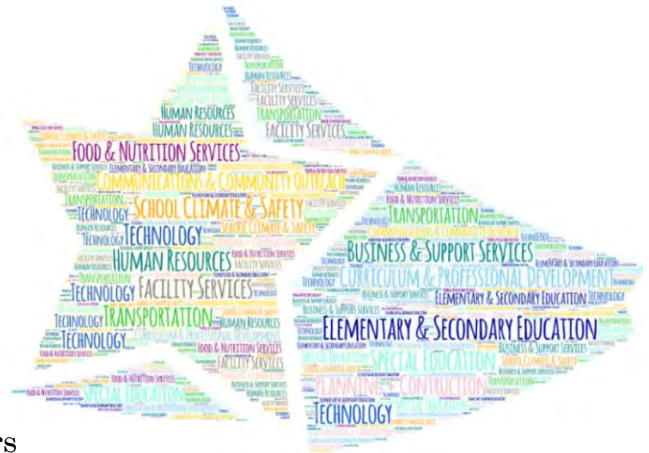
Entry Plan Phases

<u>Phase 1</u> Community Engagement July – October 2022	<u>Phase 2</u> Strategic Planning and Reporting November 2022 – February 2023
Meet with and seek input from Board of Education members, administrative staff, and bargaining unit associations	Continue meeting with individuals and groups to build relationships and strengthen partnerships
Meet with and seek input from school administrators, staff, and students	Compile and analyze findings from the meetings with stakeholders
Meet with and seek input from community members, faith-based partners, and elected officials to learn their perspectives	Develop presentation to share related to strengths and opportunities for growth for the Board and community
Establish a regular presence in the WCPS community to build trust and strong working relationships	Review current mission, vision, and strategic priorities to ensure they remain relevant
Deepen understanding of district plans, policies, and initiatives in all areas	Establish communication practices that align with community engagement input
Begin to develop an overview of the school system's strengths and the opportunities for growth	Utilize the input from community engagement process to complete WCPS shared vision and strategic plan aligned with Maryland Blueprint

Community Engagement Interviews and Focus Groups

During the Community Engagement process, individual and focus group interviews will be conducted with various stakeholders to listen and learn more about WCPS from a wide variety of perspectives. The following individuals and groups will be among those engaged during this process. Others will likely be added to this list.

- Board Members
- Teachers
- School Administrators
- Students
- Parents/Guardians
- Central Office and School System Staff
- Civic Organizations
- Bargaining Units
- Higher Education Partners
- Local Elected Officials
- Community Organizations and Partners
- Faith-Based Partners and Organizations
- Police and Fire Agencies



“Thank you for allowing me the opportunity to serve the students, families and staff of Wicomico County Public Schools. Together, we will ensure that our schools are safe, welcoming, and engaging places for our students to learn.” Micah C. Stauffer, Ed.D.

State of the Schools

Dr. Micah C. Stauffer
Superintendent of Schools

1

Mission of Our School System

The Wicomico County Board of Education and Wicomico County Public Schools are committed to providing the best education possible for all students and to establishing the means by which each and every student can learn. The Wicomico County Board of Education believes that education is the backbone for a successful and well-rounded life, and strives to ensure that students grow intellectually, personally, and socially.



2

Gene Malone
Board Chair

Allen Brown
Vice-Chair

Dr. Bonnie Ennis

Kristin Hazel

Susan
Beauchamp

David Plotts

John Palmer

Board Members & Senior Leadership

"Earn your leadership every day." Michael Jordan

Kim Miles
Assistant Superintendent for
Student & Family Services

Dr. Rick Briggs
Chief Academic Officer

Dr. Brian Raygor
Chief Finance &
Operations Officer

3

About us

Educating

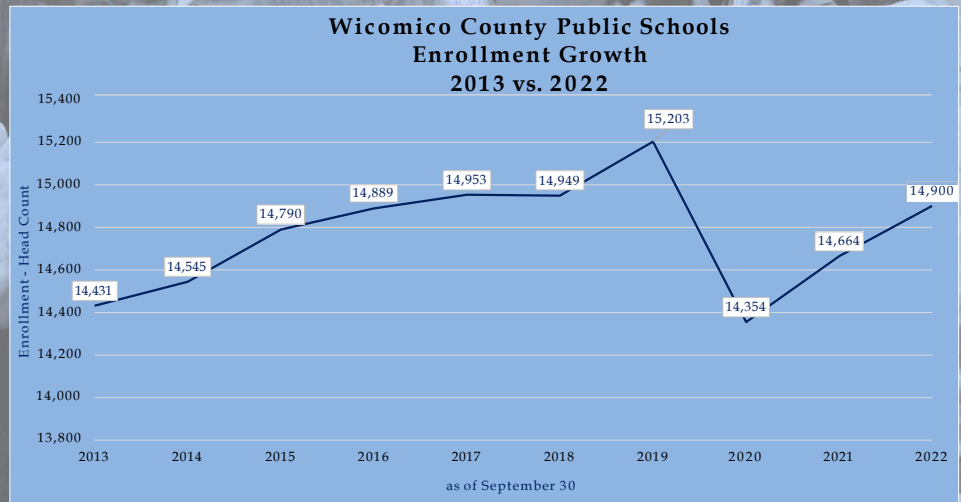
14,961 students

- 37% African-American
- 37% White
- 14% Hispanic
- 8% Multi-Race
- 59% Poverty
- 11% English Learners
- 10% Special Education
- 65% At-Risk

4



About us



5



About us

**\$26.8 Million in
Scholarships Offered in
Class 2022**



**CTE Skills USA
State and National
Qualifiers in 2023**



**Best Communities for
Music Education Award
Performing & Visual
Arts Program**



Schools



28 Schools & Programs

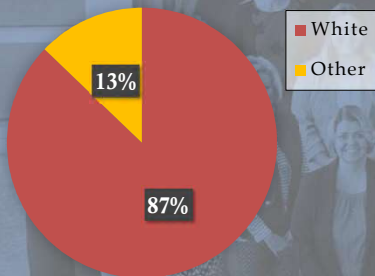
- 3 High Schools
- 3 Middle Schools
- 1 Middle/High School
- 1 Elem/Middle School
- 1 Evening High School
- 2 Primary Schools
- 2 Intermediate Schools
- 12 Elementary Schools (PK-5)
- 1 Early Learning Center
- 1 Career & Technology Center
- 1 Alternative Learning Program
- 1 Virtual Learning Program

6

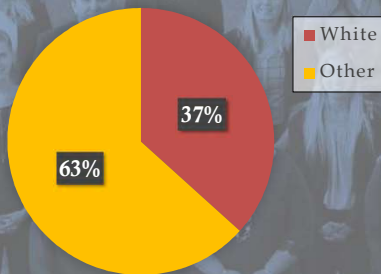


About us

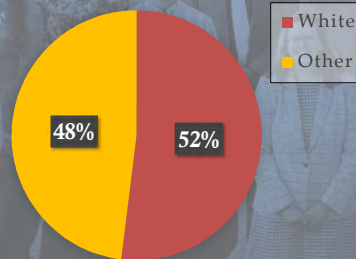
Teacher Demographics



Student Demographics



Instructional Assistant Demographics



Employees



2,508 Employees

- 1,388 Teachers
- 13% Minority
- 12% > 25+ Years
- 63% Advanced Degrees
- 21% Male
- 92.6% Retention Rate

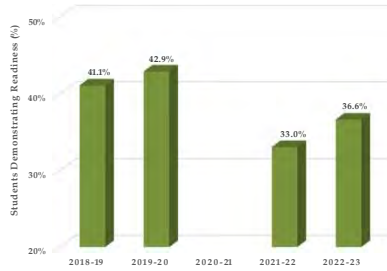
7

Wicomico County Student Data Review

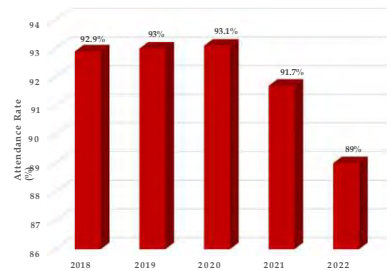
Cohort 4-Year Graduation Rate



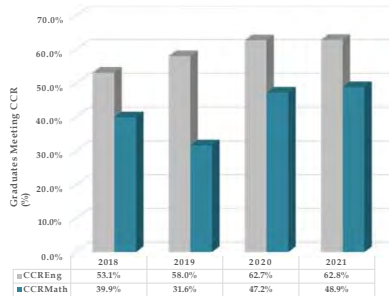
Kindergarten Readiness by Year



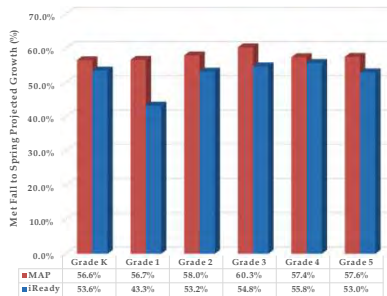
Attendance Rate by Year



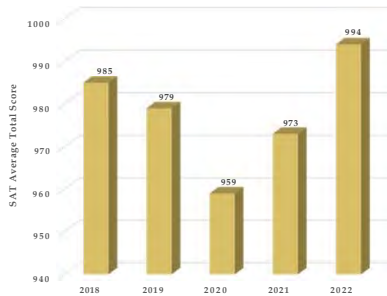
CCR Graduates by Original Grad Cohort



MAP and iReady Stud Growth 2021-22

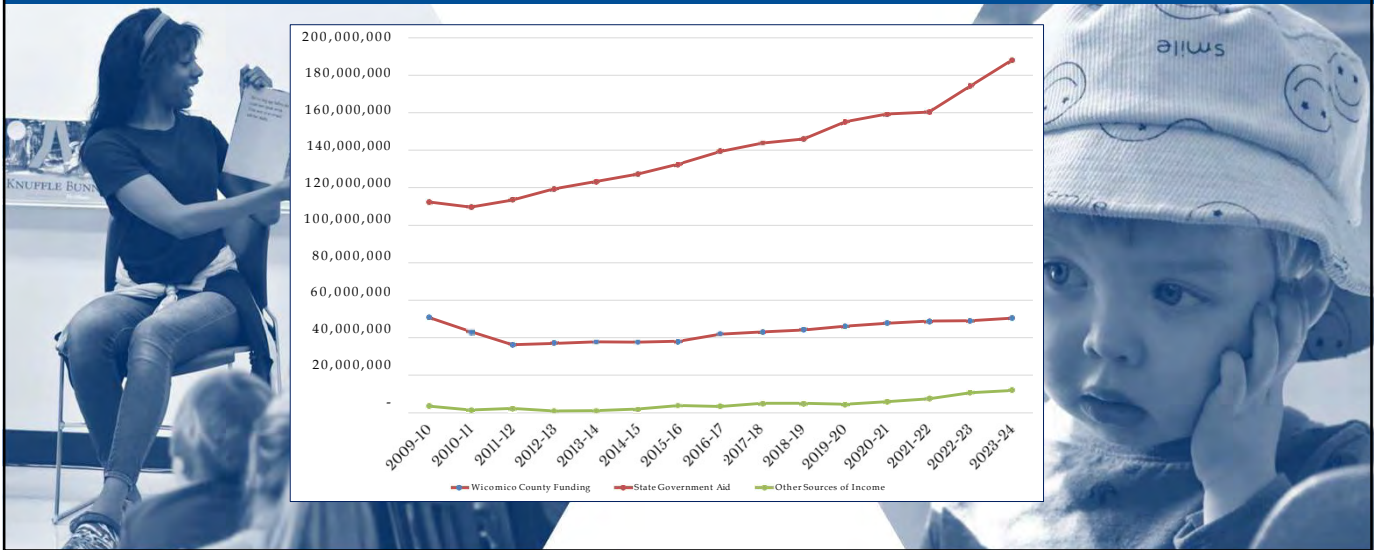


SAT Total Score by Year



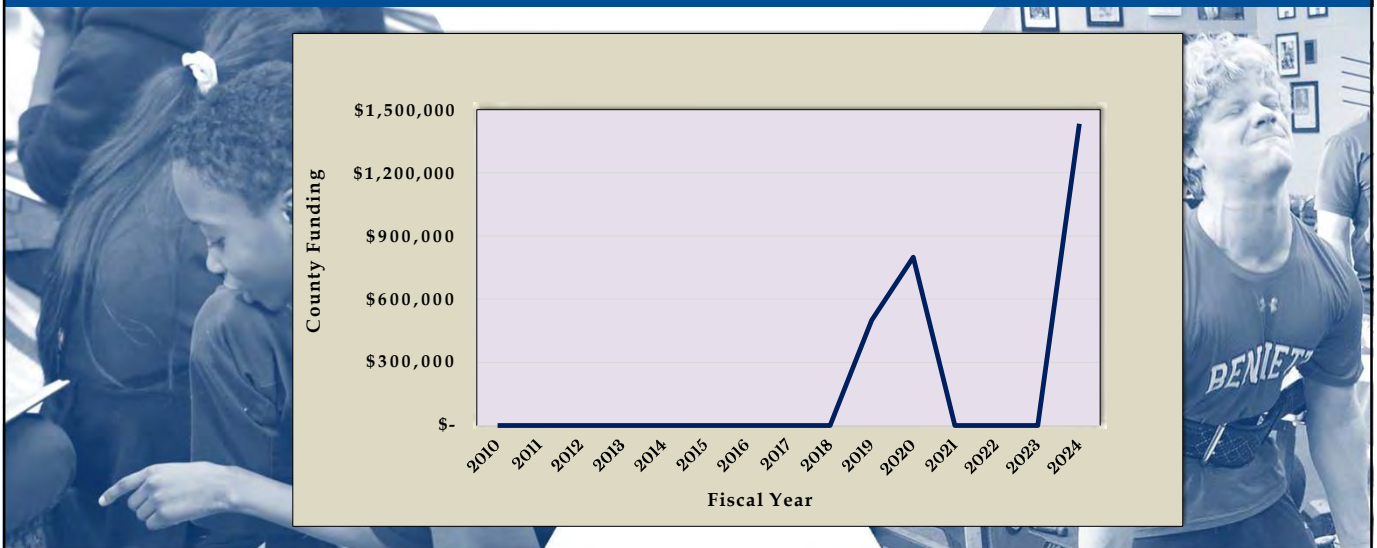
8

Revenue by Funding Source Last 15 Years



9

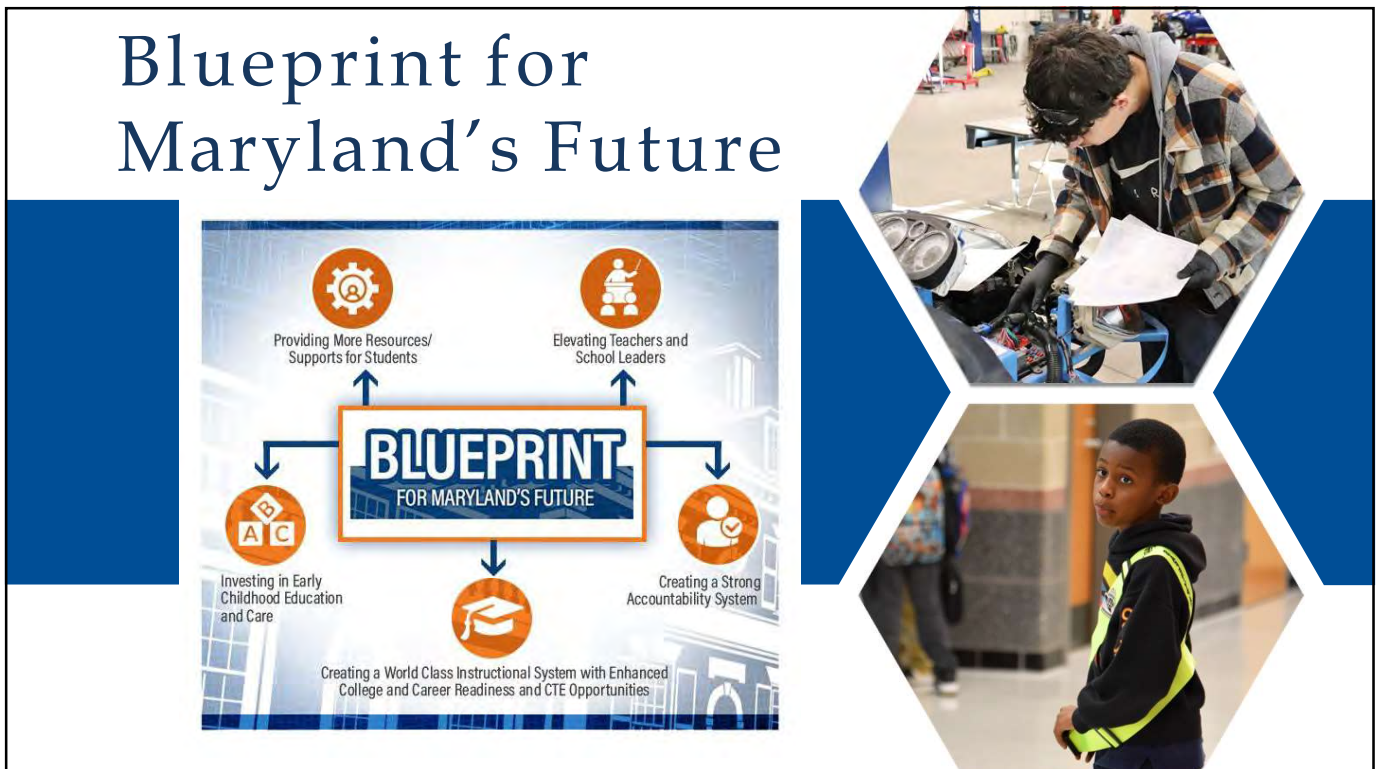
County Appropriations Exceeding Maintenance of Effort (MOE)



10



11



12

Celebrations



Jeffrey Hsia
Bennett Middle
represented
Maryland's Eastern
Shore in the Scripps
National Spelling
Bee



**Jonathan
Lombardo &
Andrew King Jr.**
SkillsUSA students placed
in the top 10 in the
nation in their
skill area in 2022



Merin Thomas
appointed by the
governor to serve as
the 2022-2023
Student Member of
the MD State Board
of Education



Carson Scholars

Six new or renewed
Carson Scholars in our
schools announced
spring 2022



**Alexandra
Jimmerson**
author of a book,
*Sixteen with a Passport:
Egypt*, which may be
purchased online
through Amazon &
Barnes & Noble



Rosy Gao
Took 13 AP exams -
finished with an average
score of 4.69, including
the highest score of 5
on 10 of the exams
she took



**Maryland
Marching Band Assoc.
State Championships**
Parkside High Marching
Rams Color Guard,
Best Color Guard



**Unified Strength
& Conditioning
State Invitational
Gold Medal Winners**
James M. Bennett High
Team 1; PHS &
Ryleigh Crippen
MMHS

13

Celebrations

All State Musicians

Kara Lewis (JMB), All State Senior Band,
Ava Baer (MMHS), All State Senior Chorus,
Jay Schmuft (Parkside),
All State Senior Chorus,
Angelita Vaughan (PHS) soprano,
All State Senior Mixed Chorus
Patrick Gutierrez (JMB), bass,
All State Senior Mixed Chorus



Butch Waller
during the playoffs in
2023 he reached and
then passed the
900-win
milestone.



Melinda Demaris

2022 Braille Institute
Teacher of the Year
for Excellence in
Braille
Instruction

College Board National Recognition Program

Ali'i Turner (Parkside),
National African American Recognition
Award and National Indigenous Award;

Andrew Illa, Jordan Price,
Lauren Purnell (JMB),
National African American
Recognition Award



Tara Martens
West Salisbury
Elementary) named the
2023-2024 Wicomico
Teacher of the Year

14



Student Comments

15



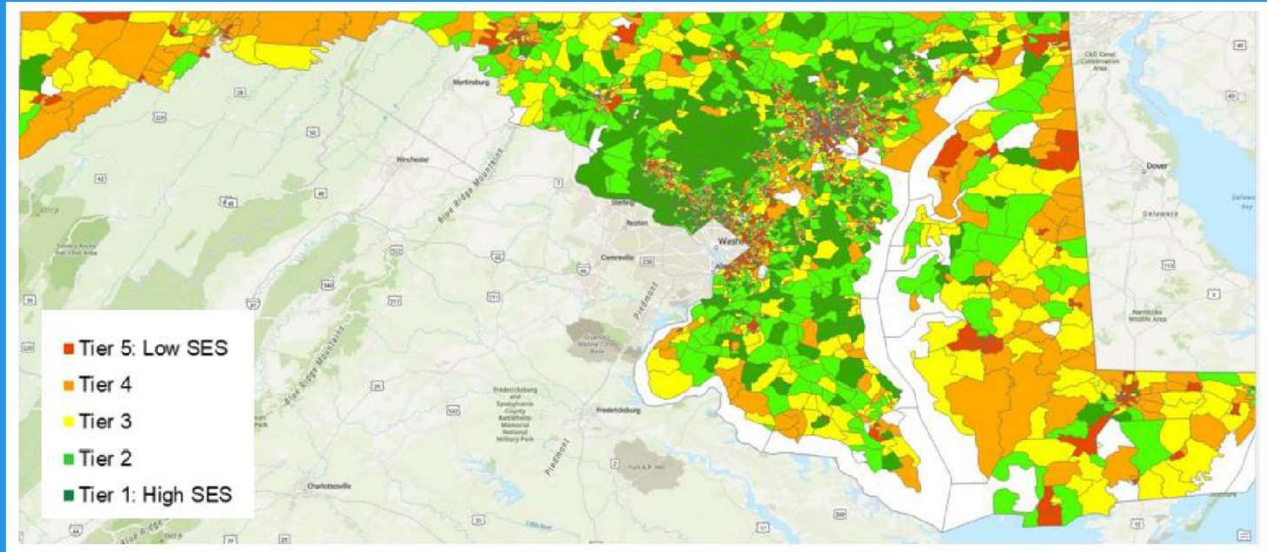
Challenges

Poverty
Index



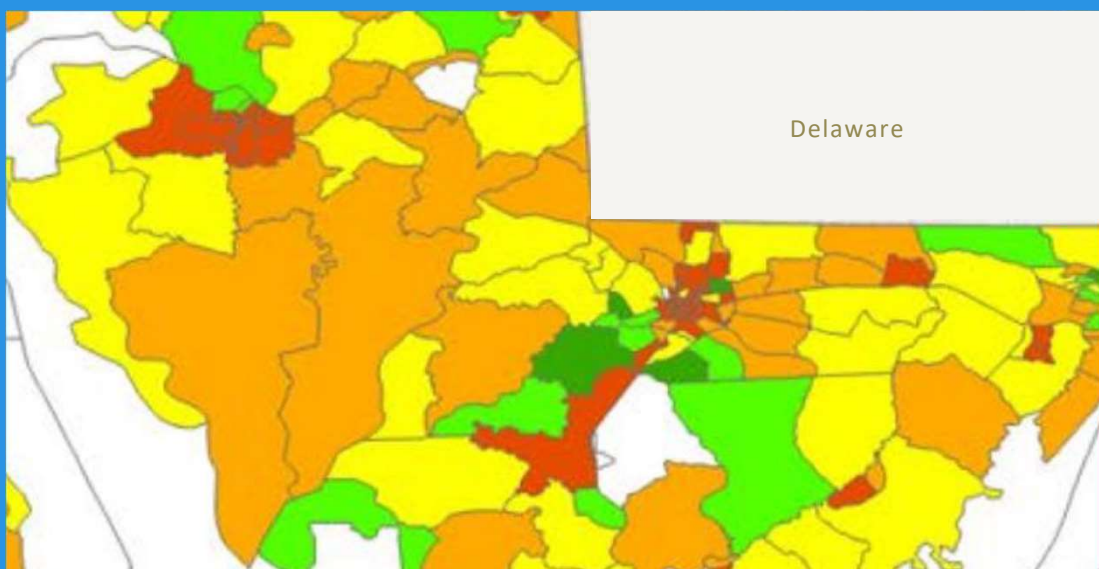
16

Neighborhood Poverty Index



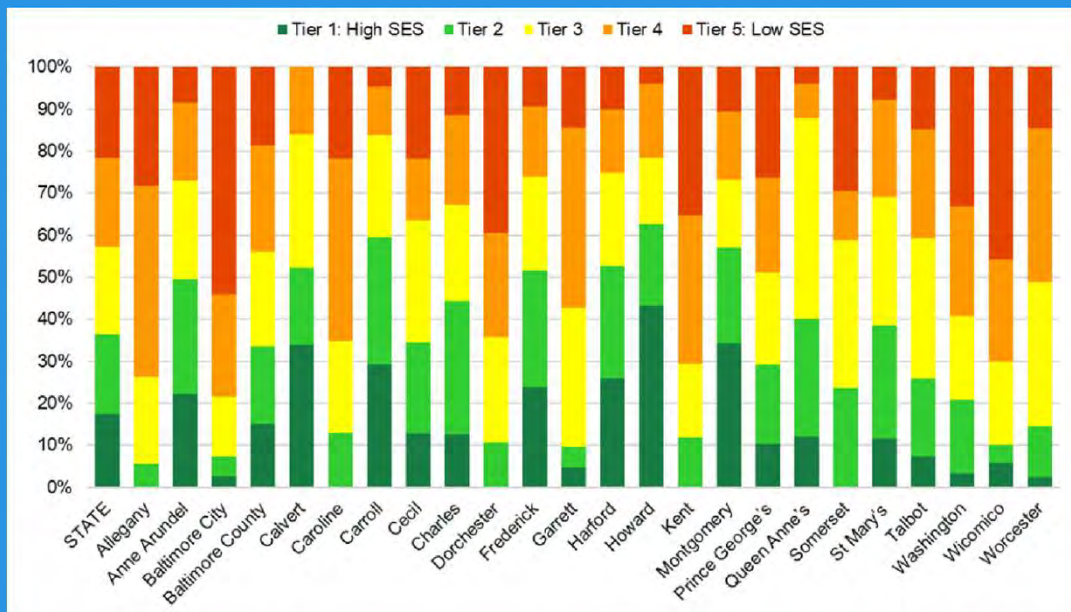
17

Neighborhood Poverty Index



18

Poverty Rate Index



19



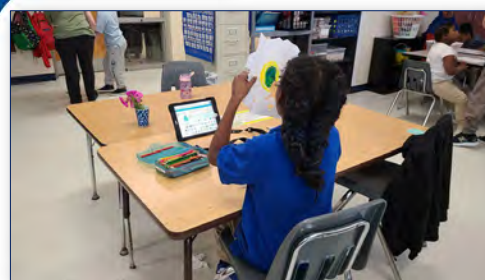
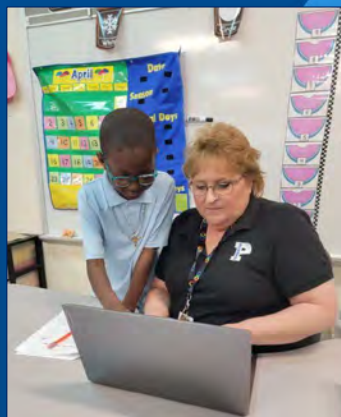
Challenges

Poverty Index

At Risk Population

20

Birth to Exit



21

Birth to Exit



22



Challenges

Poverty
Index

At Risk
Population

Student
Discipline

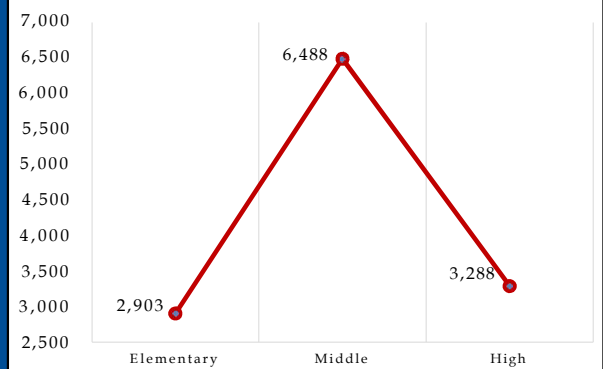
23

Student Discipline

2022-2023 Referrals			
Grade	Total Referrals	Students w/ Referrals	Total Suspensions
Elementary	2,903	1,159	106
Middle	7,906	1,169	1,110
High	10,779	1,736	740
All Grades	21,588	4,064	1,956

as of 4/16/2023

Behavior Related Referrals



24

Challenges

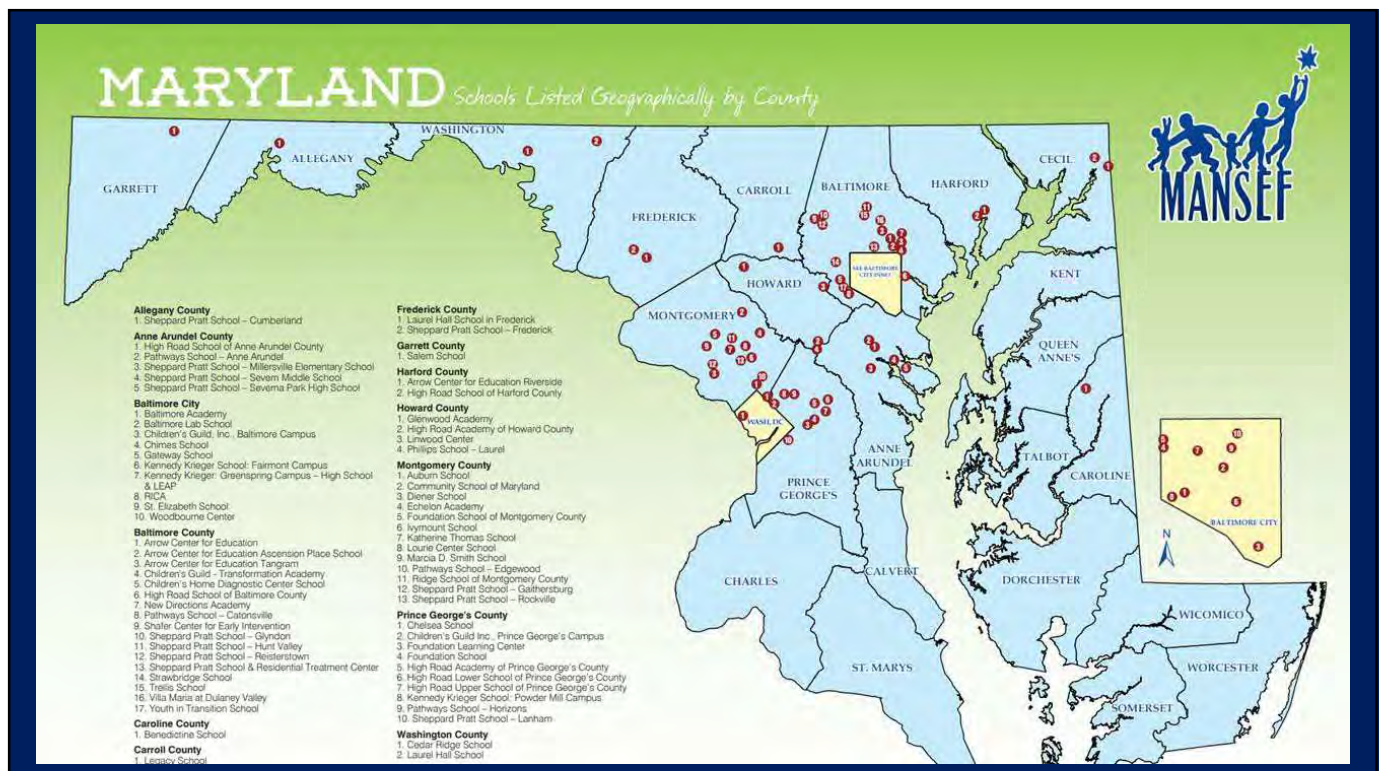
Poverty Index

At Risk Population

Student Discipline

Community Resources Diminishing

25



26



Challenges

Poverty
Index

At Risk
Population

Student
Discipline

Community
Resources
Diminishing

Local Crime
Rate

27

Superintendent Entry Plan Feedback

School Safety

Positive
School Climate

Consistent & Effective
Leadership

Mental Health Support

Communication &
Input (have a voice)

Forward Focus

Expanded Options
for Students

Student &
Staff Morale

Parent Engagement

Build on Our
Successes



**Wicomico County
Public Schools**

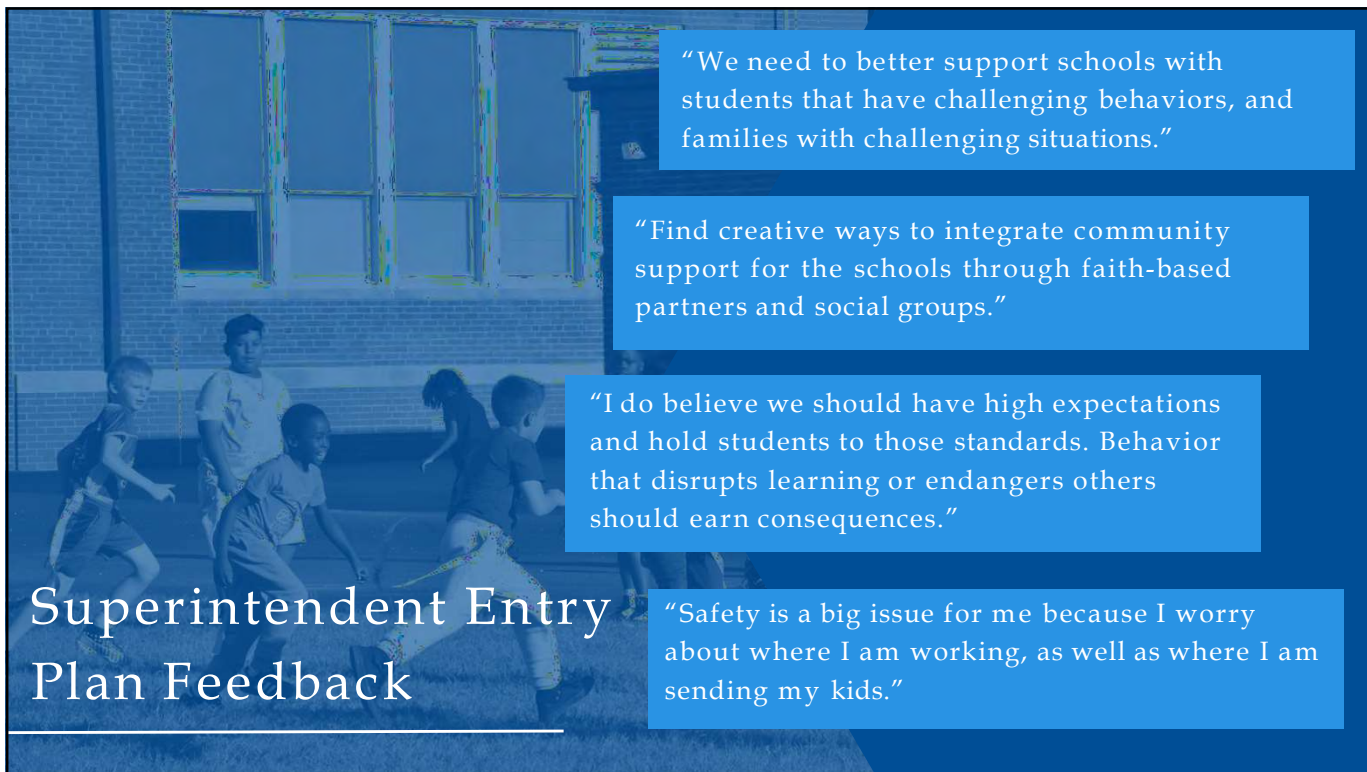
Superintendent Entry Plan

Dr. Micah C. Stauffer

July 1, 2022



28



“We need to better support schools with students that have challenging behaviors, and families with challenging situations.”

“Find creative ways to integrate community support for the schools through faith-based partners and social groups.”

“I do believe we should have high expectations and hold students to those standards. Behavior that disrupts learning or endangers others should earn consequences.”

“Safety is a big issue for me because I worry about where I am working, as well as where I am sending my kids.”

Superintendent Entry Plan Feedback

29



“Give kids more opportunities to be engaged outside of the classroom. If they had sports teams or clubs that they were dedicated to, I feel like it would help behavior in school.”

“It makes a huge difference to work with a positive administration who is supportive.”

“Raise the floor for disadvantaged families and non-English speakers. Continue to improve the opportunities for our best and brightest and increase the breadth of the CTE program.”

“More avenues and frequency of highlights of your schools and the good work that is being done in our community.”

Superintendent Entry Plan Feedback

30



WCPS Priorities: The Path Forward



 School Climate & Safety
  Student Achievement
  Additional Opportunities for Student Engagement
  High-Performing Workforce
  Parent & Community Involvement

31



32

Student Achievement

- Increase PreK Enrollment
- Strategies for Reading Success
- Increase Graduation Rate
- Career Coach Coordinators
- Review Scheduling Practices
- Continue Professional Development Focus
- Focus on Student Attendance



33

Additional Opportunities for Student Engagement

Fine Arts
Programing

Education-
Based
Athletics

Expand
Academies

Career &
Technology
Education

Non-Traditional
Learning
Pathways

Financial
Literacy
Pathways

Dual
Enrollment
Pathways

34

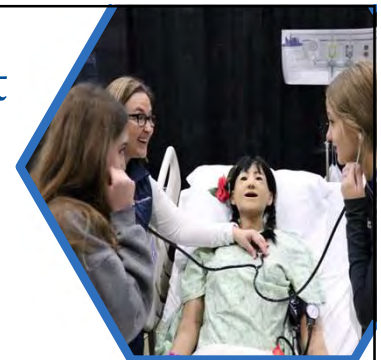
High-Performing Workforce

Focus on Competitive Salaries	Expand Recruitment Efforts	Grow Our Own Initiative	Supports for NBC Credentialing
Micro-Credentialing for Support Staff	PD Expansion for Improved Practice	Focus on Increased Staff Retention Rate	Mental Health & Staff Morale

35

Parent & Community Involvement

Redevelopment of the Wicomico Mentoring Program	Faith-Based & Community-Based Partnerships	Parent & Family Engagement Programs
Emphasis on PTA	Student Input & Advisories	Celebration of Cultures
Branding our School System		



36



Thank you!

Wicomico County Public Schools

April 25, 2023

INSTRUCTIONAL PROGRAMS

The primary focus of WCPS facility services is to support the instructional needs for the students of Wicomico County. We must maintain our school buildings in order to reinforce and enhance the educational programs and instructional initiatives of everyone involved with educating our children. This means that our school spaces must be flexible and be adept at adapting to change. Changes in curriculum, instruction methods, technology innovations, and required instructional initiatives all bring a unique set of requirements that impact our physical assets.

The following is a list of educational programs and/or instructional initiatives that are currently a part of WCPS Instruction:

- AP, Honors and Standard Class Offerings
- ATEX (Applied Technology Exploration)
- Athletic Programs
- Before and After School Programs
- CTE (Career & Technology Education)
- CHOICES Academy
- Dual Enrollment
- Early Childhood Education
- ESOL (English for Speakers of Other Languages)
- Evening High School
- Gateway Project Lead the Way Signature Program
- Gear Up
- High School Enrollment Alternatives
- Horizons
- IDEA & Online IEP
- Infant and Toddler programs
- JROTC
- Judy Hoyer Program
- Magnet Schools
- Musical Theater
- Online Learning Lab
- Online testing and assessments
- PBIS (Positive Behavioral Interventions and Supports)
- Pre-K and K programs
- Pre-K Expansion Program
- Special Education
- STEM (Science, Technology, Engineering, and Mathematics) Initiative
- STEAM
- Project MOVE / STEP UP
- Summer LEAP / SL@M / Summer STARS: LEAP
- Summer School, Intervention and Enrichment Programs
- Summer Scientists Academy
- TAD (Thinking and Doing)
- Extended Core Curriculum (EX)
- Title 1 and Reading / Math Intervention
- VPA (Visual and Performing Arts Program)

Several of these programs mandate strict adherence to established laws and guidelines. For example, special education laws require that students be educated in the least restrictive environment (reference COMAR 13A.05 Special Instructional Programs). Due to some of the acute needs in this student population and in order to comply with the requirements of LRE, this program is expected to grow over the next several years. The unrestricted budget for this program is proposed at approximately \$22 million, representing 8.79% of the entire WCPS proposed General Fund budget for FY 2024.

In addition to the programs noted above there are often support personnel who need an office or pull-out space depending on where they are based and how often they provide services in the school. The following is a general list of instructional support programs that are currently a part of WCPS:

- C.A.R.E.S. / Conflict Resolution
- Community Partnership Services
- Student Advisors
- Home School Liaisons
- Social Workers
- Parenting Programs
- Professional Development Coaches
- New Teacher Coaches
- Student and Family Health Programs
- Various Grants and Programs
- Speech Language Pathologist
- OT/PT

DIVERSITY

WCPS has a diverse student population as shown in Figure 1 and the pie graphs on the next page. With major employers, such as TidalHealth (formerly Peninsula Regional Medical Center), Salisbury University, Perdue Farms and various electronic manufacturing businesses who are often either conducting business or recruiting experienced personnel not only nationally, but internationally; we anticipate that our student population will continue to diversify. We continue to see an increase in the number of students designated as ELL over the course of the past few years. This is important to note, as we continue to expand our technology capabilities to assist in creating a more global learning environment.

Currently, 67.83% of our student population is eligible for the Free and Reduced Meal (FARM) program in the 2022-2023 school year (as shown on the next page as well as broken down by individual school in Figure 2). We also have a 11% special education population; this includes any type of student who receives special education services. In addition, 31.2% of our students have some type of chronic health condition, such as ADHD, diabetes, asthma, etc.

2022/2023 WCBOE School Population Profile			
	County*	Students	Teachers
White	61.2%	38.65%	87.90%
Black or African American	27.6%	36.12%	10.51%
Hispanic	5.8%	13.71%	0.43%
Asian	3.2%	2.71%	1.08%
American Indian/Alaska Native	0.4%	0.57%	0.07%
Native Hawaiian or Other Pacific Islander	0.2%	0.19%	0.00%
Two or More Races	3.1%	8.04%	0.00%

* US Census Bureau V2021

Figure 1

2022-2023 Free and Reduced-Price Meals Eligibility	
	Percent F&RM
Beaver Run Elementary School	100.00%
Bennett Middle School	67.81%
Charles H. Chipman Elementary	100.00%
Delmar Elementary School	52.82%
East Salisbury Elementary School	98.63%
Fruitland Intermediate School	73.92%
Fruitland Primary School	61.10%
Glen Avenue Elementary School	100.00%
James M. Bennett High School	63.75%
Mardela Middle & High School	62.21%
North Salisbury Elementary School	54.88%
Northwestern Elementary School	81.40%
Parkside High School	61.97%
Pemberton Elementary School	86.30%
Pinehurst Elementary School	89.07%
Pittsville Elementary & Middle School	82.12%
Prince Street Elementary School	95.16%
Salisbury Middle School	72.99%
West Salisbury Elementary	88.77%
Westside Intermediate School	57.93%
Westside Primary School	61.73%
Wicomico Choices Academy	100.00%
Wicomico High School	82.49%
Wicomico Middle School	99.76%
Willards Elementary School	84.92%

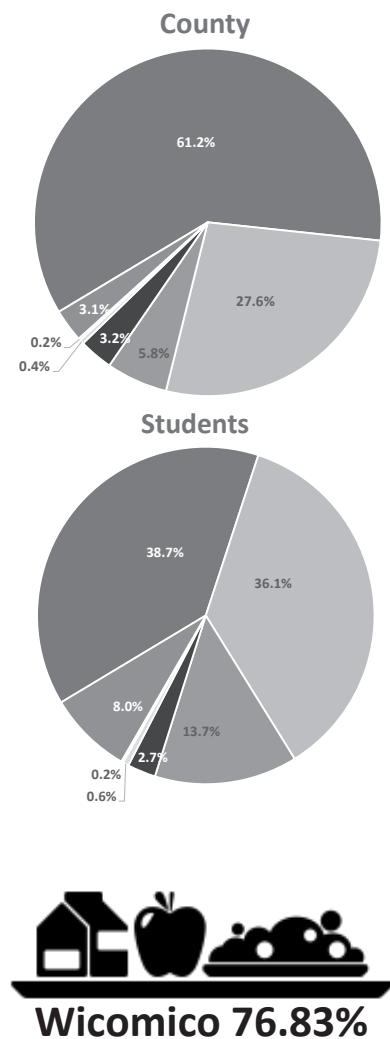


Figure 2

All of these factors contribute to how our instructional programs are developed or implemented to serve the critical needs of our diverse student population and thus impacts how our facilities can adapt or are designed to accommodate our unique student composition.

INSTRUCTIONAL TECHNOLOGY

WCPS continues to prioritize the implementation of technology capabilities in our instructional environments, including access to the internet and digital communication technologies. A major trend in education is the immersion of our faculty, staff and students in a technology rich, easily accessible instructional environment. As educators become more adept at using digital instructional technologies and include the internet to expand their educational environment, faster access and connections are required. This creates an increased demand of specialized electrical service and complimentary systems connectivity. WCPS has successfully implemented and maintained a complex high speed telecommunication network which provides fully integrated voice and data access to each classroom, school and administrative office throughout the county.



WCPS has a 1 to 1 device practice providing every student with the technology necessary for virtual learning if necessary. Internet access can be provided to students and teachers in need and open communication regarding affordable ways to get online is promoted.

FUTURE INSTRUCTIONAL INITIATIVES

We also need to be aware of what is being investigated regarding instructional proposals nationally and state-wide in addition to our own local initiatives in an attempt to be prepared for things that may impact our facility plans. See the Facility Inventory section for a list of special initiatives.

The increase in distance learning has initiated the deployment of affordable technology to facilitate engaging classroom discourse, asynchronously and synchronously, and provide the much-needed connection between students and teacher regardless of the delivery model. To promote post-secondary education in all of our high schools and target underrepresented student populations, WCPS received grant funding to create four classrooms in each of our four high schools. This model will allow access to content and curriculum at various Institutes of Higher Education virtually, allowing students to take advantage of dual enrollment opportunities. With the assistance of CARES funding, all classrooms at our alternative school location (CHOICES), at Evening High School, and spaces serving our students with emotional disabilities throughout our secondary schools will be updated to a virtual format.

CAREER & TECHNICAL EDUCATION

Career and technical education is provided in the four area high schools and at the Career & Technical Education Department located at Parkside High School. Business, accounting, marketing programs, computer science, and interactive media are housed in the comprehensive high schools as well. Students from the area high schools may elect to attend as full time or part-time students at Parkside High School in order to participate in the programs offered at the CTE Center.

The Career & Technical Education Center is a time-shared facility that offers many of the 24 different programs within the arts, media & communication, business management & finance; consumer services, hospitality & tourism; construction & development; environmental, agricultural & natural resources, health & biosciences, human resources services, information technology clusters and is designed to promote integration and blended instruction between the academic and career and technical programs. Generally, high school students attend the CTE Center for 1-3 periods daily depending on the program chosen.

The facility was completed at Parkside High School in September 1997 and is attended daily by approximately 1064 students coming from all county high schools. Programs offered are as follows:

- Accounting and Finance
- Automotive Technology
- Business Administrative Services
- Carpentry
- Collision Repair
- CISCO Networking
- Computer Science
- Cosmetology
- Criminal Justice
- Culinary Arts
- Early Childhood Education
- Electricity
- Fire Fighter/EMT
- Health Occupations
- High Performance Manufacturing
- HVAC
- Horticulture
- Interactive Media
- JROTC
- Marketing
- Masonry
- Nursing Assistant
- Pre-Engineering (PLTW)
- Teacher Academy of Maryland (TAM)
- Welding



An exploratory program called Applied Technology Exploration (ATEX) is in place that allows 9th and 10th grade students to gain exposure to the technology offering by allowing them to rotate through four programs so as to select the one that best meets their career plan.

ATEX

Applied Technology Exploration I are one-semester courses that are recommended for students who are interested in enrolling in a career and technical program at Parkside High School. ATEX I gives students an opportunity to explore four career areas. These courses consist of classroom and laboratory experiences. At the end of ATEX I, students may select a CTE program of study to receive more focused study. This course introduces students to careers in one of the following fields: auto technology, business, management and finance, carpentry, early childhood education, collision repair, CISCO Networking, criminal justice, culinary arts, electricity, graphic and commercial arts, health occupations, heating and air conditioning, high performance manufacturing, horticulture, masonry, pre-engineering (PLTW), and welding. Students attend the program at Parkside High School.

ATEX I is offered during period one in the classrooms and laboratories where the applied technology courses are offered during periods one each day. Students from each of the four high schools travel to Parkside for these courses. The total student enrollment in ATEX is approximately 450 students each semester. These exploratory programs are taught by the 18 CTE staff members. Students who complete ATEX I have satisfied one-half credit toward the graduation requirement in technology education.

JROTC

The Army Junior Reserve Officer Training Corps (JROTC) is a program offered to high schools that teaches students character education, student achievement, wellness, leadership, and diversity. It is a cooperative effort between the U.S. Army, Cadet Command, Board of Education and our schools to produce successful students and citizens, while fostering a more constructive and disciplined learning environment. Currently, there are 150 students enrolled in the Wicomico HS, JROTC program. The outcomes of the JROTC program are:

- Act with integrity and personal accountability as they lead others to succeed in a diverse and global workforce
- Engage civic and social concerns in the community, government, & society
- Graduate prepared to excel in post-secondary options and career pathways
- Make decisions that promote positive social, emotional, and physical health
- Value the role of the military and other service organizations

With the school's support, the JROTC program achieves these outcomes by using a world-class 21st Century, technology driven, student centered curriculum. The curriculum consists of education in citizenship, leadership, social and communication skills, physical fitness and wellness, geography, and civics. Wicomico HS, JROTC was most recently accredited by U.S. Army, Cadet Command in 2018 (every 5 years).

The curriculum is facilitated and taught by qualified Army personnel who are employed by the schools to teach JROTC. JROTC teacher qualifications are based on military experience, education, training, maturity, stability, and leadership acquired over 20 years of service to our nation. The Department of Defense (DoD) and the Department of Education endorse the curriculum and accreditation by U.S. Army, Cadet Command.



The benefits of JROTC are reflected in metrics below impacting all schools in the U.S. Specific to Wicomico, 55% of our cadets have a GPA of 3.0 or higher, 97% attendance, and 50% of senior cadets enlist in the military or attend a 2 or 4 year college institution.

	<u>Average School</u>	<u>JROTC</u>
Attendance	88%	92%
Graduation	86%	95%
In-Discipline	15%	3%
Drop-Out	3%	0.5%
GPA	2.47	3.00

JROTC is a successful program, making substantial contributions to students, schools, and our communities which benefit greatly from its presence.

FULL DAY KINDERGARTEN

A full day kindergarten program is implemented in 11 primary/elementary locations serving 1,114 students. The full day program allows teachers to effectively provide in-depth instruction while pacing to meet individual needs and foster positive parent-teacher relationships. The district utilized the Maryland's College and Career Readiness Standards. Kindergarten classrooms utilize curricula from 95% Phonics Core Program, Heggerty, and the McGraw – Hill Mathematics Programs.

The locations are:

- Beaver Run Elementary
- Charles H. Chipman
- Delmar Elementary
- Fruitland Primary
- Northwestern Elementary
- Pemberton Elementary
- Pinehurst Elementary
- Prince Street Elementary
- West Salisbury Elementary
- Westside Primary
- Willards Elementary



PRE-KINDERGARTEN

Pre-kindergarten, a program for children who are three and four-years old and are considered living at the poverty level as recognized by the current federal poverty standards and/or current federal homeless definition, receive instruction daily. Ten of our 11 prekindergarten sites receive PreKindergarten Expansion Grant funds. These funds provide full day programming for three and four-year olds at various income levels. Two of the 11 sites receive Judy Center Grant funding. The district has adopted the Frog Street program and Connect 4 Learning programs for use in the prekindergarten classrooms. Students learn through integrated, project-based units of study that explore a variety of topics with a focus on science and mathematics.

There are over 700 three and four-year old children participating in this program at 11 sites. Each class can ideally accommodate 20 children; a certified teacher and instructional assistant are provided. All eligible children applying to the program must be accepted as mandated by COMAR.

Locations with full day PreK 4 (and PreK 3 where noted):

- Beaver Run Elementary (PreK 3)
- Charles H. Chipman (PreK 3)
- Delmar Elementary
- Fruitland Primary (PreK 3)
- Northwestern Elementary
- Pemberton Elementary (PreK 3)
- Pinehurst Elementary
- Prince Street Elementary
- West Salisbury Elementary (PreK 3)
- Westside Primary
- Willards Elementary

JUDY CENTER EARLY LEARNING HUB

The Judy Center Early Learning Hub serves children ages birth through 5 years. This grant funded, comprehensive early care and educational program provides services for young children and their families for the purpose of promoting continuous improvement towards school readiness. Additionally, students may receive community-based services such as vision, dental and mental health as warranted. The Judy Center's full-day classes are: PreK-3 for three year old children, PreK-4 for the four year old children, and Kindergarten. Participation in these program services is limited to the specific school boundary areas identified within the grant.

The attendance areas presently served by the Judy Center Program are:

- Beaver Run Elementary (Kindergarten and PreK-4 year olds)
- Pemberton Elementary (PreK-3 year olds, PreK-4 year olds, and Kindergarten)

HORIZONS DELMARVA'S PROGRAM

Horizons Delmarva is an academic enrichment program for economically disadvantaged public school children in Wicomico and Worcester County. Horizons provides an opportunity to collaborate a variety of services offered to children with a range of skills and talents who may be at risk of falling academically behind their peers not only during the summer but throughout the school year as well.

Horizons consists of a Summer Enrichment Program with tutoring during the school year (Academic Connections Program). The Summer Learning Program entails an intensive six-week summer program for students in rising 1st through rising 9th grades with the goal of closing the academic achievement gap by promoting academic, social, and cultural development through teaching the Horizons way with hands on learning. Teaching all Horizons students the lifesaving skill of swimming is another main component to the Summer Learning Program curriculum. This program is housed outside of the public school setting to offer students a change of scenery during their participation in the summer.

SPECIAL EDUCATION

Wicomico County Public Schools provides a full continuum of specialized instruction and health related services for students with disabilities. The primary focus of these services is to address the unique needs of students with disabilities in order for them to access the general curriculum to the maximum extent possible in the least restrictive environment. Services include diagnostic evaluation, specialized instruction and health related therapies as appropriate.

Federal and state regulations require Wicomico County Schools to ensure that:

1. To the maximum extent appropriate, students with disabilities, including students in public or private institutions or other care facilities, are educated with students who are not disabled; and
2. Removal of students with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily and is the decision of the IEP team.

Wicomico County Schools must also ensure that:

1. A continuum of alternative placements is available:
 - a. To the extent necessary to implement the IEP, and
 - b. To meet the unique needs of students with disabilities for special education and health related services
2. Alternative placements include the settings as listed in regulation; and
3. Provisions for supplementary aids and services are available in conjunction with general education.

Schools with self-contained programs include (this program requires):

- Beaver Run Elementary
- Bennett Middle
- Delmar Elementary
- East Salisbury Elementary
- Fruitland Intermediate
- Glen Avenue Elementary
- James M. Bennett High
- North Salisbury Elementary
- Parkside High
- Pemberton Elementary
- Pinehurst Elementary
- Salisbury Middle
- Wicomico Middle
- Wicomico High

TITLE I SCHOOLS

Wicomico County Board of Education maintains and supports Title 1 Programs at the following locations:

- Beaver Run Elementary
- Chipman Elementary
- East Salisbury Elementary
- Glen Avenue Elementary
- Pemberton Elementary
- Pinehurst Elementary
- Prince Street Elementary
- West Salisbury Elementary

VISUAL AND PERFORMING ARTS PROGRAM

The Visual Art, Music, and Theatre VPA program is a unique set of courses for eleventh and twelfth grade students with exceptional abilities who are interested in pursuing a visual art, music, or theatre career. VPA prepares students for college and pre-professional training. The VPA Performance Theatre program is open to tenth through twelfth grade students who are interested in pursuing theatre careers and/or community theatre interests. Students study acting, musical theatre, directing, and technical applications.

The VPA (Art, Music, and Theatre) program is located on the Wicomico High School campus. Selected students from the four county high schools attend the VPA program for a portion of their school day. They return to their home school for the remainder of their day.

Currently there are about 37 students enrolled in this program, 13 in art, 17 in theatre, and 7 in music. The program makes use of existing county staff. Six teachers spend a total of 480-minute teaching blocks per year in this program. The art program makes use of one large classroom and one smaller area for instruction. The music program uses the existing choral and music rooms at Wicomico High School. The Performance Theatre program uses the Wicomico High School auditorium, sound booth, stage, make-up room, and stagecraft room.

WICOMICO COUNTY STRING ORCHESTRA PROGRAM

String students at all the county high schools participate in a String Orchestra. Separate orchestra ensembles exist at Wicomico High, James M. Bennett, Parkside, and Mardela. Orchestra is scheduled during first block at James M. Bennett, third block at Parkside and Wicomico High, and Flex period at Mardela High School.

Three string teachers are assigned to direct these four high school ensembles to make the most efficient use of staff who are also responsible for teaching at other county elementary, middle, and high schools.

Currently there are 77 students enrolled in the high school orchestra program: 29 at James M. Bennett, 17 at Parkside, 9 at Mardela, and 22 at Wicomico High. For rehearsals, the program makes use of the band room at James M. Bennett, the chorus room and stage at Parkside, and the stage at Wicomico High and Mardela.



String students at all five county middle schools participate in string instruction and/or orchestra. Instruction takes place during the special subjects' periods for sixth, seventh, and eighth grades. Three string instructors are assigned to the five middle schools to make the most efficient use of the staff who are also responsible for teaching at other county schools.

Currently there are 146 students enrolled in the middle school string programs: 17 students at Mardela, 41 at Bennett Middle, 10 at Pittsville Middle, 43 at Salisbury Middle, and 35 at Wicomico Middle. For rehearsals, the program makes use of rehearsal rooms at Pittsville and Bennett Middle, the stage at Wicomico Middle and Mardela, and a portable at Salisbury Middle.

WICOMICO COUNTY ESOL PROGRAM

The English for Speakers of Other Languages (ESOL) is a program designed to meet the needs of English Language Learners (ELLs) in the areas of reading, writing, listening and speaking. The ESOL program provides instructional services for students in kindergarten through grade twelve.

All elementary ELLs attend their home schools. Inclusion and pullout programs operate in the elementary schools. The ESOL teacher works with the English Language learner individually or in small groups to develop skills that will increase English proficiency. The time frame for individual/small group instruction depends on the proficiency and grade level of each student. Space must be provided for the ESOL teacher to instruct students in a safe and efficient learning environment.

Secondary ESOL students attend their home schools as well. Based upon their proficiency levels, these students attend a scheduled class period at their school with their ESOL teacher. The ESOL classes are divided into levels ESOL I, II, and III, and directly focus on developing and increasing English proficiency. The high school students enrolled in an ESOL course may earn up to two World Language completer credits as well as elective credit. The ESOL teachers in the secondary schools also provide support in both sheltered and mainstreamed classrooms.

To provide additional support to high school students new to the country and the language, the English Language Support Center provides newcomer instruction at Schumaker Complex. This program allows students to receive scaffolded content instruction in a sheltered environment for a portion of the day, preparing them to better meet the demands of their high school level courses when they return to their home schools full-time. Additionally, ESOL support is provided to students who choose to attend classes at Evening High School.

As the EL population continues to grow, ESOL instruction helps prepare students for achievement in the regular classrooms and on formative and summative assessments. The results of English proficiency assessments are used to determine when a student will exit the ESOL program.



ELEMENTARY SUMMER ACADEMY

The Elementary Summer Academy is offered to students exiting K - 4th grade in Wicomico County. The purpose of the Summer Academy is to enhance learning acceleration for all students through reading and math structured content, utilization of strategic technology programs, hands-on STEM activities, and interactive enrichment and community partner experiences. These summer sessions will be held at Beaver Run Elementary School, Fruitland Primary School, North Salisbury Elementary School, and Westside Intermediate School.



Elementary Summer Academy operates Monday - Thursday, 8:00 AM - 12:30 PM, for five weeks or 19 school days. Transportation to and from the program is provided by Wicomico County Public Schools to collector sites at each of the outlying elementary schools. Breakfast and lunch are included through the Wicomico County Public Schools Food Service Department.

SUMMER LEAP

The Summer LEAP program is offered to students exiting K - 4th grade in Wicomico County who attend the Elementary Summer Academy in the morning. The purpose of Summer LEAP is to provide weekly themed hands-on project-based learning, art integration, and organized recreation with team building to enhance learning experiences and combat summer learning loss. Summer LEAP will be held from 12:30 - 3:30 PM after the Elementary Summer Academy day has completed at Beaver Run Elementary School, Fruitland Primary School, North Salisbury Elementary School, and Westside Intermediate School. Transportation home is provided by Wicomico County Public Schools.

CAMP SL@M MIDDLE SCHOOL PROGRAM

A summer enrichment program designed for approximately 100 Wicomico County students in 6th - 8th grade. The program will provide hands-on learning enrichment tracks such as nutrition, STEM, physical education, music education, entrepreneurship, and the arts. Students will also participate in interest-based club activities in the afternoon, goal setting, organized recreation, field trips, and skill building. The program will take place Monday - Thursday from 8:30 - 3:00 PM for 4 weeks at James M. Bennett High School. Transportation and Food Service to and from the program is provided by Wicomico County Public Schools.

MIDDLE SCHOOL SUMMER STEM CAMP

Middle School Summer STEM Camp is a summer enrichment program designed for 6th - 8th grade Wicomico County students with a 2.5 GPA or higher. STEM camp runs for 3 weeks in the summer starting in July, Monday - Thursday, from 8:30 AM - 1:30 PM at Salisbury Middle School. The program provides weekly themes in the areas of engineering, robotics, STEAM, forensics, and more. Transportation home the program as well as meals are provided by Wicomico County Public Schools.



PRINCE STREET SUMMER CRUISIN & SUMMER LEAP

Offered to approximately 100 students exiting K - 5th grade in Wicomico County from 8:00 AM - 12:00 PM. The purpose of the Summer CRUISIN is to provide reading and math acceleration for Prince Street students who are identified as below reading and math proficiency to ensure they bridge the summer slide. Reading and math intervention tools include Do the Math, Chip Kits, and 95%. Students are also exposed to community partners and enrichment experiences. In the afternoon, Summer LEAP will provide weekly themed hands-on project based learning, art integration, and organized recreation with team building to enhance learning experiences and combat summer learning loss. Summer LEAP will be held from 12:00 - 3:00 PM after the Summer CRUISIN day at Prince Street. Transportation and meals are provided by Wicomico County Public Schools.

PRIME ELEMENTARY SUMMER PROGRAM

The PRIME Elementary Summer Program is offered to targeted incoming 3rd-5th grade Wicomico County students reading 1-2 years below grade level, based on their most recent i-Ready reading scores. PRIME (Practical Resources to Improve & Maximize Education) seeks to combat the summer slide in approximately 60 students by providing reading support and remediation, as well as career interest activities. Students are also provided with organized enrichment & recreational activities including arts & crafts, STEM projects, sports/fitness, music/dance and field trips.

The PRIME Elementary Summer Program will be held at Pemberton Elementary School, Monday-Thursday, 9 AM - 3 PM, for 5 weeks. Transportation to and from the program, as well as on field trips is provided by Wicomico County Public Schools. Breakfast and lunch are included through the Wicomico County Public Schools Food Service Department.

PRIME MIDDLE SCHOOL SUMMER PROGRAM

Offered to targeted incoming 6th-8th grade Wicomico County students reading 1-2 years below grade level, based on their most recent iReady reading scores. PRIME (Practical Resources to Improve & Maximize Education) seeks to combat the summer slide of approximately 60 students with reading support/remediation, as well as career interest activities. Students are also provided with organized enrichment & recreational activities including arts/crafts, STEM projects, sports/fitness, music/dance and field trips.

The PRIME Middle School Summer Program will be held at Bennett Middle School, Monday-Thursday, 9 AM - 3 PM, for 5 weeks. Transportation to and from the program, as well as on field trips is provided by Wicomico County Public Schools. Breakfast and lunch are included through the Wicomico County Public Schools Food Service Department.

SUMMER SCHOOL SECONDARY

Secondary Summer School is available to students in grades 6-12. Summer school will be free to all Wicomico County students. Classes are offered in English, mathematics, science, social studies for the purpose of obtaining credit for courses failed. High school Honors Summer Session classes, for original credit, are available for students entering grades 9-12 and include: Honors Algebra II, Honors Geometry and Honors Chemistry. Additional programs offered during Secondary Summer School include: secondary ELL program, and middle school enrichment camps. The location for middle Summer School will be at Choices Academy and high will be at Schumaker Complex.

WICOMICO COUNTY EVENING HIGH SCHOOL

Wicomico County Evening High School is designed to increase opportunities for area residents to pursue and earn a Maryland High School Diploma. Wicomico Evening High School offers full-time evening and concurrent classes Monday - Thursday from September until May. Wicomico Evening High School also offers Online Learning Lab classes Monday - Friday.

Acceptance may be granted after recommendation from the home school counselor and principal. Concurrent high school students can enroll in classes offered by Evening High School to earn credits towards graduation as an original credit or recovery credit. Students who have previously withdrawn from high school may be considered for enrollment if they are able to graduate by age 21.

MAGNET PROGRAM

Wicomico County's Magnet Program has been developed to meet the needs of those elementary students identified as high performing learners. This group of students is exposed to strategies that focus on the highest levels of cognitive learning processes found in Bloom's taxonomy in order to enhance students' critical thinking skills and challenge them to perform at a level appropriate with their innate ability. Fundamental to the program is project based learning. Prior mastery of basic skills is essential to higher level learning processes. Students are guided in reading, math, and all content areas to explore beyond the literal acceptance of new information and concepts.

Teachers act as facilitators helping students expand their knowledge in an atmosphere which fosters and encourages original thoughts, concepts, and individualized approaches to learning. The Magnet Program adheres to the Maryland's College and Career Ready Standards and the policies adopted by the Wicomico Board of Education. The Magnet Program is housed at North Salisbury Elementary School and serves students meeting the criteria for entry in grades three



through five from all county elementary schools. Transportation is provided utilizing a county mid-point and transfer routine on secondary school buses. The length of the student day is shortened to accommodate the transportation requirements from the entire county to the centralized location. Students can arrive as early as 7:45 AM, however the school day begins at 8:15 AM. Students are dismissed at 2:15 PM. During the 2022-2023 school year the magnet program consists of three 3rd grade, three 4th grade, and three 5th grade classrooms. The chart below shows the number of students enrolled in the Magnet Program for the current school year.

Grade 3
81

Grade 4
73

Grade 5
69

This number may fluctuate from year to year due to criteria changes and the level of student acceptances into the program.

THINKING AND DOING (TAD)

The TAD program is a differentiated instructional program for academically gifted students in third through eighth grade throughout the county. TAD is a project-based learning program for qualifying students. TAD units of instruction challenge students to apply innovative thinking to investigative tasks. Students are problem solving, researching, presenting and collaborating with peers and community organizations while tackling projects designed to address current challenges within the community and to promote awareness. Units of study include, but are not limited to, environmental literacy, arts integration, history, geography, architecture, literature, government, world culture, genealogy, neurology, anthropology, marine biology, chemistry, and economics.

Essential thinking skills are developed through academic units of study. These units of study provide opportunities for the students to develop proficiency in concepts and skills of the regular curriculum while also providing content, instructional strategies and settings for learning that may be unique for gifted students. Qualified students meet for a 2-hour class period, once every six-day cycle in groups of three to no more than ten students with an itinerant TAD teacher. There are four TAD teachers at the elementary level that travel throughout the county to the following schools to provide instruction: North Salisbury, Northwestern, Westside Intermediate, Pemberton, Prince Street, Glen Avenue, East Salisbury, Fruitland Intermediate, Willards/Pittsville, and Delmar Elementary. The home school for the elementary TAD teachers is North Salisbury. Salisbury Middle serves as the home school for one middle school TAD teacher and Bennett Middle serves as the other.

There are two TAD teachers at the middle school level that travel to the following schools to provide TAD instruction: Bennett Middle, Salisbury Middle, Wicomico Middle, Mardela Middle/High School, and Pittsville.

The chart below indicates an approximate number of students who are enrolled in the TAD program for the current school year (2022-2023).

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
93	61	58	35	40	19

CHOICES

Choices Academy - *Pathways to Success*. Services/staff provided through Choices Academy include:

- Full academic staff
- Social workers - counseling
- School counselor
- Health professional
- School psychologist
- Support staff
- Student Advisor

The purpose of Choices Academy is to help meet the needs of a diverse student population as they continue to work toward graduation through a variety of pathways. See figure 3 for the available pathways.

Pathway Title	Intended Enrollment	Outcomes
Crossroads/ Traditional	Behavior-based intervention placement through Alternative Pathway Review Committee (APR)	• Work toward attainment of goals linked to individualized Student Service Team Plans (SST) • Transition to home-school
Compass	Extended suspension, expulsion alternative from Choices Academy	• Completion of extended suspension/expulsion assignment • Provision of educational services in accord with COMAR
High School Risers – Grade 9	Students not attaining success at end of grade 8 with anticipation of age 16 during next academic year	• Establishment of linkages with home school • Preparation for high school experience-academic/social
Transition	Students transitioning from smaller academic settings to WCPS May be supported by DJS	• Transition to home school within academic marking terms prepared for larger setting
Credit Recovery Lab (CRL)	High School students needing to re-enroll in classes to meet graduation requirements Must maintain minimum of 4 credits in schedule (FTE requirement) between home school and CRL May have partial day schedule at home school	• Increase number of credits earned in year with flexibility of schedule to provide 1 credit courses through semester schedule during school day
Satellite/ Online Learning	Students working toward graduation who meet credit minimum	• Completion of graduation requirements in a smaller setting
Alpha	Rotation of specified number of placements per school throughout the year	• Opportunity will serve as an intervention in order to decrease future actions that could lead to suspension or other serious disciplinary action • Student will develop self-management skills during time of involvement at Choices
Volunteer	Secondary students seeking alternate academic setting	• Continued academic growth • Engagement of student and parent/guardian

3 Applicable Policies



Wicomico County Board of Education

Equal Opportunity and Nondiscrimination Policy

I. Policy

The Wicomico County Board of Education prohibits illegal discrimination based on race, ethnicity, color, ancestry, national origin, religion, immigration status, sex, gender, gender identity, gender expression, sexual orientation, family/parental status, marital status, age, physical or mental disability, poverty and socioeconomic status, language, or other legally or constitutionally protected attributes or affiliations and provides equal access to the Boy Scouts and other Title 36 designated youth groups. Discrimination undermines our community's long-standing efforts to create, foster and promote equity, inclusion and acceptance for all.

II. Contact Information

For inquiries regarding equal opportunity and nondiscrimination issues, please contact any of the following Wicomico County Public School (WCPS) officials:

- A. WCPS Director of Human Resources and Employee Relations
- B. WCPS Supervisor of Athletics
- C. WCPS Director of School Climate and Safety

The above individuals can be contacted using the WCPS Central Office main telephone line at (410) 677-4400.

Related Documents:

- Harassment and Sexual Harassment Policy, ADM-HRR-PL-024
- Nondiscrimination and Anti-Harassment Procedure, ADM-HRR-PR-004
- Religious Observance Policy & Procedure, INS-SCH-PL-030 & INS-SCH-PR-008
- WCBOE Policy on Bullying, Harassment, Intimidation or Hazing Policy & Procedure, INS-SCH-PL-025 & INS-SCH-PR-006
- Minority Business Enterprise (for State Funded Construction) Policy & Procedure, ADM-FIN-PL-004 & ADM-FIN-PR-002
- Title IX Grievance Policy, BOE-GEN-PL-003
- Whistleblower Anti-Retaliation Policy, ADM-HRR-PL-029
- Americans with Disability Act Statement
- Boy Scouts of America Equal Access Act
- Title VII and Title IX Civil Rights Act of 1964, As Amended

Approval Status

Title:	Equal Opportunity and Nondiscrimination Policy									
First Adopted:	12/08/70									
Legal Review:	04/15/21	06/21/18								
Approved Revisions:	05/11/21	06/21/18(PC)	01/14/14	11/20/12	02/12/02	11/10/90	09/12/89	11/12/86	09/09/80	
Effective:	05/12/21	01/15/14	11/21/12	02/13/02	11/11/98	09/13/89	11/12/86	09/10/80	12/09/70	

Index Code

BOE-GEN-PL-001

Page 1 of 1



Wicomico County Board of Education

Special Education Services for Children with Disabilities

It is the policy of the Wicomico County Board of Education to provide a full continuum of specialized instruction and health related services for all eligible children with disabilities, birth through the end of the school year in which they turn age 21, who reside in Wicomico County and to ensure their right to a free appropriate public education. This also includes identification of students with disabilities attending private schools who are in need of special education and related services. To the extent appropriate, students with disabilities will be educated in the least restrictive environment with age appropriate, non-disabled students.

Removal of students with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in general education classes with the use of supplementary aids and services cannot be achieved satisfactorily and is the decision of the Individualized Education Program (IEP) team. Such removal will comply with all applicable regulations.

Approval Status

Index Code

Title: Special Education/Programs for Handicapped/Exceptional Students
 First Adopted: 10/11/94
 Legal Review: 02/17/22 09/20/18
 Approved Revisions: 03/08/22 10/09/18 09/18/12
 Effective: 03/09/22 10/10/18 09/18/12

INS-SPD-PL-001

Page 1 of 1



Wicomico County Board of Education

Retiring of School Facilities Policy

I. Purpose

The purpose of this policy is to set expectations for retiring of Wicomico County Public Schools (WCPS) facilities in compliance with the Code of Maryland Regulations (COMAR) Title 13A.02.09.01-.03.

II. Policy Statement

As the population within Wicomico county, matures or changes, school buildings and other school facilities may no longer be needed or may no longer be usable. Therefore, the Wicomico County Board of Education (WCBOE) must review and consider school facilities for use modification and retirement.

III. Policy

In accordance with COMAR 13.A.02.09.01-.03, WCBOE will evaluate annually those facilities that may be considered for retirement.

Related Documents:

- ADM-FAC-PR-005, Retiring of School Facilities Procedure
- ADM-FAC-PL-008, Energy and Natural Resources Conservation Policy
- ADM-FAC-PL-007, Facility Naming Policy
- COMAR 13A.02.09.01-.03.

Approval Status

Title: Retiring of School Facilities Policy
 First Adopted: 02/11/92
 Legal Review: 05/30/17
 Approved Revisions: 06/13/17
 Effective: 06/14/17 02/12/92

Index Code

ADM-FAC-PL-010

STAFFING RATIOS

Wicomico County Board of Education advocates a small student-teacher ratio using the following staffing ratio guidelines:

- Pre-K 17
- Kindergarten 20
- Primary (1-3) 25
- Intermediate (4-5) 27
- Secondary (6-12) 27

ORGANIZATIONAL PATTERNS

Elementary schools have a variety of organizational patterns (see below). Middle schools are organized Grades 6-8. High schools are organized Grades 9-12.

Organization patterns for the individual schools follow:

- Beaver Run Elementary PreK-2
- Bennett Middle 6-8
- Chipman Elementary PreK-1
- Delmar Elementary PreK-4
- East Salisbury Elementary 3-5
- Fruitland Primary PreK-2
- Fruitland Intermediate 3-5
- Glen Avenue Elementary 2-5
- James M. Bennett High 9-12
- Mardela Middle/High 6-12
- North Salisbury Elementary 3-5
- Northwestern Elementary PreK-5
- Parkside High 9-12
- Pemberton Elementary PreK-5
- Pinehurst Elementary PreK-5
- Pittsville Elementary/Middle 4-8
- Prince Street Elementary PreK-5
- Salisbury Middle 6-8
- West Salisbury Elementary PreK-2
- Westside Primary PreK-1
- Westside Intermediate 2-5
- Wicomico Middle 6-8
- Wicomico High 9-12
- Willards Elementary PreK-3

OTHER

- Transitional PreK and K Program
- Choices 6-12 (Students administratively assigned)

* Special Education and health related services are provided in all schools as per the individualized education programs of students with disabilities.



Wicomico County Board of Education

Student Transportation Procedure

I. Purpose

The purpose of this procedure is to establish the process by which the Wicomico County Board of Education (WCBOE) governs the transportation of students through its Department of Transportation Services.

II. Eligibility for Bus Transportation of Public School Students

- A. Secondary school pupils who live more than one and one-half (1½) miles from school, and elementary pupils who live more than one mile (1) from school are eligible for transportation during regular morning and afternoon runs. Pupils living one-half (½) mile or more from school may be transported at noontime.
- B. Each school shall have a non-transported area which shall be determined by measuring the appropriate walking distance from the pupil's private lane, driveway, or walking entrance that meets the public roadway to the nearest entrance to the school grounds. The distance shall be measured by the most direct, traveled route and may be along roads, walkways, or road shoulders.
- C. The attendance area for each school location shall be designated by WCBOE. All pupils shall attend the school serving the area in which they reside. The residence of the pupil shall, in all areas, be considered the same as the residence of the parent or other legally appointed guardian. All requests for exceptions to this policy must be approved by the Department of Student and Family Services. Parents must take full responsibility for transportation of approved attendance outside the area where they reside.
- D. Secondary students are not permitted to be transported to any other bus stop other than the one assigned in relationship to their residence of record. The only exception would be for students with disabilities with specialized transportation as an accommodation in their respective IEP/504 plans deemed necessary as a team decision.

III. Establishing Bus routes

The Department of Transportation Services will designate the most efficient and economical routing of buses within the guidelines listed below, taking into consideration:

- A. Transportation of the maximum number of pupils who can be received and discharged at a safe place near their homes.
- B. The combined requests of all persons residing in the area eligible for transportation.
- C. The rules and regulations issued by the Maryland State Department of Education.
- D. The exceptional conditions which may be authorized by the Superintendent of Schools or WCBOE, including the following cases:

Approval Status

Index Code

Title: Student Transportation Procedure
 First Adopted: 03/14/17
 Legal Review: 03/07/17
 Approved Revisions: 03/14/17
 Effective: 03/15/17

SFS-TRA-PR-002

Page 1 of 3



Wicomico County Board of Education

Student Transportation Procedure

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- B. Each school shall have a non-transported area which shall be determined by measuring the appropriate walking distance from the pupil's private lane, driveway, or walking entrance that meets the public roadway to the nearest entrance to the school grounds. The distance shall be measured by the most direct, traveled route and may be along roads, walkways, or road shoulders.
- C. The attendance area for each school location shall be designated by WCBOE. All pupils shall attend the school serving the area in which they reside. The residence of the pupil shall, in all areas, be considered the same as the residence of the parent or other legally appointed guardian. All requests for exceptions to this policy must be approved by the Department of Student and Family Services. Parents must take full responsibility for transportation of approved attendance outside the area where they reside.
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- A. Transportation of the maximum number of pupils who can be received and discharged at a safe place near their homes.
- B. The combined requests of all persons residing in the area eligible for transportation.
- C. The rules and regulations issued by the Maryland State Department of Education.
- D. The exceptional conditions which may be authorized by the Superintendent of Schools or WCBOE, including the following cases:

Approval Status

Title: Student Transportation Procedure
First Adopted: 03/14/17
Legal Review: 03/07/17
Approved Revisions: 03/14/17
Effective: 03/15/17

Index Code

SFS-TRA-PR-002



Wicomico County Board of Education

1. When secondary school pupils reside within one and one-half miles of their assigned school, and all other school pupils residing within 1 mile of their assigned school do not have a suitable walkway between their homes and their assigned schools. A suitable walkway is defined as a sidewalk or a road shoulder at least five (5) feet wide and having a surface over which pupils may walk without being required to step on the road surface. This provision does not apply when a residential community is adjacent to the school grounds or has little or no transient traffic, or when the volume of traffic is nonhazardous during the time pupils walk to and from school.
2. When pupils are required to walk more than a mile along a road having a posted speed limit of 45 miles per hour or more.
3. When pupils are required to walk across a roadway involving a safety hazard where there is no automatic signaling device, marked crosswalk, or crossing guard.
4. When pupils are required to walk across an active high-speed at-grade railroad crossing, bridge or overpass, or through a tunnel having inadequate walkways.
- E. Opening and closing times shall be adjusted to the most economical configuration with the maximum time between the first school opening and last school opening of one and one-half hours daily. The same limit would apply to the first and last daily closing.
- F. Buses shall be routed so that 75 percent of all buses arriving at any given school shall do so during a 15-minute interval. All remaining buses shall arrive within 20 minutes before the time the school is scheduled to open. Departure times shall be approximately within the same time schedule as arrival times.
- G. The prime consideration in routing and scheduling shall be the safety of pupils and economy of service.

IV. Route Extension

- A. Pupils are eligible for transportation when existing routes for buses are extended. Extensions of existing routes may be made when the distance from an existing route and the pupil's home is greater than the minimum distance of 1 mile. Distances in all disputed cases shall be measured from the end of the pupil's lane to the nearest existing bus route by the most direct traveled route. This traveled route may be road or walkways.
- B. Exceptions to the distance a pupil must live from the school or an established route may be made for students with a disability and have specialized transportation in their IEP/504 plan as an accommodation. Pupils are not eligible for transportation provided by WCBOE when extensions to existing routes necessitate one or more of the following:
 1. Use of a privately-owned roadway;
 2. Use of a roadway, regardless of ownership, which does not have a surface as good as a tar and chip surface;
 3. Compromising safety standards;
 4. Crossing a railroad track at grade level;

Approval Status

Title: Student Transportation Procedure
First Adopted: 03/14/17
Legal Review: 03/07/17
Approved Revisions: 03/14/17
Effective: 03/15/17

Index Code

SFS-TRA-PR-002

Page 2 of 3



Wicomico County Board of Education

5. Traversing a bridge with a load limit of 21,000 pounds or less;
6. Use of a road that is not tow-lane accessible or contains soft shoulders;
- C. A new bus stop will not be designated within one-quarter mile of an existing stop. Existing stops within one-quarter mile of each other will be eliminated when feasible and when the safety of pupils is not compromised (COMAR 13A.06.07). Stops may also be eliminated or routes altered pending budgetary constraints.

V. Pupil Assignment to Bus Stops and Buses

The Department of Transportation Services will designate bus stops and bus assignments within the guidelines listed below.

- A. Requests by parents or guardians for a change in the bus stop or bus assignment must be submitted in writing to the Director of Transportation Services for review. Approval will be given if:
 1. A compelling reason is presented which will benefit the child;
 2. Adequate seats are available on the requested vehicle as determined by the Department of Transportation Services;
 3. The pupil is picked up and/or discharged daily at the newly assigned stop.
- B. A request for a temporary change in bus stop shall be in writing and must be submitted to the school-based Administrative Office/Principal's Office for approval. The request will then be forwarded to the respective bus driver. The following conditions must be met:
 1. A valid reason is accepted by the principal;
 2. Adequate seats are available on the requested vehicle;
 3. The pupil is picked up and/or discharged at a regularly assigned stop.

Related Documents:

- ADM-TRA-PL-005, Student Transportation Policy
- SFS-GEN-PL-032, Assignment of Students to Schools Policy
- INS-SCH-PR-010, Special Permission to Attend School Outside of the Assigned Attendance Area Procedure

Approval Status

Title: Student Transportation Procedure
First Adopted: 03/14/17
Legal Review: 03/07/17
Approved Revisions: 03/14/17
Effective: 03/15/17

Index Code

SFS-TRA-PR-002

ESTABLISHING STUDENT ATTENDANCE AREAS

The following guidelines for establishing student attendance areas are intended to provide a structure within which specific boundary decisions can be made. The board has stipulated that all decisions must be based on educationally sound criteria and reflect the best solution for the largest number of students. While the guidelines will be considered individually, adjustments to each stated goal may very well have to be made to meet the overall goals and provide a reasonable transition to the revised attendance areas.

1. School Size Recommended (optimum number)
 - Elementary: 400-500 (possibly 450-550)
 - Middle: 700-800
 - High: 900-1100
2. Elementary Schools
 - a. Non-paired school - prekindergarten through fifth
 - b. Assignment of first graders to schools within geographic boundaries of their residence preferred
 - c. Paired schools - preferred grade alignments: prekindergarten through second and third through fifth
 - d. Principal and vice principal for each elementary school (250+ students)
4. Completion of Program
 - a. Grandfathering September 1999 seniors (students will provide own transportation)
 - b. Consider additional high school grade levels
5. Special Permission Transfers: All contingent upon space available in requested school/grade level/program within established parameters for approving transfers.
6. Attendance patterns that allow students to attend prekindergarten through eighth with same peers are encouraged.
7. Special Needs
 - a. Level IV - Maintain in individual or paired schools (SLD/SED) with special rooms, where needed.
 - b. Level V - Maintain in centers (intellectually limited, multiple handicapped).
8. Intensive Study (In-school Suspension): Program in individual schools rather than regional centers preferred.

9. Elementary Program for High Academic Achievers
 - a. Must maintain and strengthen programs that are academically challenging to all students within each school.
 - b. Voluntary high academic achievement program (Magnet): Two or more locations with Grades 3-4-5 in each location. (Grade 2 remains in home school and Grade 6 attends middle schools.)
10. TAD program for talented and gifted students, Grades 3-5, to be available in each elementary school.
11. Alternative School Program: Continue in separate center(s) and closely articulate with intensive study.
12. School Transportation Procedures (codify in board policy as appropriate)
 - a. Establish bus stop eligibility standards for pre-kindergarten and kindergarten students.
 - b. Investigate alternative transportation methods to reduce riding times.
 - c. Consider the impact of proposed highway construction.
13. Boundary lines to be drawn which allow:
 - a. The entire length of a rural road to be assigned to a school.
 - b. Entire developments are assigned to the same school track.
 - c. With the exception of dual highways having a median strip or a heavily traveled two lane road, lines are not drawn down the middle of a road or street.
 - d. Natural landmarks are used as much as possible.



Wicomico County Board of Education

Assignment of Students to Schools Policy

The Wicomico County Board of Education (WCBOE) believes in even and equitable access to educational resources for all students throughout Wicomico County. To this end, WCBOE will ensure the balanced use of available school facilities by assigning students to a school by their residence within a specific geographic area. The student's residence will be determined by the legal residence of the custodial parent(s) or legal guardian(s).

This geographic area is hereinafter referred to as the *Attendance Area*. Such attendance areas may be reviewed and realigned from time to time by WCBOE according to school facility capacities and/or increase or decrease in population within such attendance areas.

Exceptions may be granted by the Superintendent of Schools or designee according to the provisions established in INS-SCH-PR-008, Special Permission to Attend School Outside of the Attendance Area Procedure.

WCBOE instructs the Superintendent of Schools to create procedures to implement this policy.

Related Documents:

- INS-SCH-PR-008, Special Permission to Attend School Outside of the Assigned Attendance Area Procedure
- SFS-GEN-PR-007, Assignment of Students to Schools Procedure.
- Educational Facilities Master Plan

Approval Status

Title: Assignment of Students to Schools Policy
 First Adopted: 07/13/99
 Legal Review: 12/17/20 12/06/16
 Approved Revisions: 01/12/21 06/29/00 07/13/99
 Effective: 01/13/21 06/30/00 07/14/99

Index Code

SFS-GEN-PL-032



Wicomico County Board of Education

Special Permission to Attend School Outside of the Assigned Attendance Area Procedure

I. Purpose

The purpose of this procedure is to define the process by which students can be assigned to a school outside of their respective attendance area. This procedure covers parent requests, the administrative process, and the stipulations by which students may attend a school other than the one within their attendance area.

II. Procedural Statement

The Wicomico County Board of Education (WCBOE) requires students to attend the school within their respective attendance area for the purposes of instructional continuity, social stability, and geographic accessibility. At the same time, WCBOE understands that there may be circumstances by which a parent/guardian may request their child to attend a school outside of their assigned attendance area. This procedure outlines the circumstances and the conditions by which permission to attend school outside of the assigned attendance area may be considered.

III. Procedure

A. Initial Enrollment

1. Parents must enroll their child(ren) in the school of their assigned attendance area prior to requesting special permission to attend a school outside their attendance area.
2. Once initial enrollment is complete, the parent may submit the *Request for Permission to Attend a School Outside Student's Attendance Area* form, available at all school offices. The form is to be submitted to the principal of the requested school or their designee. The school principal, or designee, will make the final decision as to whether special permission to attend the requested school is granted.
 - a. Reasons for special permission include:
 - i. Change of residence after the start of the school year (documentation required)
 - ii. Home under construction with occupancy date after the start of the school year (documentation required).
 - iii. Last year in current school (may be approved for a student who completes the year immediately preceding a standard last year or highest grade level offered in a school).
 - iv. Program reasons/Athletics – High School. Obtaining special permission for the purposes of athletics applies only when a particular sport is not offered at the school within the student's attendance area. The school the student would attend will be determined based on the school with the lowest building utilization for that year, and in accordance with the Wicomico County Public Schools Athletic Handbook.

Approval Status

Index Code

Title: Special Permission to Attend School Outside of the Assigned Attendance Area
 First Adopted: 02/14/17
 Legal Review: 01/23/17
 Approved Revisions: 08/21/20 02/14/17
 Effective: 08/21/20 02/15/17

INS-SCH-PR-010

Page 1 of 3



Wicomico County Board of Education

- v. Childcare – Pre-Kindergarten through grade 5 only.
 - 1. The parent/guardian in a single parent/guardian home is employed before/during/after the hours of the school day, or
 - 2. Both parents/guardians in a two-parent/-guardian home are both employed/before/during/after the hours of a school day, and the parent/guardian has engaged the services of a childcare facility (babysitting) outside of the assigned attendance area, to care for his/her children during the hours of his/her employment.
- vi. Other
 - 1. The parent must submit, in writing, a detailed explanation of why their child should be granted special permission. Supporting documentation must be included and deemed sufficient by school administration.
 - 2. Reasons for “other” may not include any of the reasons cited in section “b.” below.
- b. Disqualifying requests for special permission
 - i. Parent perception of the quality of the school in their assigned attendance area.
 - ii. Closer proximity to after-school activities (school-related or not).
 - iii. Social reasons and/or preferences.
- c. Special Provisions
 - i. School staff who wish for their child(ren) to attend the school at which they are employed, may request special permission provided the school has capacity as described in section III.B.
 - ii. Homeless children must attend the school of origin. If the parent wishes otherwise, the best interest of the child should be determined according to the McKinney-Vento Homeless Assistance Act of 2001, and *Guiding the Discussion on School Selection*, published by the National Center for Homeless Education at the Southeastern Regional Vision for Education (SERVE).
 - iii. Students who transfer from one Wicomico County school to another under the special permission enrollment provision, or any other type of transfer, are ineligible for participation in interscholastic athletics for a period of 365 days from the date of transfer.
 - iv. Non-residents of Wicomico County, who pay tuition to attend Wicomico County Schools, must attend the school to which they are assigned. School assignment is based on enrollment totals. Requests to attend a school other than the one assigned may be considered but will not be the final criteria for determination of the school of enrollment.
- B. The following reasons for denial of special permission requests are supported by Federal, State and Local laws
 - 1. State-rated capacity/classroom capacity
 - 2. Pre-Kindergarten capacity

Approval Status**Index Code**

Title: Special Permission to Attend School Outside of the Assigned Attendance Area
First Adopted: 02/14/17
Legal Review: 01/23/17
Approved Revisions: 08/21/20 02/14/17
Effective: 08/21/20 02/15/17

INS-SCH-PR-010

Page 2 of 3

WICOMICO COUNTY BOARD OF EDUCATION
P.O. BOX 1538 2424 NORTHGATE DRIVE., SUITE 3, SALISBURY, MD 21802-1538



Wicomico County Board of Education

- a. Capacity for Pre-Kindergarten programs is based on the ratio of teachers to students (1:10) with a maximum average classroom size of 20 students (COMAR 13A.14.02.31).
- b. Pre-Kindergarten capacity is determined apart from state-rated capacity of a school building.
- c. Pre-Kindergarten capacity cannot be averaged with other Pre-Kindergarten classrooms to determine an overall average class size. Therefore, no Pre-Kindergarten classroom size can exceed 20 students.
- d. Special permission to attend Pre-Kindergarten may be considered under the following conditions:
 - i. All requests within the attendance area of that school have all been filled. Students who live in the attendance area and who are not economically disadvantaged will be considered prior to granting special permission to a student not living within the attendance area.
 - ii. There are still open seats within the Pre-Kindergarten class.
The required amount of staff has been fulfilled (teacher-student ratio, 1:10, not to exceed 20 students).
- C. The following schools are not available for Pre-Kindergarten special permission requests due to federal grant requirements
 1. Pemberton Elementary.
 2. Beaver Run Elementary.
- D. The following schools are available for request for special permission to Pre-Kindergarten.
 1. Westside Primary.
 2. Fruitland Primary.
 3. Willards Elementary.
 4. Pinehurst Elementary
 5. Northwestern Elementary.
 3. Prince Street Elementary.
 4. Chipman Elementary.
 5. West Salisbury Elementary

Related Documents:

- McKinney-Vento Homeless Act of 2001
- Guiding the Discussion on School Selection – National Center for Homeless Education
- COMAR 13A.14.02.31
- SFS-GEN-PL-032, Assignment of Student to Schools Policy
- SFS-GEN-PR-025, Tuition and Admission of Non-Resident Students Procedure.

Approval Status

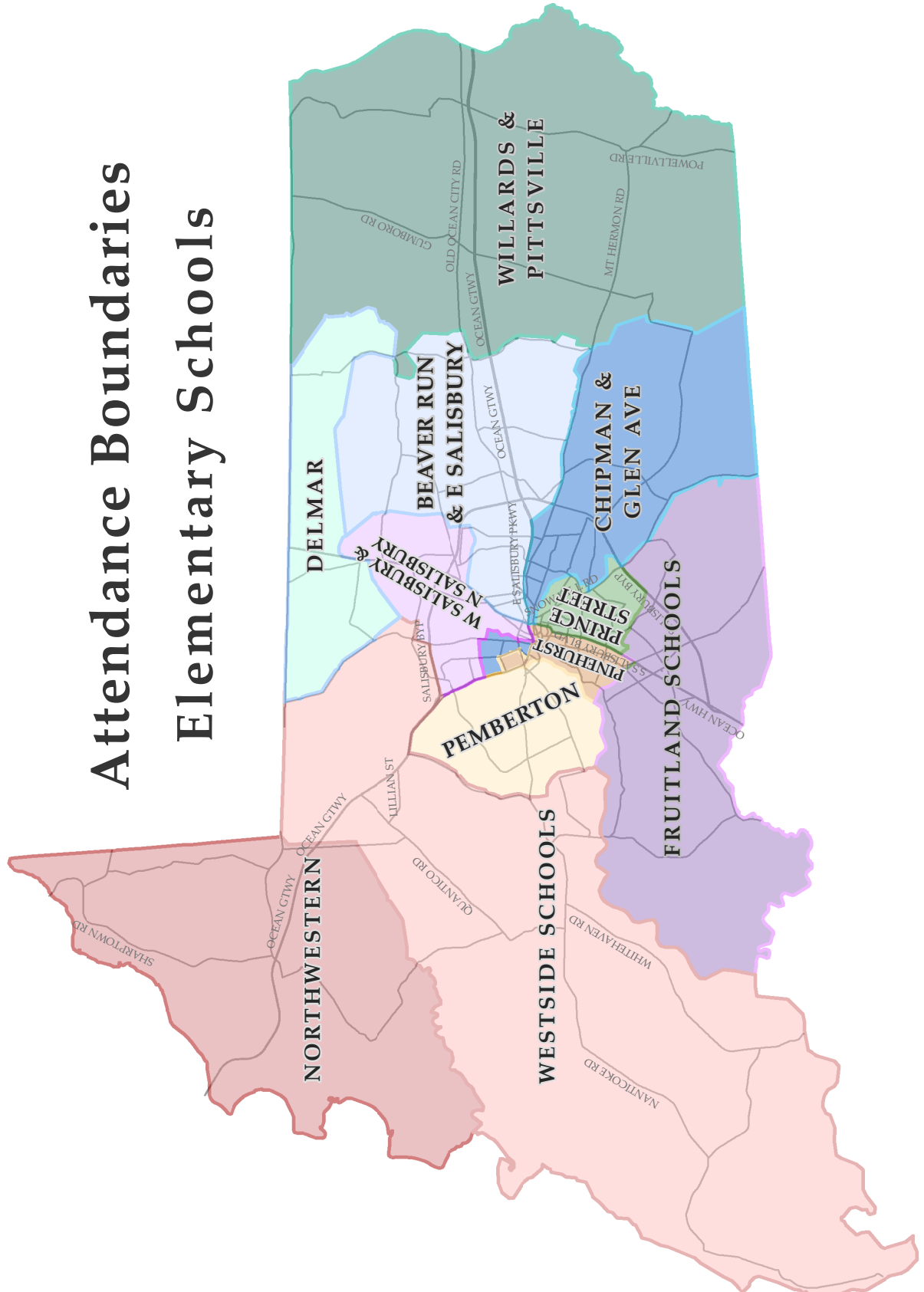
Index Code

Title: Special Permission to Attend School Outside of the Assigned Attendance Area
First Adopted: 02/14/17
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Effective: 08/21/20 02/15/17

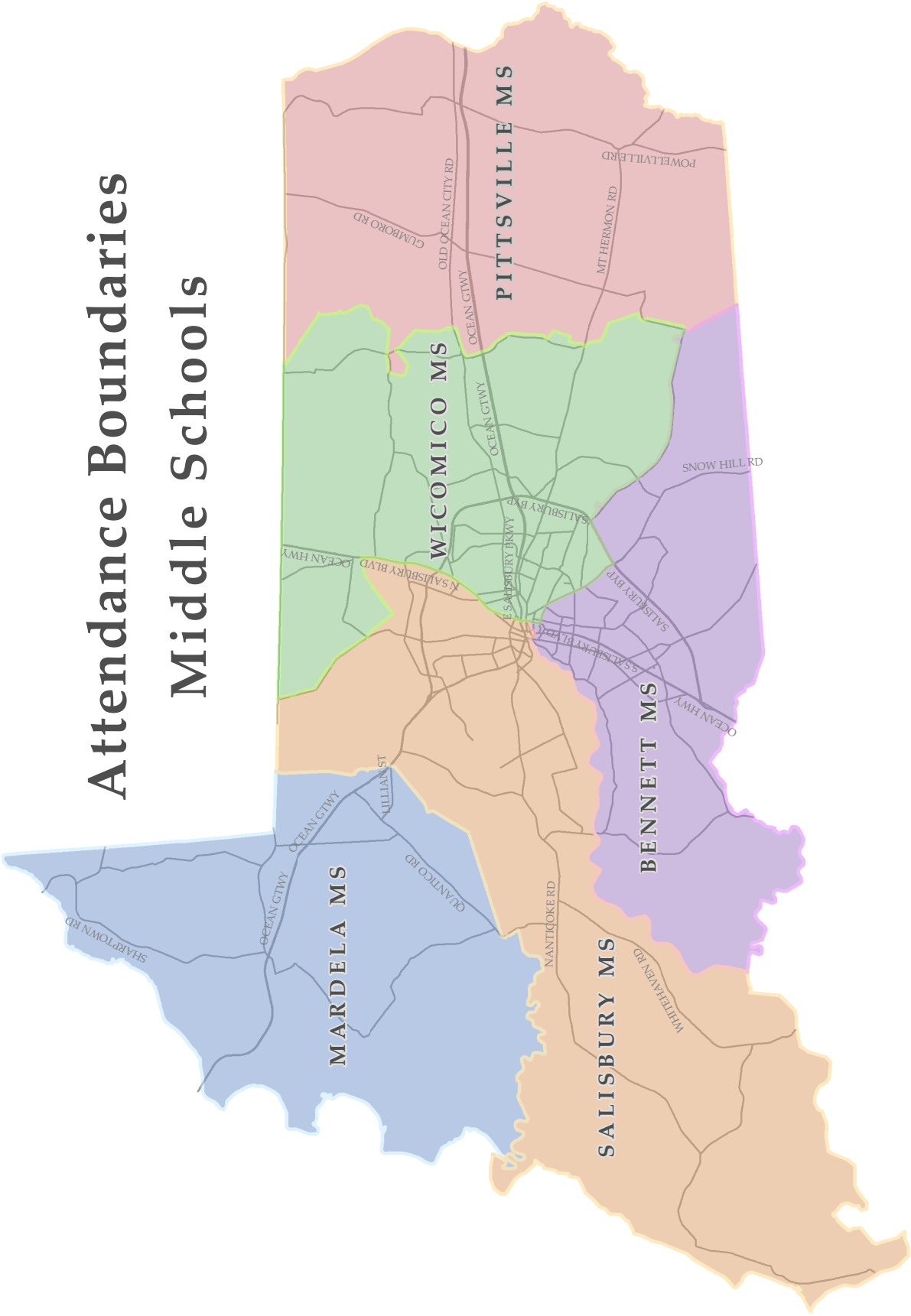
INS-SCH-PR-010

Page 3 of 3

Attendance Boundaries Elementary Schools



Attendance Boundaries Middle Schools



Attendance Boundaries
High Schools

MARDE LA HS

WICOMICO HS

JAMES M BENNETT HS

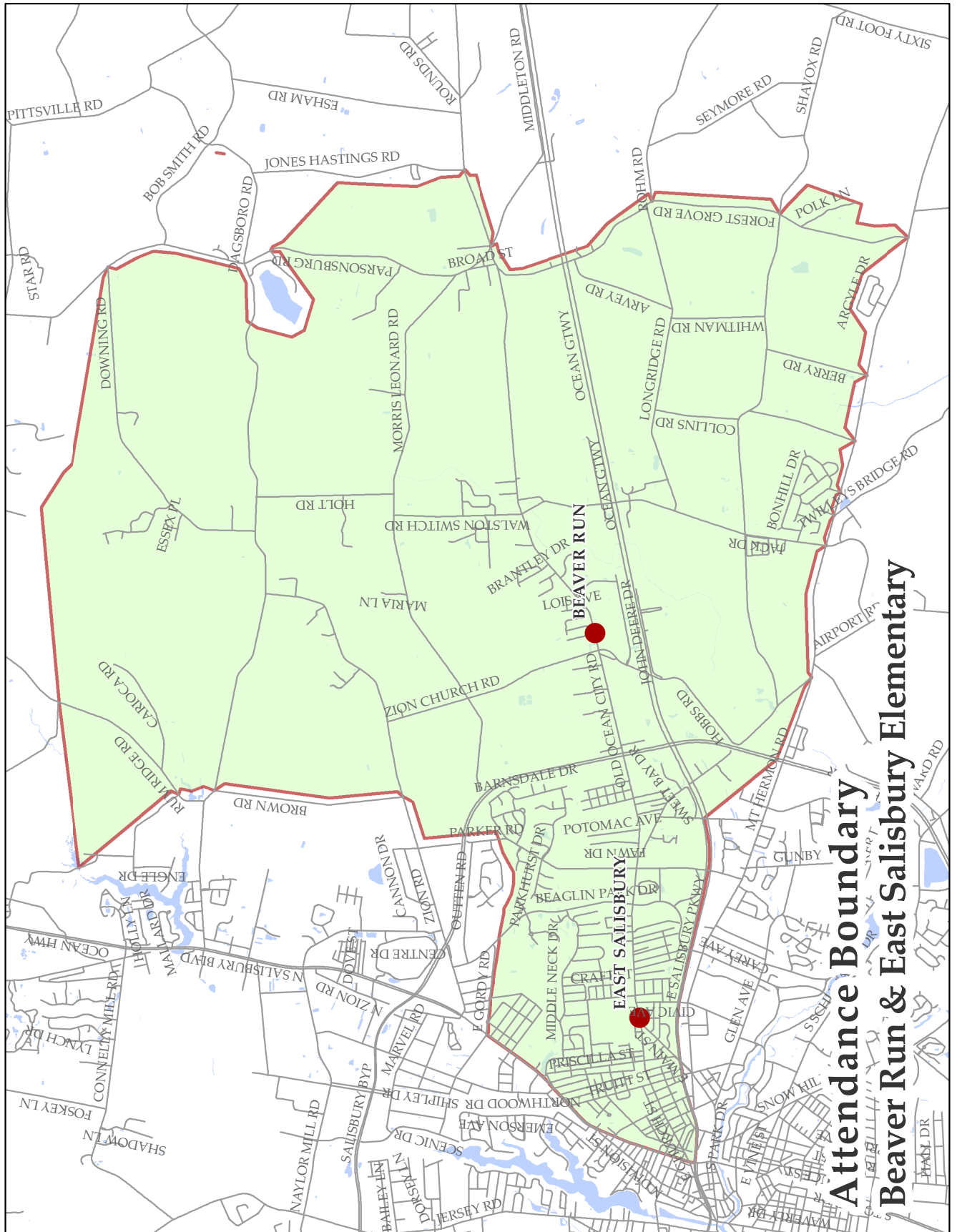
PARKSIDE HS

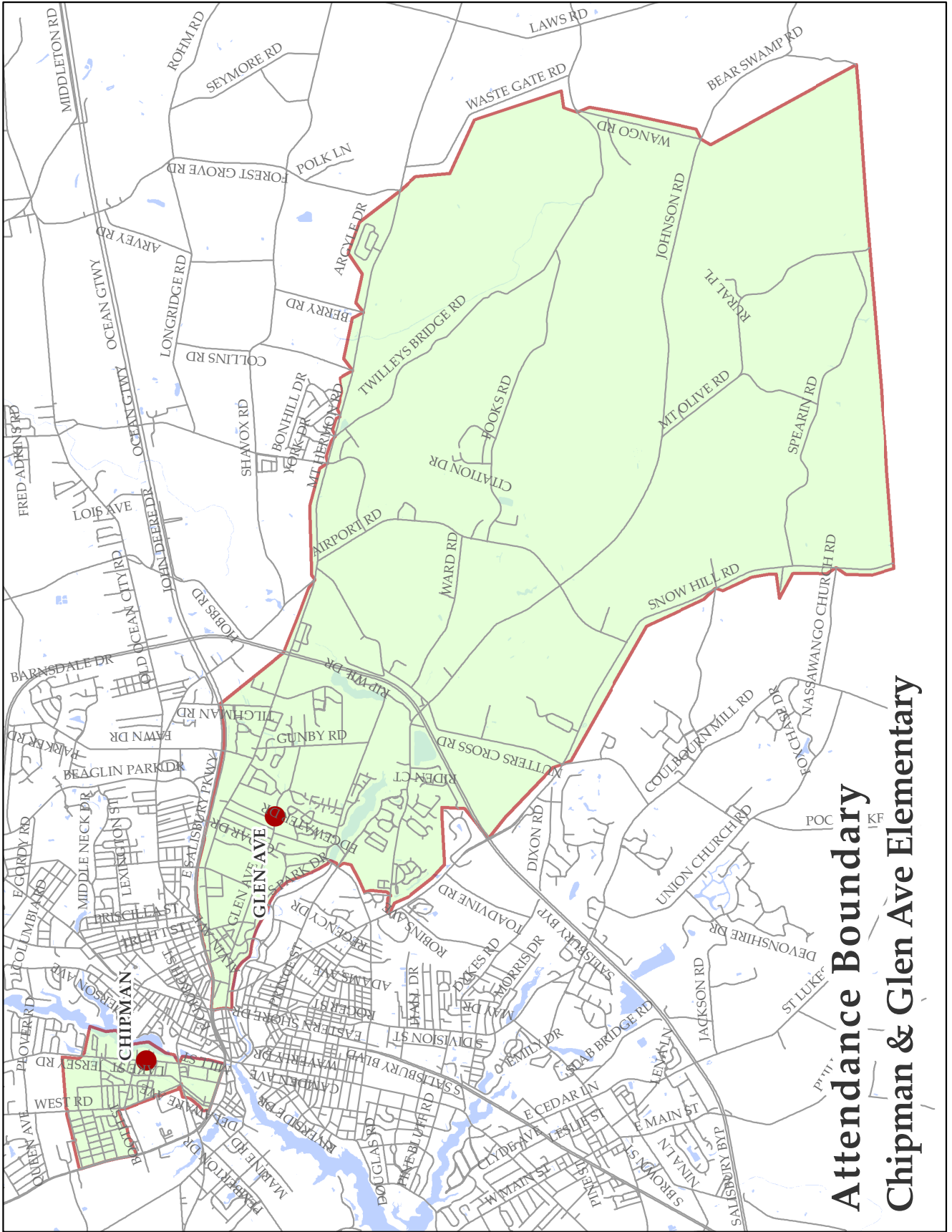
SHARPTOWN RD
OCEAN GTWY
OCEAN CITY RD
CLUMBORO RD
OLD OCEAN CITY RD
OCEAN GTWY
MT HERMON RD
POWELLVILLE RD
NANTICOKE RD
WHITEHAVEN RD
OCEAN HWY
SALISBURY BYP
CA THINWATER
SALISBURY BLVD
REARSBURY PKWY
N SALISBURY BLVD
OCEAN HWY
SALISBURY BYP
MILLIAN ST
QUANTICO RD

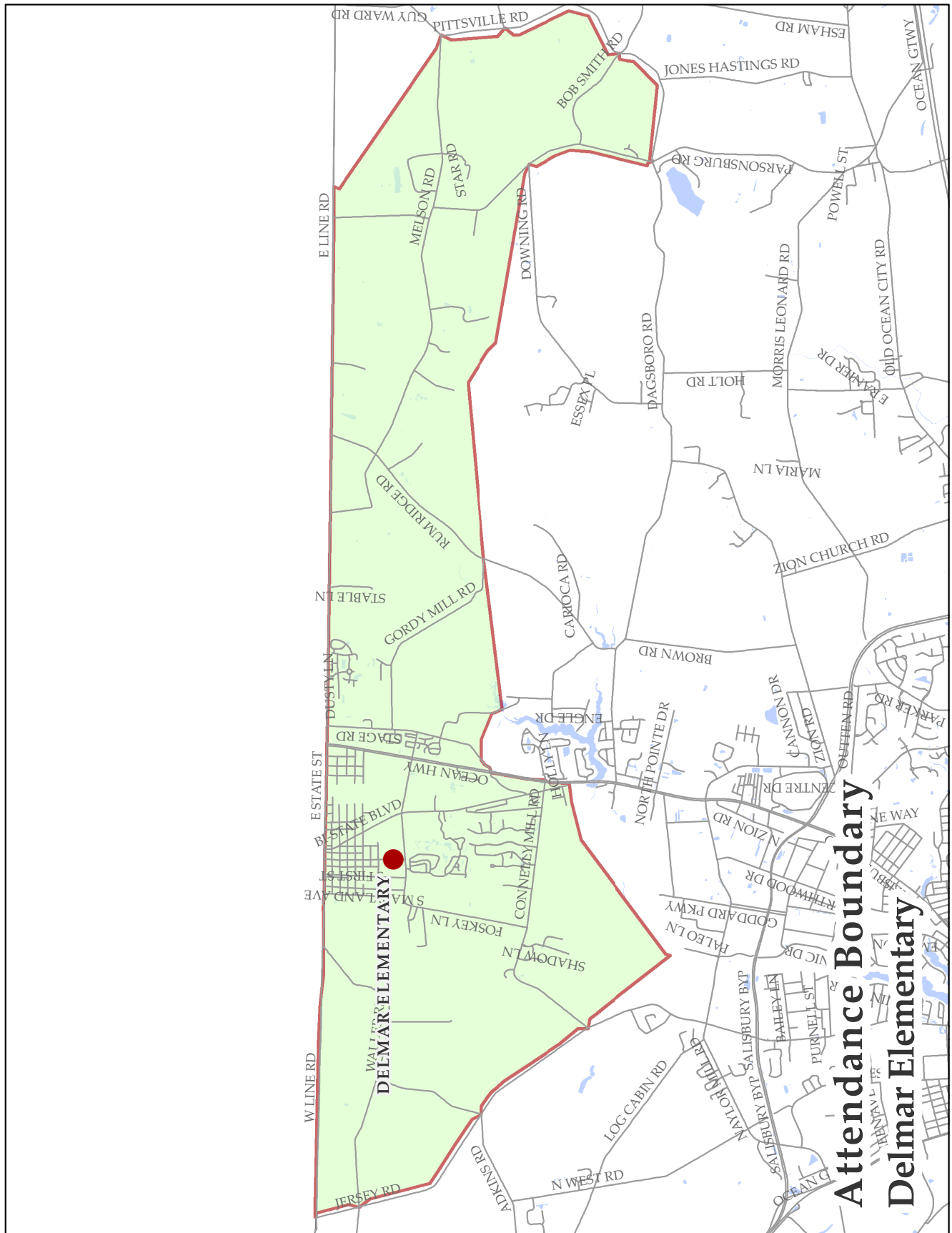
INDIVIDUAL SCHOOL BOUNDARY MAPS

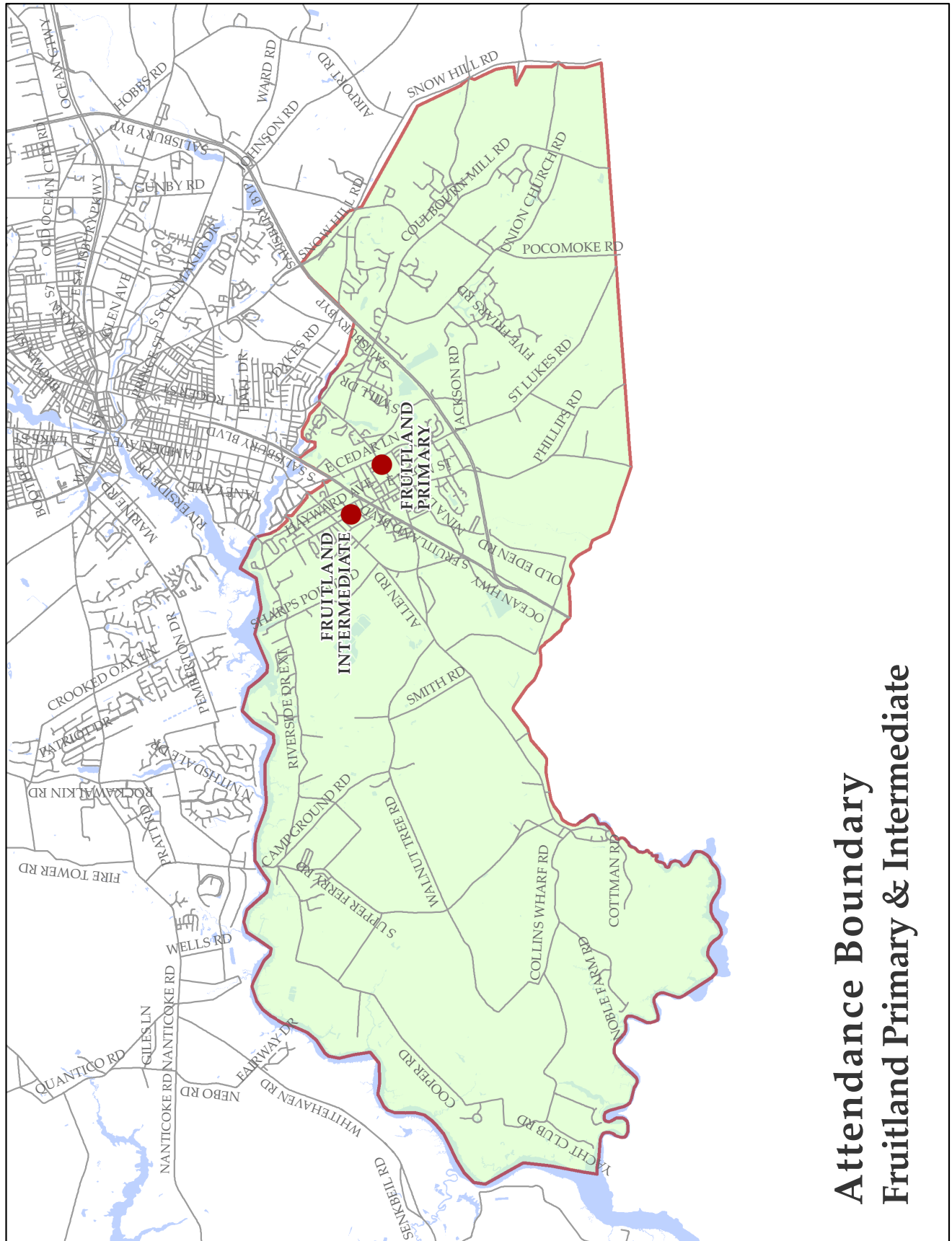
Beaver Run & East Salisbury Elementary

3.11

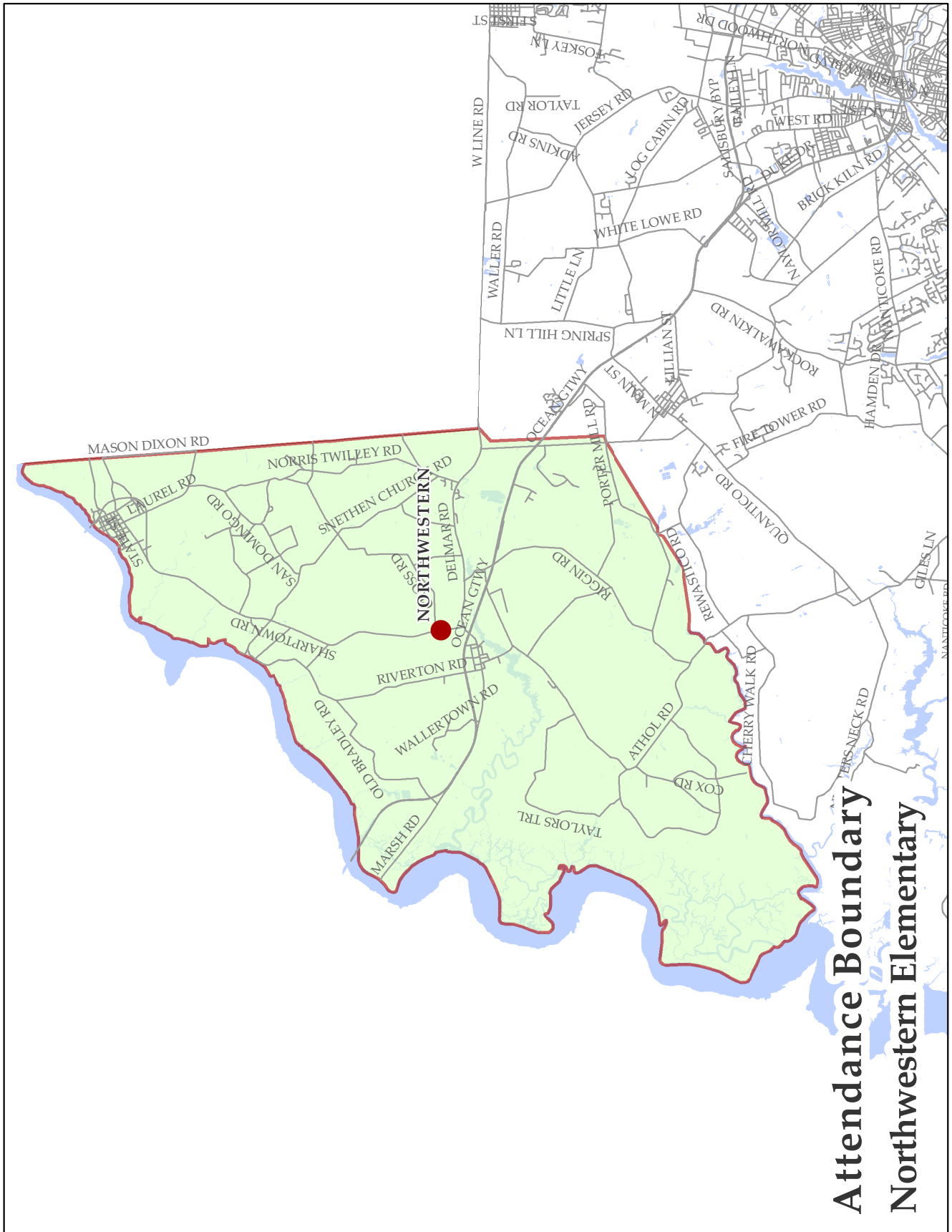


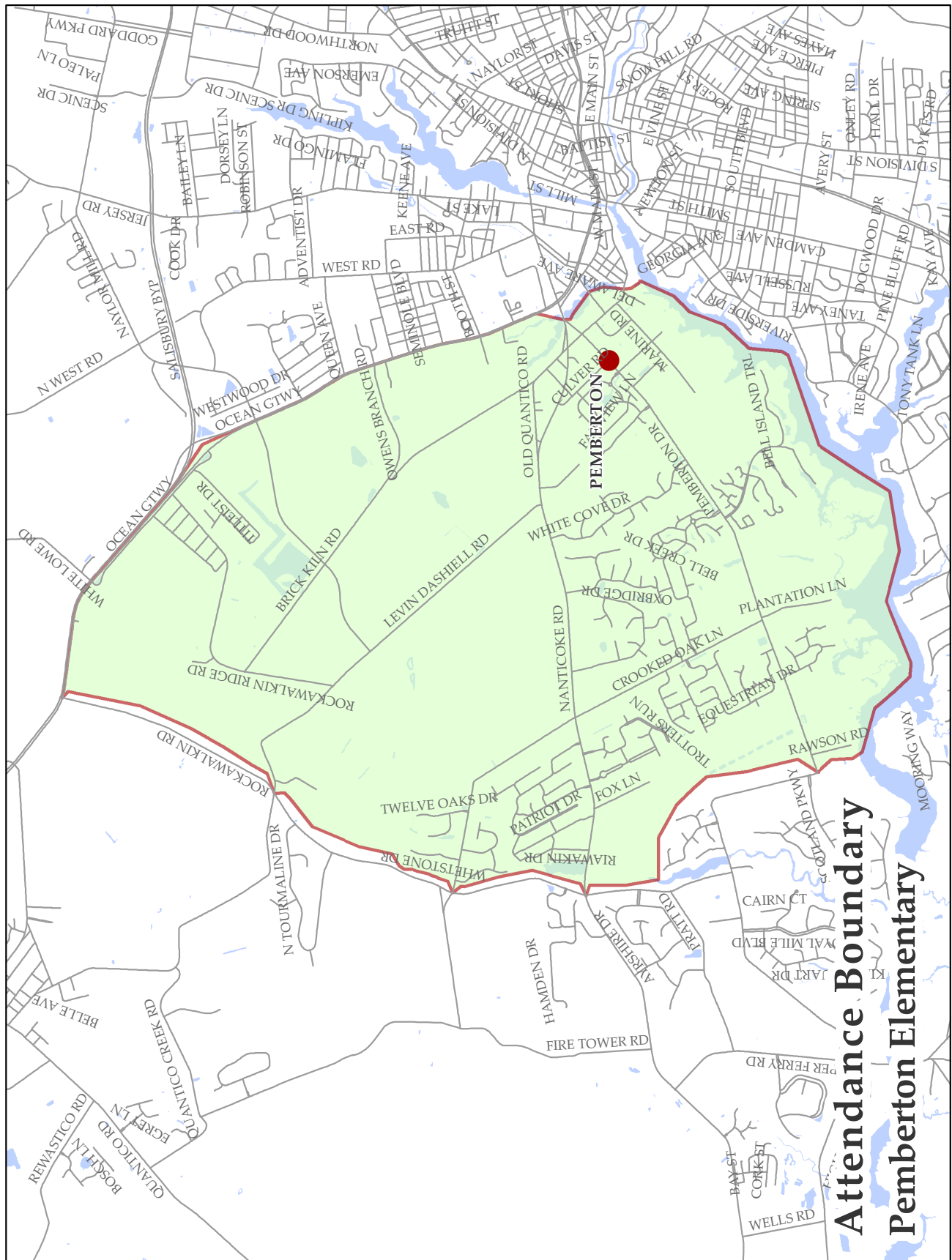




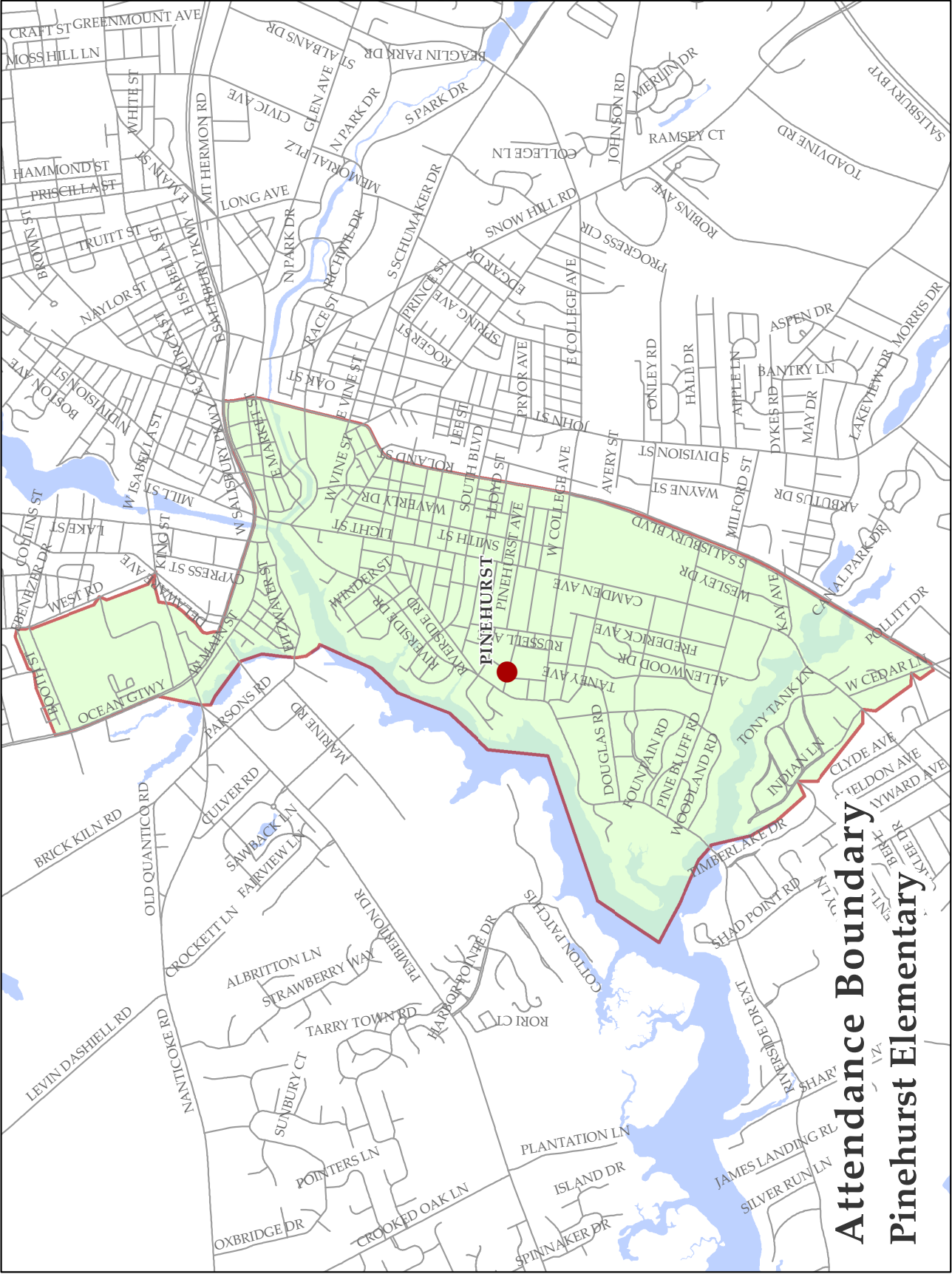


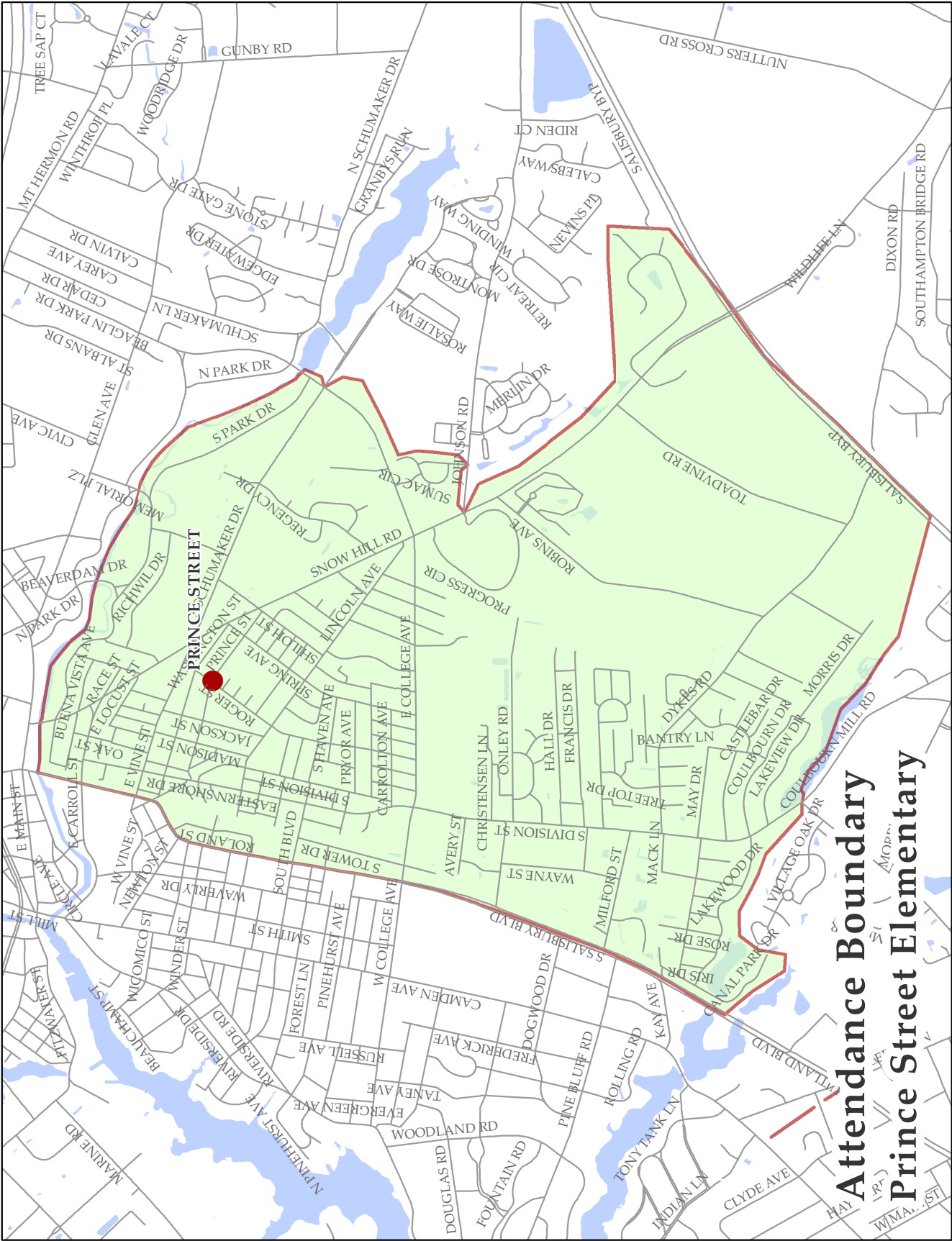
Attendance Boundary Fruitland Primary & Intermediate





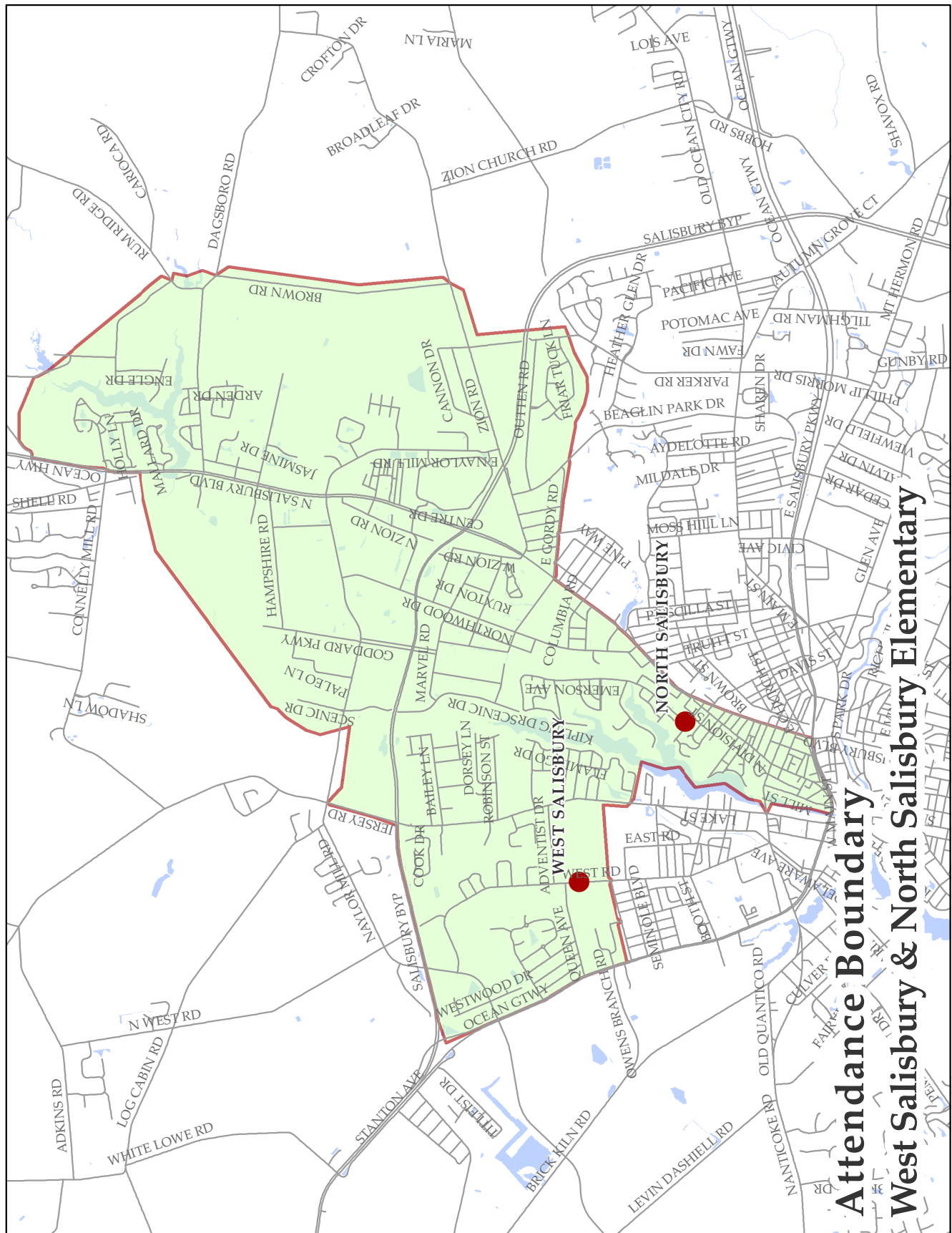
**Attendance Boundary
Pemberton Elementary**

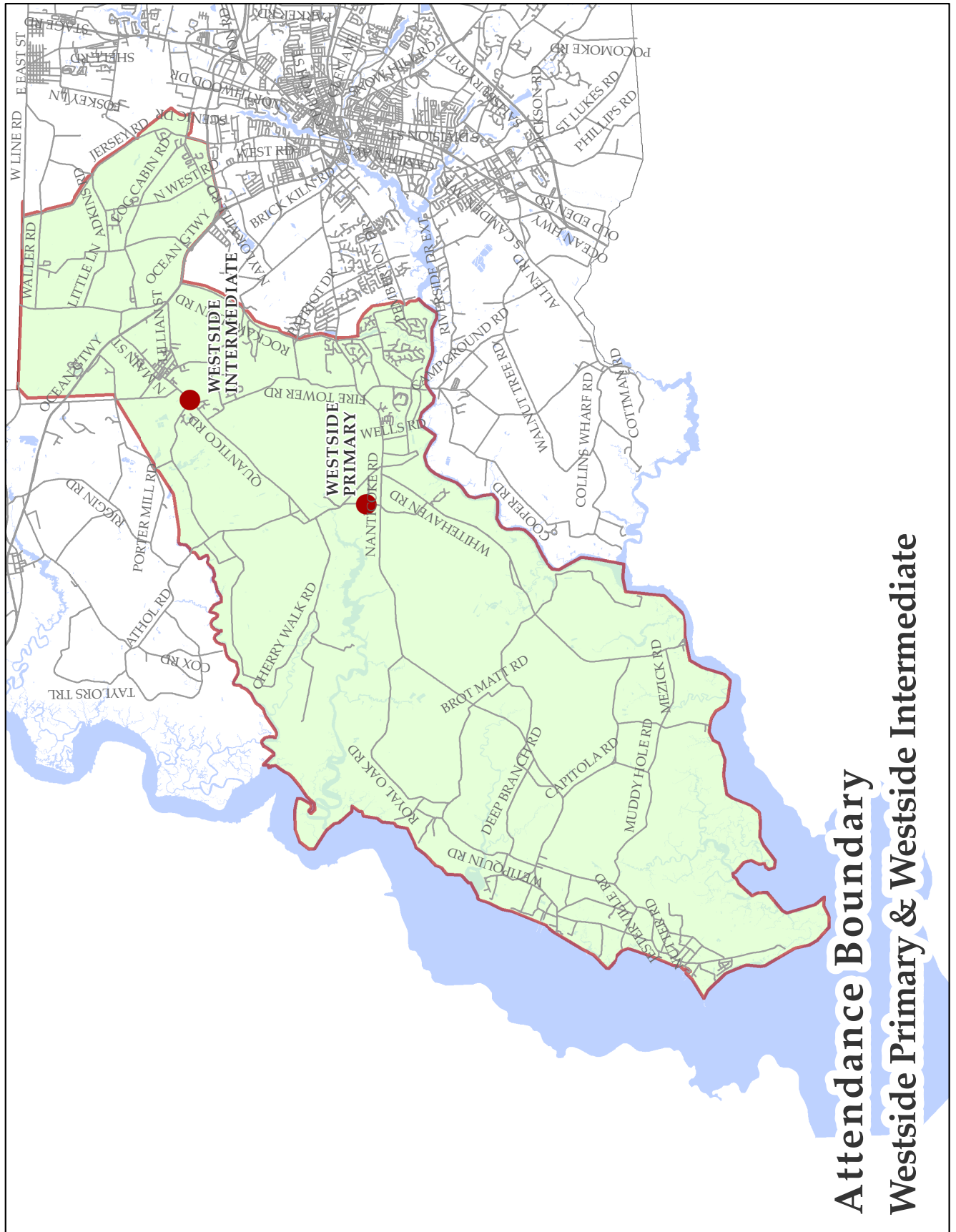


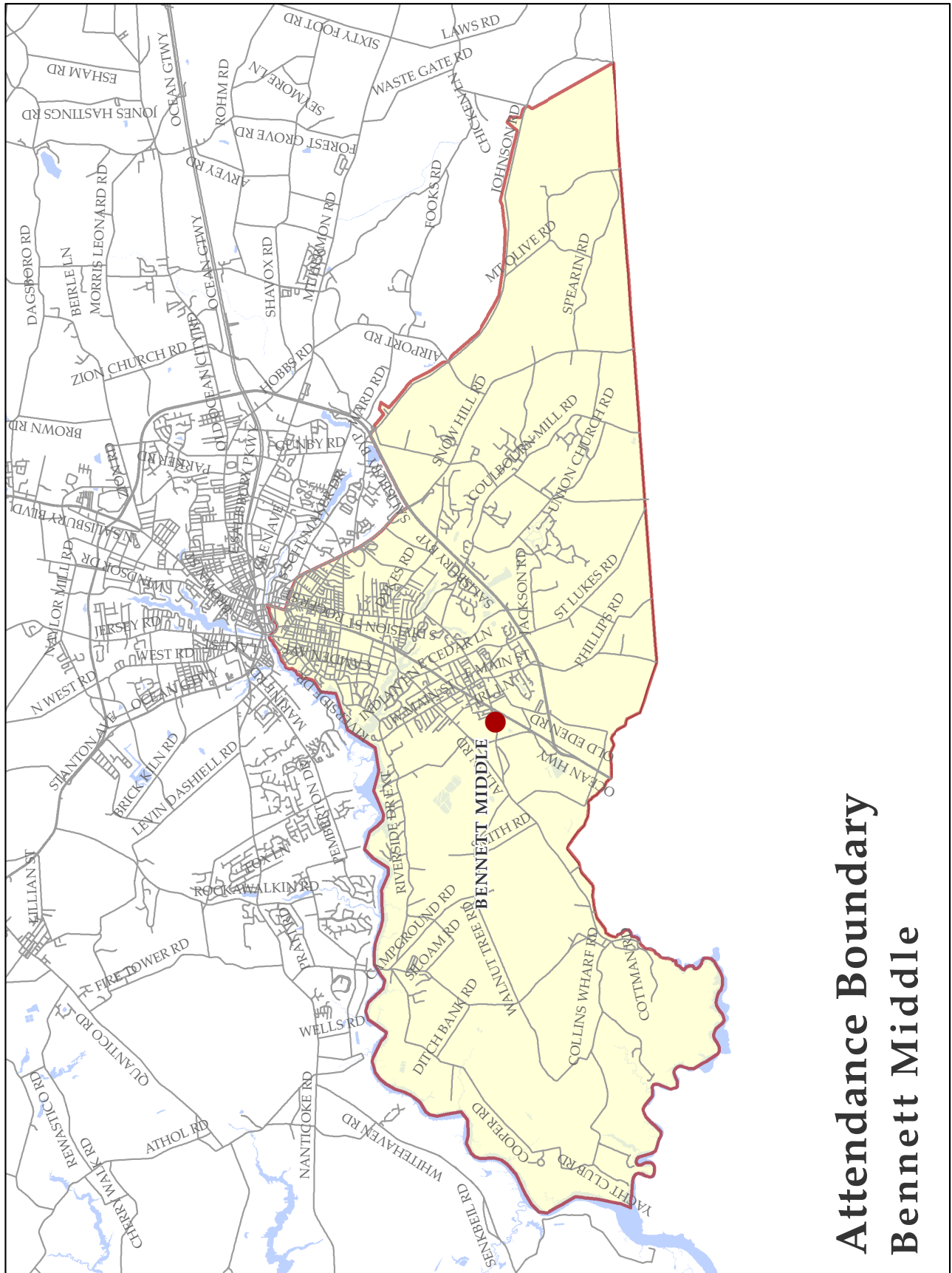


Attendance Boundary
Prince Street Elementary

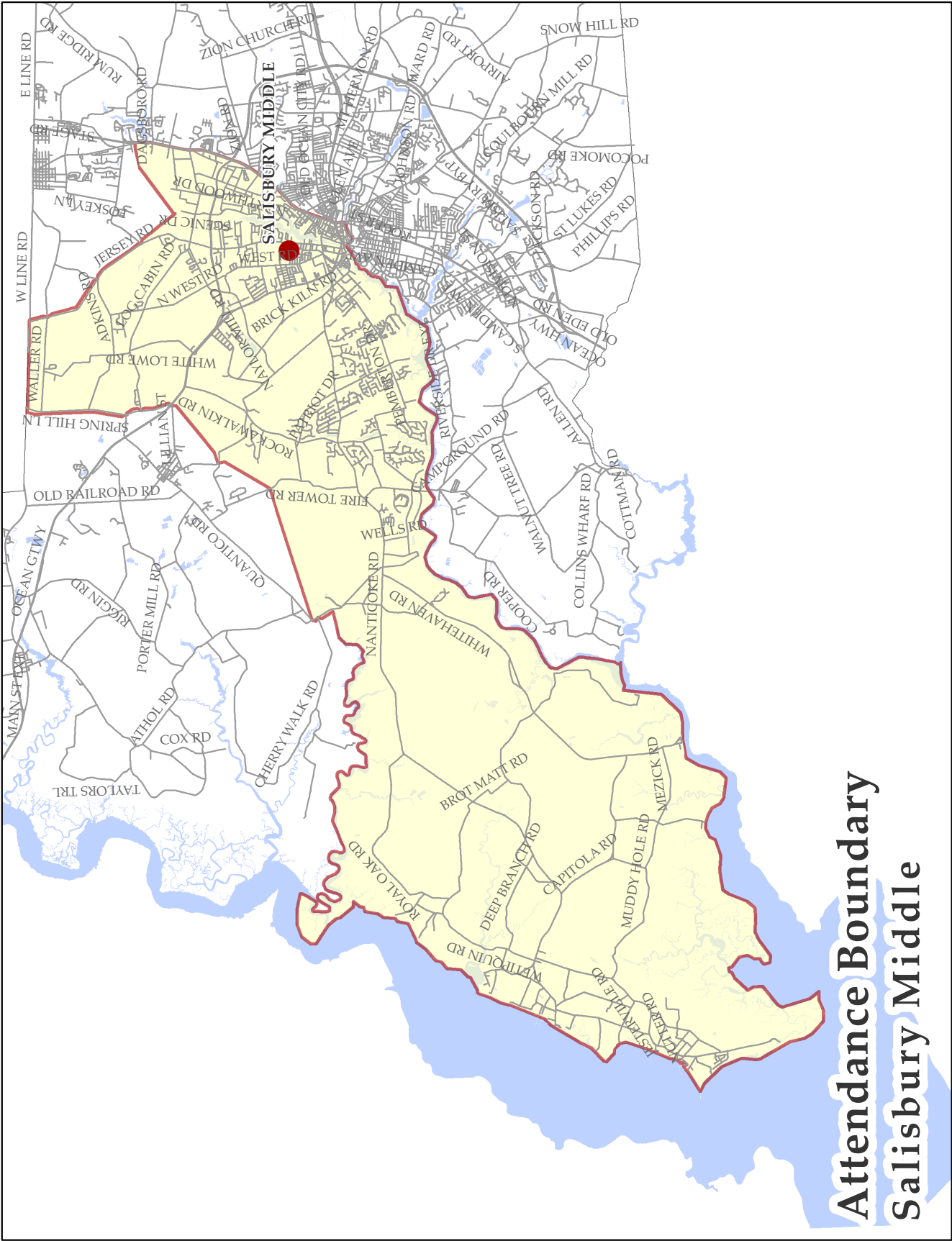
West Salisbury & North Salisbury Elementary



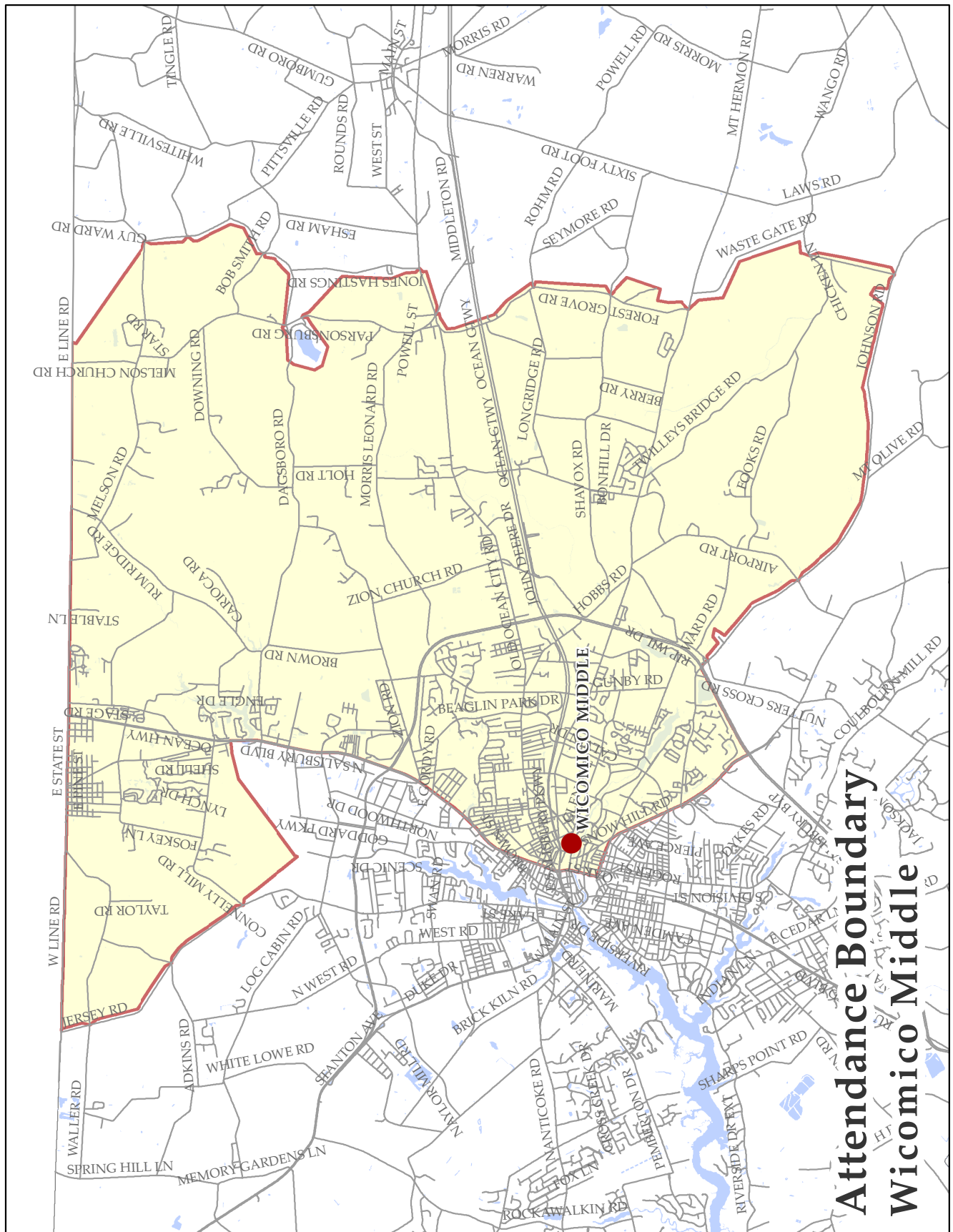


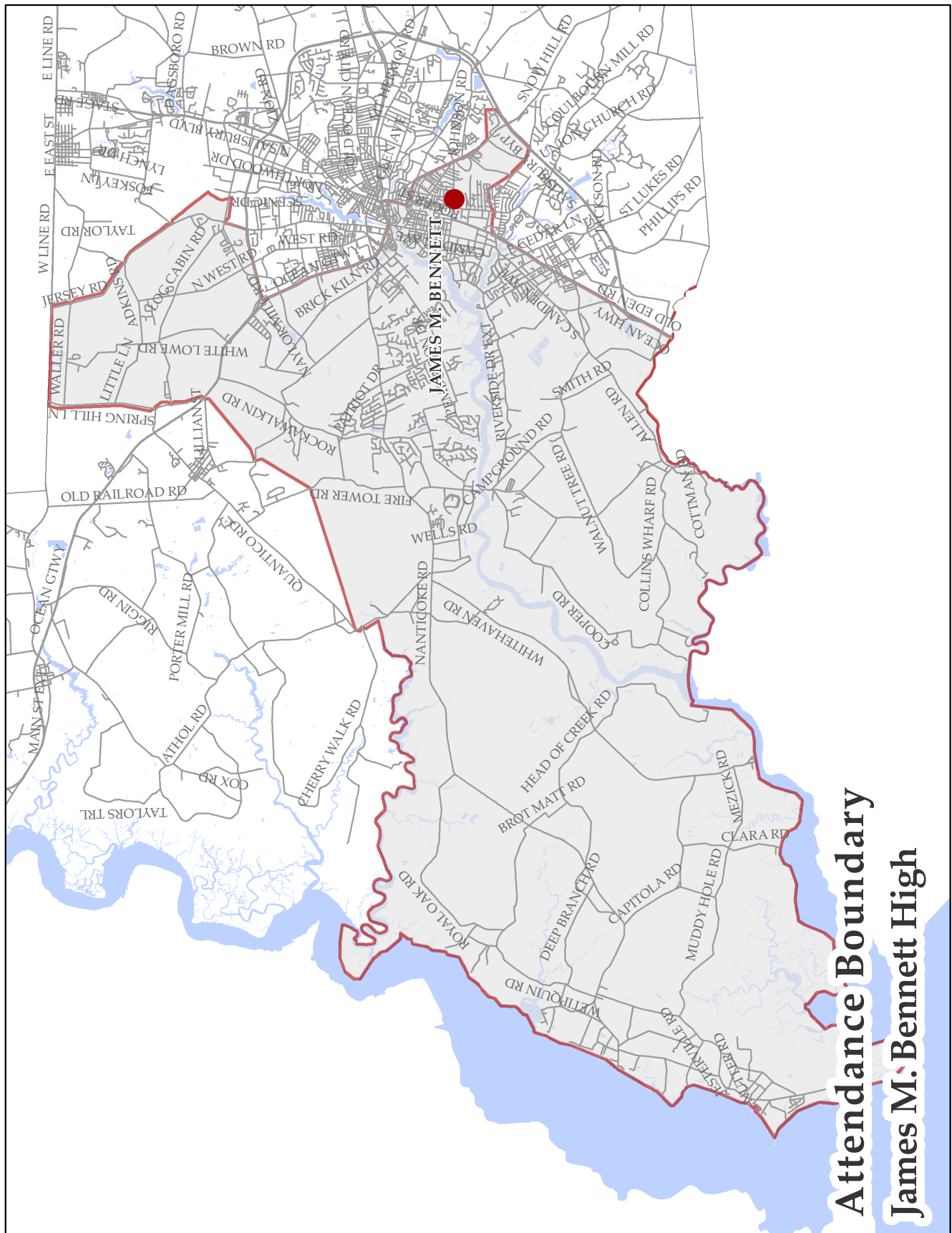


Attendance Boundary Bennett Middle

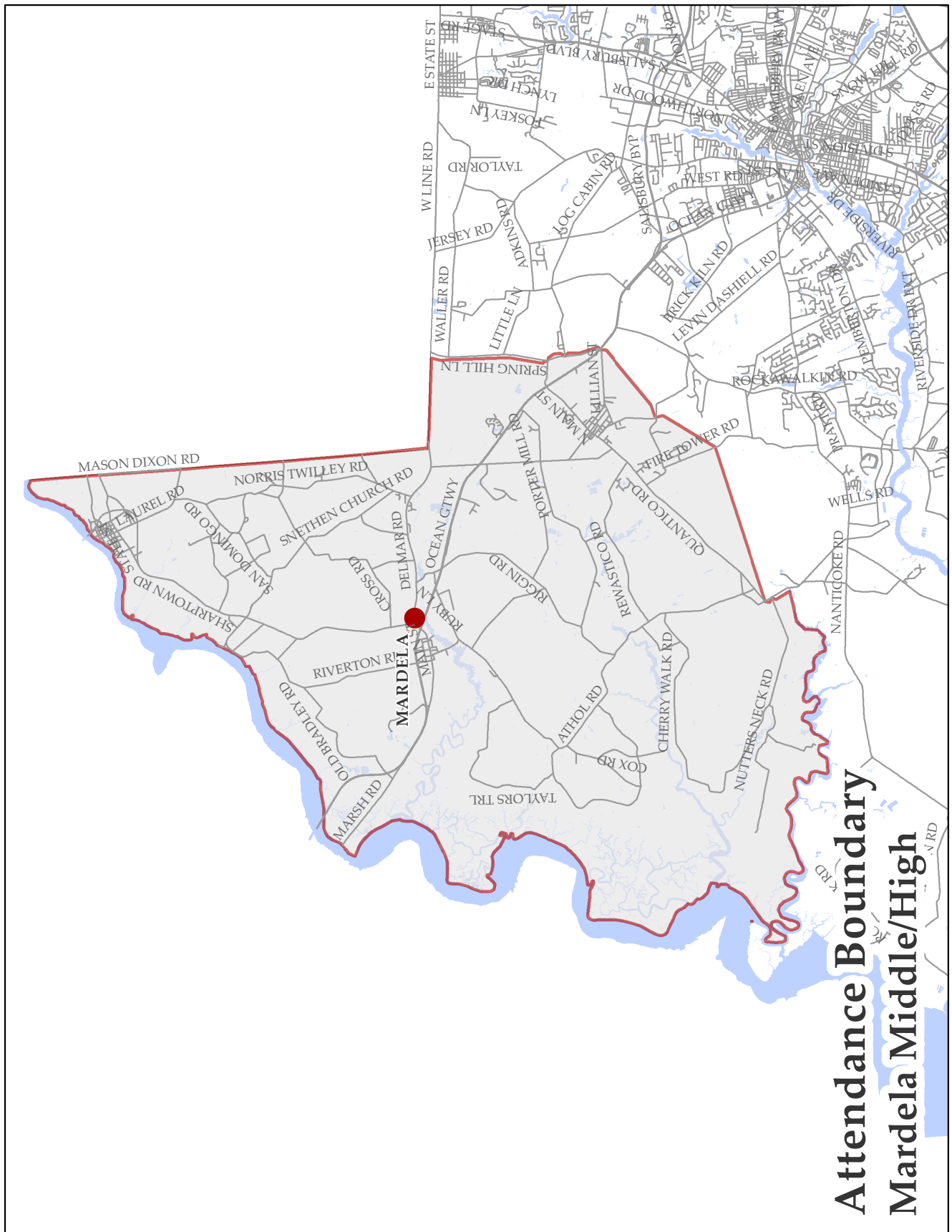


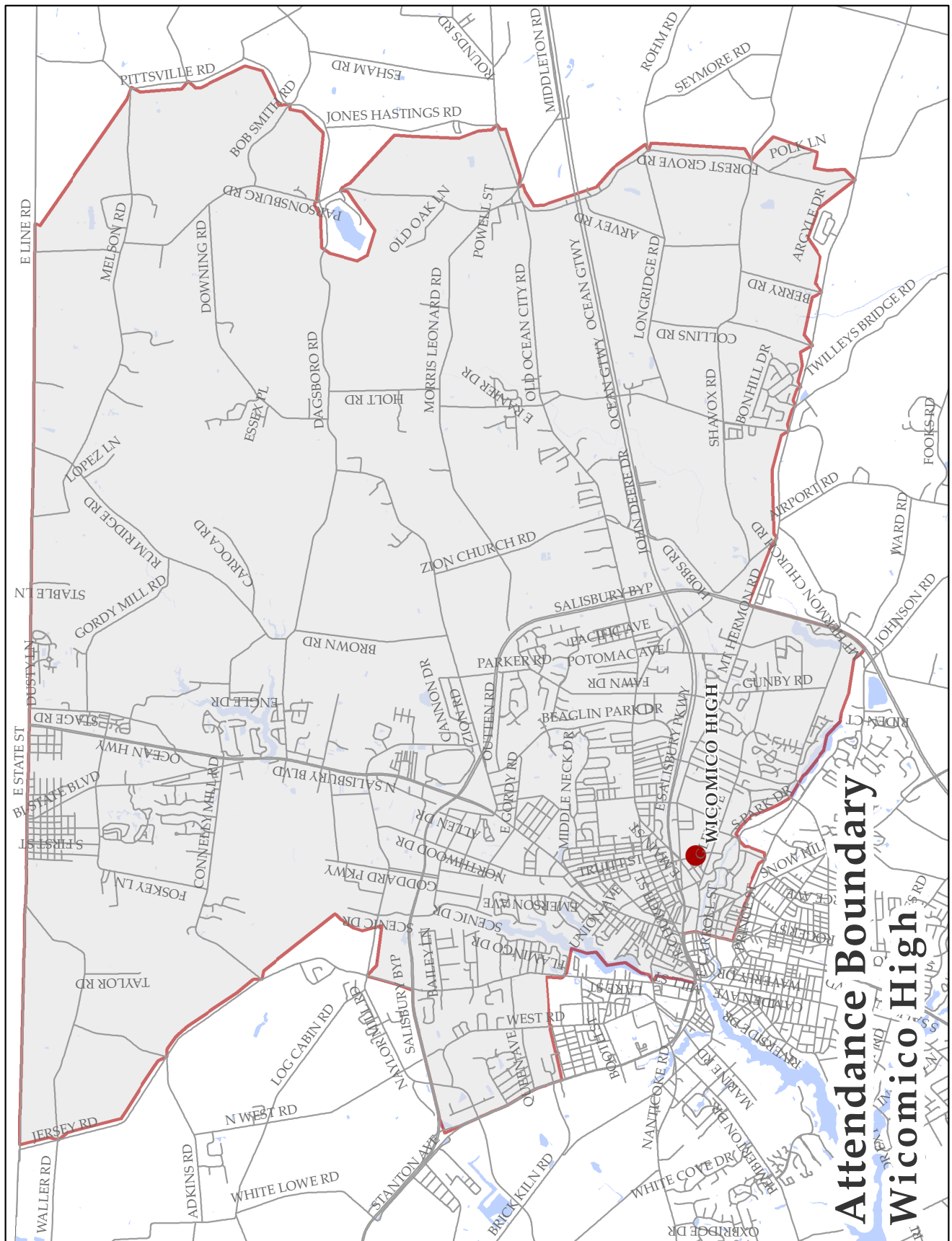
Attendance Boundary
Salisbury Middle





Attendance Boundary
James M. Bennett High





4 Community Analysis

The American Planning Association (APA)¹ as well as the Maryland Department of Planning (MDP) encourages coordination among community planners and public school officials regarding future plans which ultimately affect the utilization and capacity of schools. It is critically important to integrate school planning with community planning regarding locating new or addressing existing public schools, which are significant to the vitality of our local community. Schools are by nature a community centered place which plays an important part in community development. Within Wicomico County coordination between the planning department and the public school system is becoming more essential if public schools are to adequately support the needs of specific school attendance areas. The challenge that the Wicomico County Public School system (WCPS) faces is the ability to integrate sound school planning strategies with the realities of our particular geographic location.

It is imperative that our public schools be an integral part of the planning efforts by both the county and the local municipalities. In addition, WCPS looks forward to and appreciates increased inter-jurisdictional coordination between Wicomico County, the City of Salisbury, and the seven (7) local municipalities to further enhance all local planning efforts. WCPS welcomes the opportunity to provide information to both the county and municipalities through our Educational Facilities Master Plan (EFMP) at a minimum. Some of the information or indicators that are available for use regarding educational facility planning are documented subdivision activity, census demographic indicators, public utility plans and designated growth areas.

SUBDIVISION ACTIVITY

The majority of the data presented within this section represents the development activity historically tracked by the Wicomico County Planning & Zoning Department. Wicomico County shares sketch plats as part of their review process per Article II, Section 200-6 of the County Code. This Sketch Plat procedure requires the Planning Director to forward copies of sketch plats to WCPS for review. Within the last school year, there has only been 1 plat shared for review which could potentially result in 27 new single family residential units.

It is important to note, the data within this section does not include subdivision activity within the seven (7) smaller local municipalities. As the largest municipality within Wicomico County, WCPS has worked cooperatively with the City of Salisbury Infrastructure and Development department to gain a better understanding of the development activity within the City and is now routinely involved in the review process as noted later in this section. WCPS has reached out and other local municipalities do not track subdivision activity in a quantifiable manner to analyze. Currently there is not a mechanism in place requiring the local municipalities to report their subdivision activity.

¹ See the APA's website for more information: <https://www.planning.org/>

WICOMICO COUNTY

The Wicomico County Subdivision Activity Report was reinstated in 2012 and the figures presented are based on the unincorporated portions (outside of the municipalities) from the report that was provided to WCPS. This data looks specifically at two types of subdivision activity trends - one is the East and West development in relation to U.S. Route 13. The other is subdivision activity in relation to the Metro Core. The Metro Core is described in the comprehensive plan as an area where higher density growth and development should be focused because of the proximity to existing and planned public utilities and services.

Residential development patterns are a primary indicator of community growth. Figure 1 indicates that the total number of approved lots and plats has remained relatively stable albeit low over the past six years (note that the County only provides plat data for the recording of four or more lots). Figure 2 indicates that the total number of approved building permits also remains stable/low.

TOTAL LOTS & PLATS

(10 Year Development)

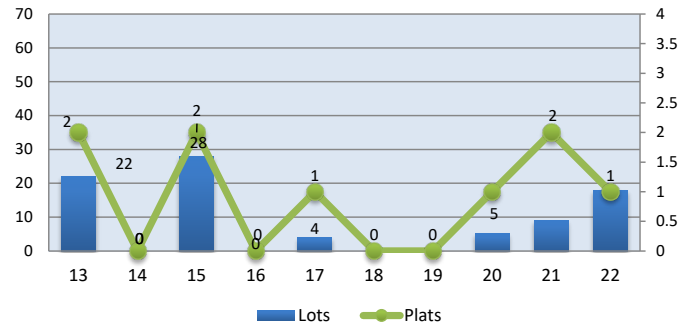


Figure 1 - Wicomico County Dept. of Planning, Zoning & Community Development

BUILDING PERMITS

(Wicomico County - 10 Year Development)

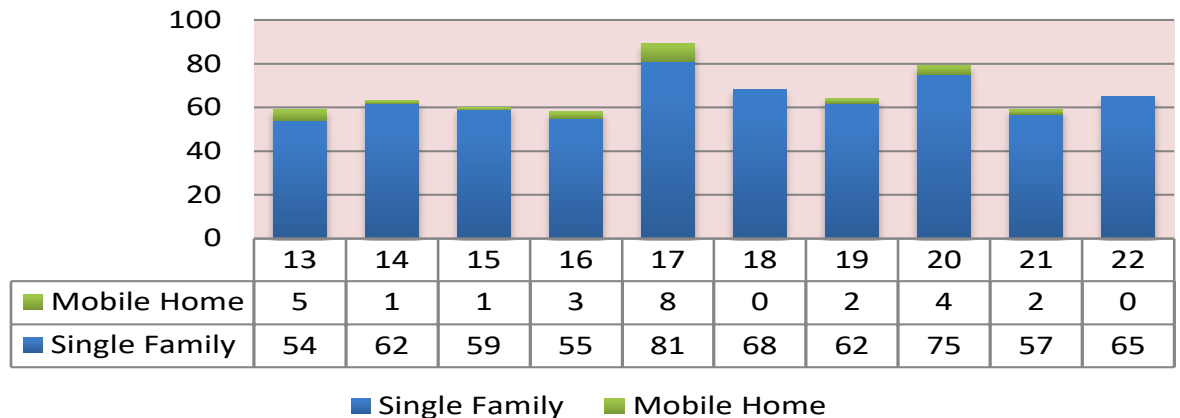
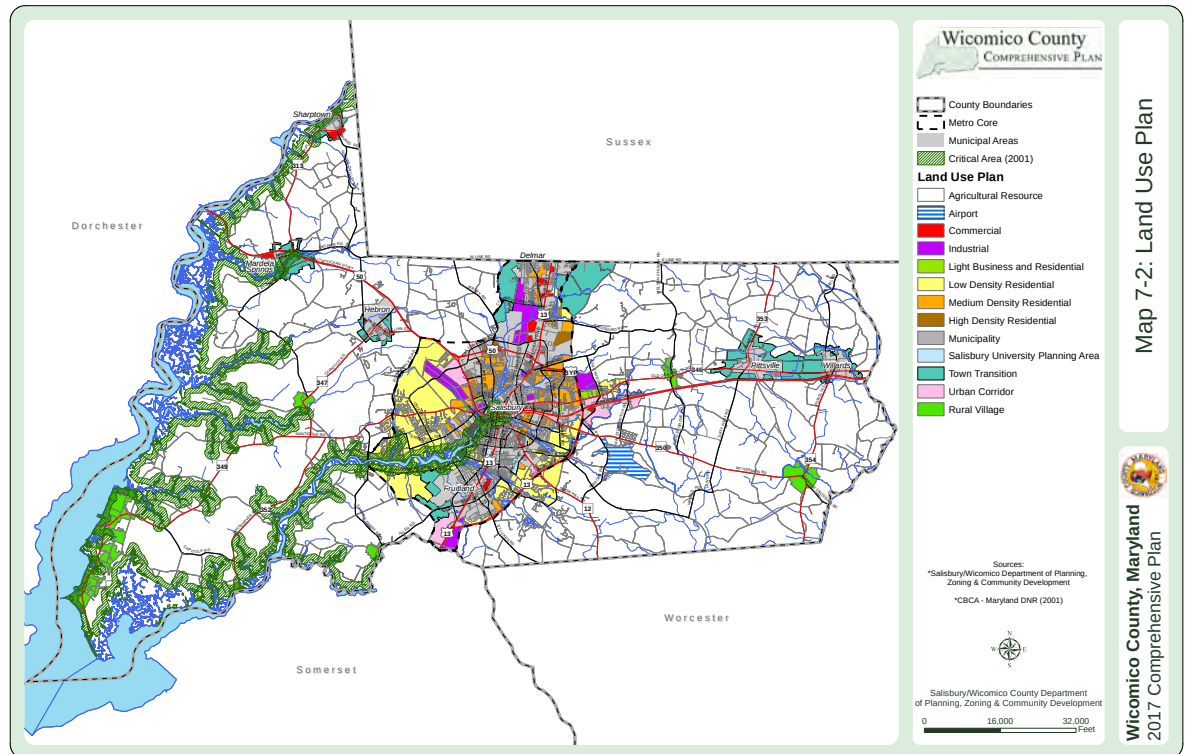


Figure 2 - Wicomico County Dept. of Planning, Zoning & Community Development

The past twenty (20) years indicate an interesting relationship between the number of building permits issued and the number of lots approved for Wicomico County. Between 1999 and 2005 the majority of the time there was an opposite trend between the number of lots approved and the number of permits issues. If one went up, the other typically went down and so forth. This changed in 2007 when the trends crossed (see Figure 3). Although construction slowed there were still lots being established for potential home construction in anticipation that the real estate market would stabilize. Beginning in 2011 the trend had been a reduction in plats and lots approved. Partially, this is in response to the national economic downturn, new stormwater management regulations in 2010, State planning law (Septic Bill in 2012), and development occurring in incorporated jurisdictions with existing sewer.



APPROVED PERMITS & LOTS (Wicomico County - 20 Year Development)

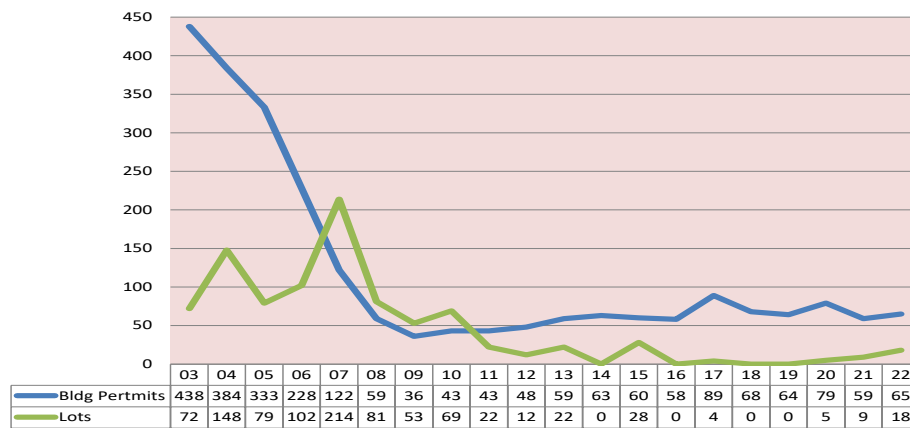


Figure 3 - Wicomico County Dept. of Planning, Zoning & Community Development

EAST & WEST LOTS (10 Year Development)

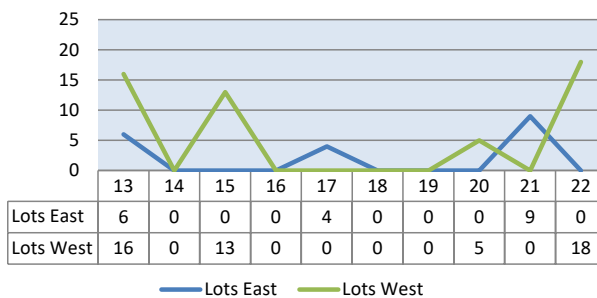


Figure 4 - Wicomico County Dept. of Planning, Zoning & Community Development

METRO CORE LOTS (10 Year Development)

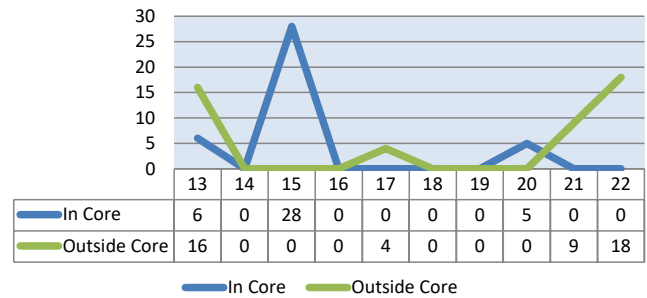


Figure 5 - Wicomico County Dept. of Planning, Zoning & Community Development

Recently, the County has seen sporadic low growth between both sides of Route 13 (see figure 4 on previous page). Much like the East/West divide, the division between Metro and Non-Metro growth has been minimal (see figure 5 on previous page). In 2015, growth within the metro core outpaced growth of the area outside of the core for the first time in five years but has since dropped. This type of growth is aligned with the ideals of the County Comprehensive Plan. An increase is noted in 2022 in the West Non-Metro area.

Overall, the data trends indicate that Wicomico County Schools could see little impact from new single family residential homes over the next fiscal year. However, building permits should be monitored for spikes on plats/lots that were previously approved but have sat undeveloped for years.

CITY OF SALISBURY DEVELOPMENT & INITIATIVES

WCPS has been working with the largest local municipality, the City of Salisbury to develop a reporting process for subdivision activity and building permit data for new residential construction. In 2021 the “Here is Home” major economic initiative was launched aimed at solving the shortage of available housing in Salisbury. The program made use of fee waivers for projects receiving permits by the end of 2022 and breaking ground approximately 2 years from 10/1/2021. This initiative has resulted in significant development activity within the City of Salisbury, Wicomico County’s metro core area. Figure 6 represents the 3,370 known residential units currently in review (engineering review or preliminary planning review) and under construction as tracked by the City of Salisbury Infrastructure and Development department. While 22% of these units are already under construction, the timeline and future occupancy is unknown. It is important to be aware of their potential impact to student enrollments. More than half of WCPS schools are located within the City of Salisbury limits serving the Wicomico County population. An approved subdivision does not quantitatively translate to a mechanism for anticipating future enrollments or capacity. This data is one of the metrics used to better understand the correlation of new growth and development to enrollments (existing and projections) and is incorporated into planning efforts as available.

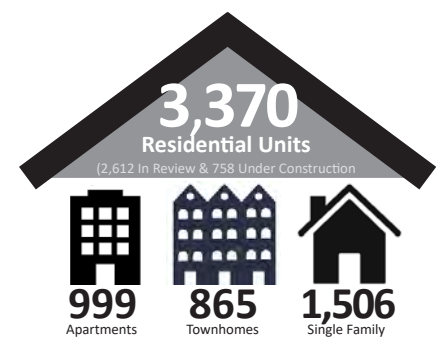
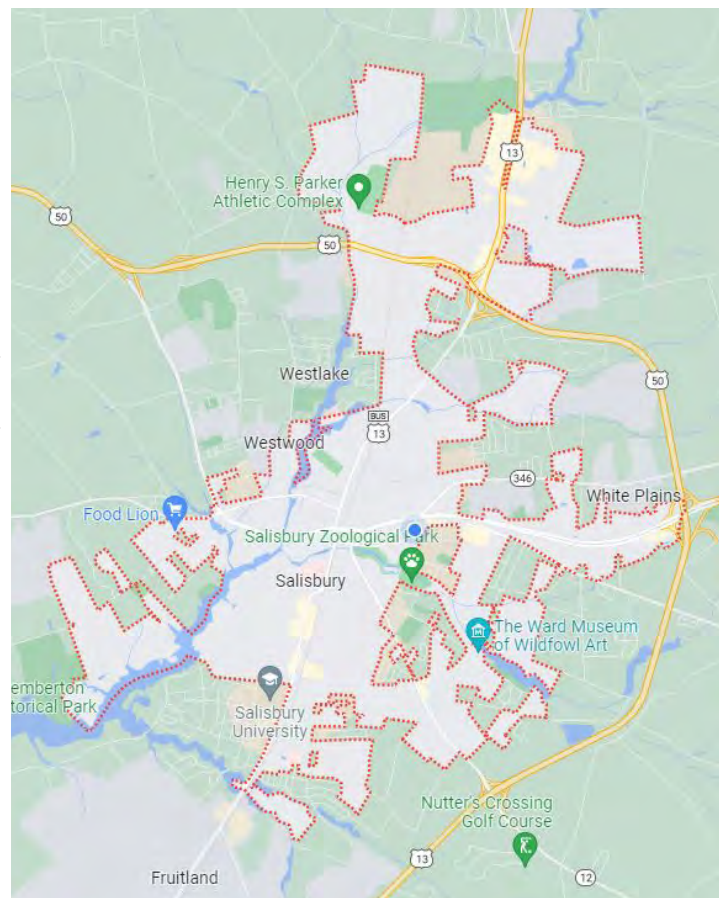


Figure 6



DEMOGRAPHIC INDICATORS

Although residential growth slowly continues, the data when compared to our actual enrollments indicates that additional school capacity may only be needed in limited areas. Wicomico also has a varied market of home buyers within a mixture of designated developments.

Wicomico County's total population from the 2020 Decennial Census, 2017 – 2021 was 103,588 (county + municipalities). The eastern shore of Maryland is seeing an increase in the 45 to 65+ year old population and some subdivisions have been marketed as 55 and older. Wicomico County's population was 25,246 (24.3%) for the ages of 45 to 64 (see Figure 6) which is an increase of 1.7% since 2010 (24,827). The demographic estimates from the 2017 – 2021 American Community Survey 5-Year Estimates was 16,208 for 65 and older which was 15.7% of the total population. It appears that our population is maturing and some of the people relocating to the eastern shore are doing so in retirement.

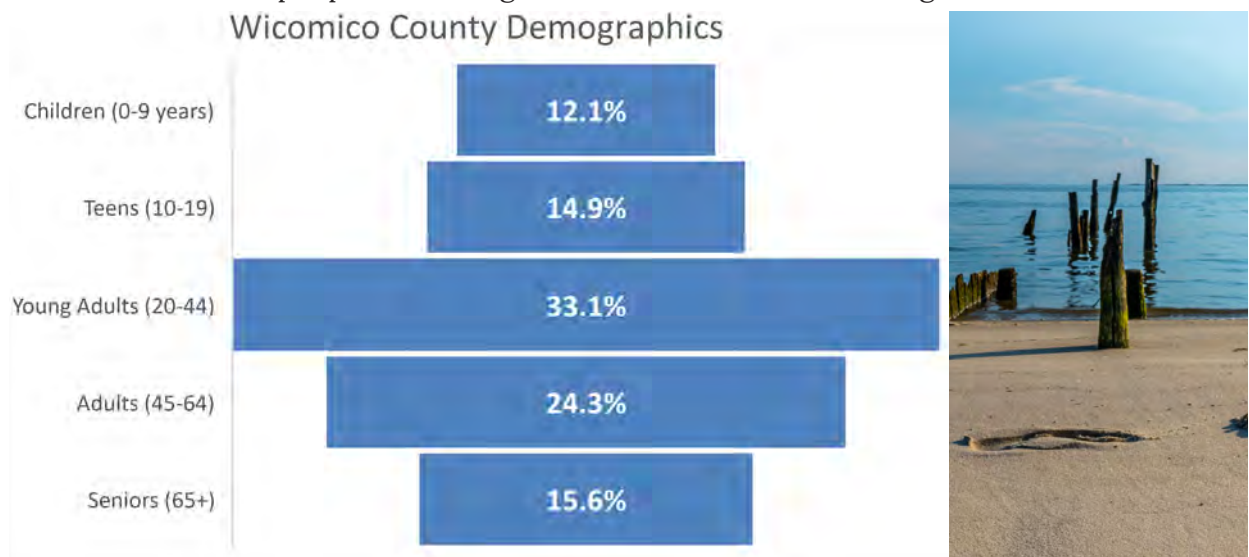


Figure 6 - Wicomico County Dept. of Planning, Zoning & Community Development

In juxtaposition to the issues associated with an aging population which has been more of a national issue is the concept of family friendly communities. The APA conducted a national survey in the spring of 2008 to assess attitudes about and barriers to creating family friendly communities. The report makes note of the need to create “... more family friendly communities with housing at affordable prices, access to child care, parks, pedestrian pathways, quality public schools, safe neighborhoods, and many other potential features that promote family well-being.”

It also points out that the AARP has documented that the elderly want to age in place and endorse walk-ability, public transit, affordable housing, convenient services and parks which are also applicable to family friendly communities. Part of the survey involved child care and only 20% of the respondents believed their community had an adequate supply and only 14% of the communities provided financial support for development or operation of child care facilities. Child care is often related to our public school population and those students who are in before and/or after school child care programs. Additionally, 59% of respondents said that schools function as a center of their community and acknowledged that schools are used for a variety of community functions such as child care, continuing education courses, public meetings, and community recreation. All of these functions apply to Wicomico County Public Schools.

PUBLIC UTILITIES

During the 2023 legislative session, Senate Bill 246 passed allowing for the creation of a sanitary district and commission in Wicomico County which goes into effect on October 1, 2023. Wicomico County worked with an engineer to complete a Water and Sewer Master Plan (WC-WSMP) to outline a technical, managerial, and financial approach/policy for adoption by County Council to provide safe drinking water and clean water discharge for all residents of Wicomico County in the form of a Master Plan document to update the 2010 approved Water & Sewerage Plan. The issues of water and sewer access and availability in Wicomico County continue to be important factors for future planning and development of school sites. In Wicomico County many of the soils are poorly suited for septic systems and the Environmental Health Division of the Wicomico County Health Department has put into place a land evaluation process which involves (for a fee) evaluation for subdivision to sewage area modifications. This process among others was established as part of their mission to help protect public health through the control of vital environmental factors. Water and sewer facilities often stimulate growth and should be addressed within appropriate areas. While Salisbury and Wicomico County continue to work towards addressing these issues, there remain capacity and access issues to water and sewer. There is limited availability of municipal services in several parts of the county and a few of our existing schools (primarily on the west side) still utilize private wells and septic systems for sewer. Recently the city extended water and sewer to the Beaver Run Elementary site.

Schools utilizing private wells and/or septic systems for sewer:

- Northwestern Treatment Plant & Well (tied to Mardela M/H)
- Mardela Middle / High Treatment Plant & Well

The Town of Mardela is considering a municipal waste water treatment facility & WCBOE has expressed interest in having Mardela & Northwestern included for consideration in their planning process. This area is also a high priority in the new WC-WSMP.

- Westside Primary Septic & Well

The City of Salisbury wastewater plant was upgraded in 2017 to an ENR rated facility increasing capacity. The City of Fruitland has also made improvements and expanded capacity, but there is still some more needed in identified “future” sewer areas, especially the southwest interceptor which could significantly impact the future development and growth of that municipality.

The installation, operation and maintenance of public water and sewer systems are an important and expensive government responsibility. There is a significantly larger “future” sewer area designated vs. existing public sewer already available in Wicomico County. In light of current economic conditions the expansion and / or installation of planned water and sewer areas will most likely continue to remain somewhat stagnant. Ultimately, the lack of water and sewer infrastructure will limit the areas where potential land could be considered by WCPS for planning considerations.



GROWTH AREAS

While the concept of “Smart Growth” is valuable for overall community development, its impact on school development is somewhat restrictive for WCPS in relation to current local growth patterns. Smart Growth encourages development within designated growth areas that are supported by water and sewer infrastructure. It also prioritizes the renovation of existing schools in existing neighborhoods over new schools.

Of the twenty four (24) public school facilities located in Wicomico County, seven (7) are operating “over” capacity. This does not include our Wicomico Early Learning Center (WELC) or Choices (Alternative Learning Center). These specific programs operate in separate facilities. WCPS schools can be viewed as serving specific geographic areas or county designated quadrants. Although these quadrants are not specifically representative of actual attendance areas, since some of our tracks cross over these geographic areas, they are a starting point to see how WCPS capacity relates to these geographic locations (see Figure 7 – red indicates over capacity, green indicates at capacity and black indicates under capacity).

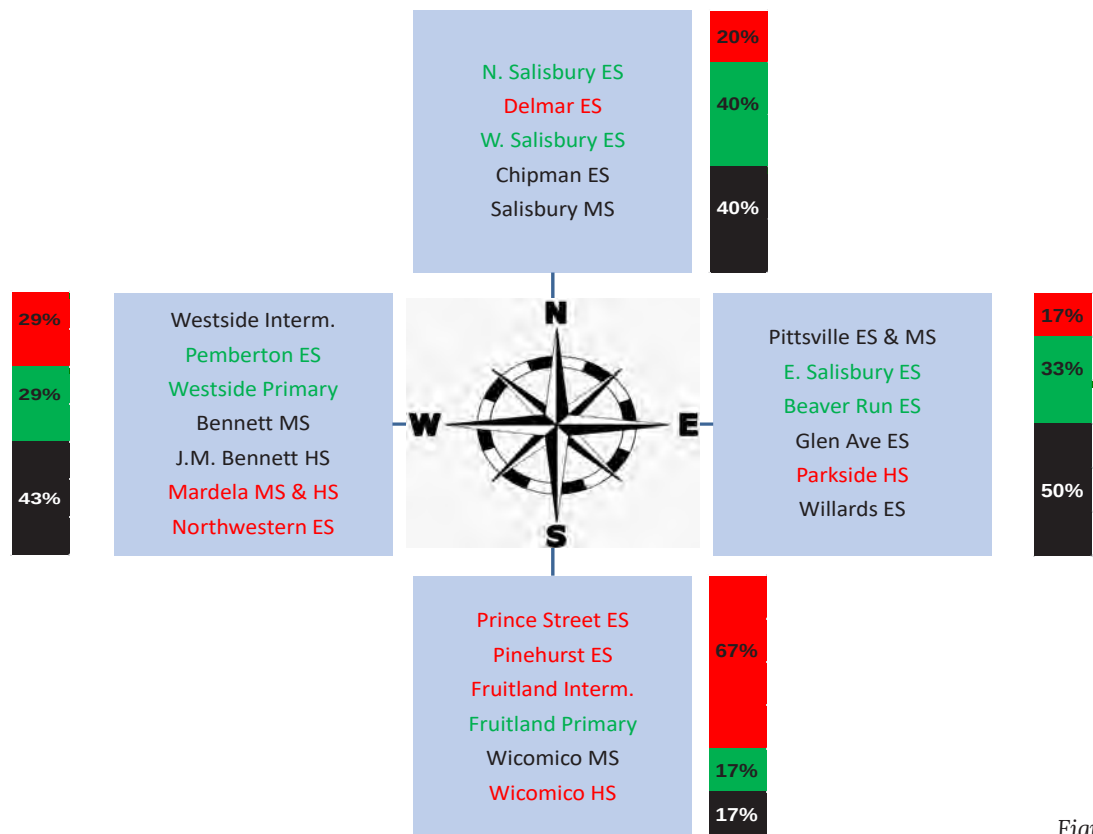


Figure 7

Looking at these quadrants in more detail it is apparent that all quadrants have at least 17% of their schools “over” capacity (See Figure 7).

The majority of WCPS schools are located within a Priority Funding Area (PFA). Priority Funding Areas are locations where the State and local governments want to target their efforts to encourage and support economic development and new growth. This becomes even more critical due to recent changes the Administration of the Public School Construction Program specifically noting that “Location of a new school or a replacement school that adds capacity be within a Priority Funding Area”. Also required is a Priority Funding Area review by the Maryland Department of Planning.

WCPS remains concerned about the amount of single-family and multi-family activity within the Delmar area due to the fact that we are unable to track growth data for the state of Delaware. Subjective observation and unofficial reports indicate additional residential growth is continuing. This will exacerbate the current overcrowded conditions at Delmar Elementary and the site has very little room for expansion.

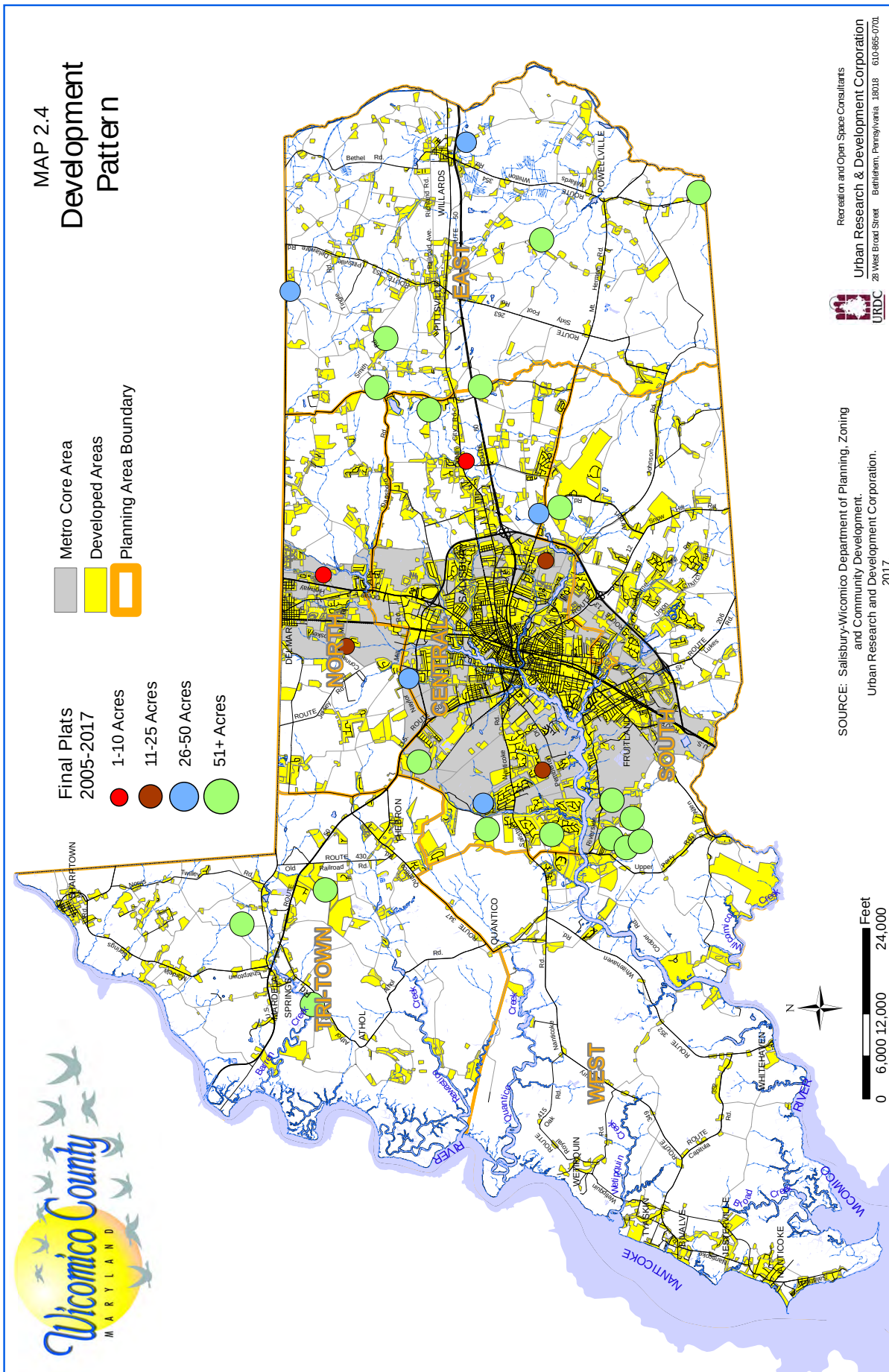
The adopted 2017 Wicomico County Comprehensive Plan projects the County population could reach 119,200 people by 2030. Growth is anticipated for our community and the implication of these projections to our school system may be significant. Based upon recent development trends as well as population and household estimates and projects, by 2030 it is anticipated that approximately 49% of the County population will reside within one of the eight incorporated areas. In 2010, roughly 43,000 persons or 43% of the total County population resided in an incorporated area. In the absence of growth management, schools will continue to struggle with increases in enrollments and/or student population shifts in student attendance areas. Current growth trends will require WCPS to shift service needs for potential additional households in more outlying areas (see MAP 2.4 Development Pattern). With schools operating at or over capacity we will likely have to play catch-up to the subdivision development depending on where it continues to expand. Significant future growth will require a combination of additions to existing facilities as well as new or replacement schools. This would require a commitment and investment of resources at both the local and state levels.

Within Wicomico County and more specifically the City of Salisbury there appears to be a trend within metro core neighborhoods where the existing detached homes are becoming rental dwellings instead of single family owned. The Salisbury Municipal Code has a dedicated Chapter 15.26, Rental of Residential Premises to address the increased number of rental properties and created a department to address the need to register, license and oversee these rental properties. The increase of rental properties appears to be related to a few things, including the expansion of Salisbury University and the need for additional student housing and the previously inflated real estate market and the need for affordable housing. We continue to see student population's shift within our inner city school boundaries and there may be a correlation to this and the increase in rental homes.

COMMUNITY PLANNING

The state is actively encouraging Smart Growth through community planning and public school construction. Smaller schools, walking or biking to school, co-use of schools and land banking procedures are a few of the priorities of the Maryland Department of Planning (MDP) related to smart growth. WCPS continues to coordinate and communicate with our local municipalities regarding our school planning efforts. WCPS has already incorporated many Smart Growth strategies into our planning initiatives. As many municipalities are in the process of updating their comprehensive plans, we look forward to having additional information to assist us with our school facility planning.





WCPS has coordinated multiple projects regarding Safe Routes to School to help facilitate the safety of those students who walk to that school. Our Prince Street elementary school project involved renovations and additions on an existing neighborhood centered site. The James M. Bennett replacement school was constructed on its existing site and involved several improvements along College Avenue & Onley Road. WCPS used several smart growth strategies when selecting a site for the relocation and replacement of Bennett Middle School. Most recently, the Town of Delmar received Grant funding from the Maryland State Highway Administration to construct ADA compliant pedestrian facilities from the Maryland-Delaware state line leading to Delmar Elementary School. The WCPS Facility Services Planning Group has been working in conjunction with the Wicomico County Planning & Zoning department regarding long term growth within the county to assist with our school construction planning efforts and sharing information as it becomes available.

WICOMICO COUNTY SCHOOLS GROWTH STATUS REPORT

ELEMENTARY SCHOOLS			
Beaver Run	at capacity	a growth area	PFA
Chipman Primary	under capacity	a growth area	PFA
Delmar	over capacity	a growth area	PFA Comment Area
East Salisbury	at capacity	a growth area	PFA
Fruitland Primary	at capacity	a growth area	PFA
Fruitland Intermediate	over capacity	a growth area	PFA
Glen Avenue	under capacity	a growth area	PFA Comment Area
North Salisbury	at capacity	a growth area	PFA
Northwestern	over capacity	a growth area	PFA
Pemberton	at capacity	a growth area	PFA
Pinehurst	at capacity	a growth area	PFA
Pittsville Elem/Middle	under capacity	a growth area	PFA
Prince Street	over capacity	a growth area	PFA
West Salisbury	at capacity	a growth area	PFA
Westside Primary	at capacity	a growth area	
Westside Intermediate	under capacity	a growth area	PFA Comment Area
Willards	under capacity	a growth area	PFA

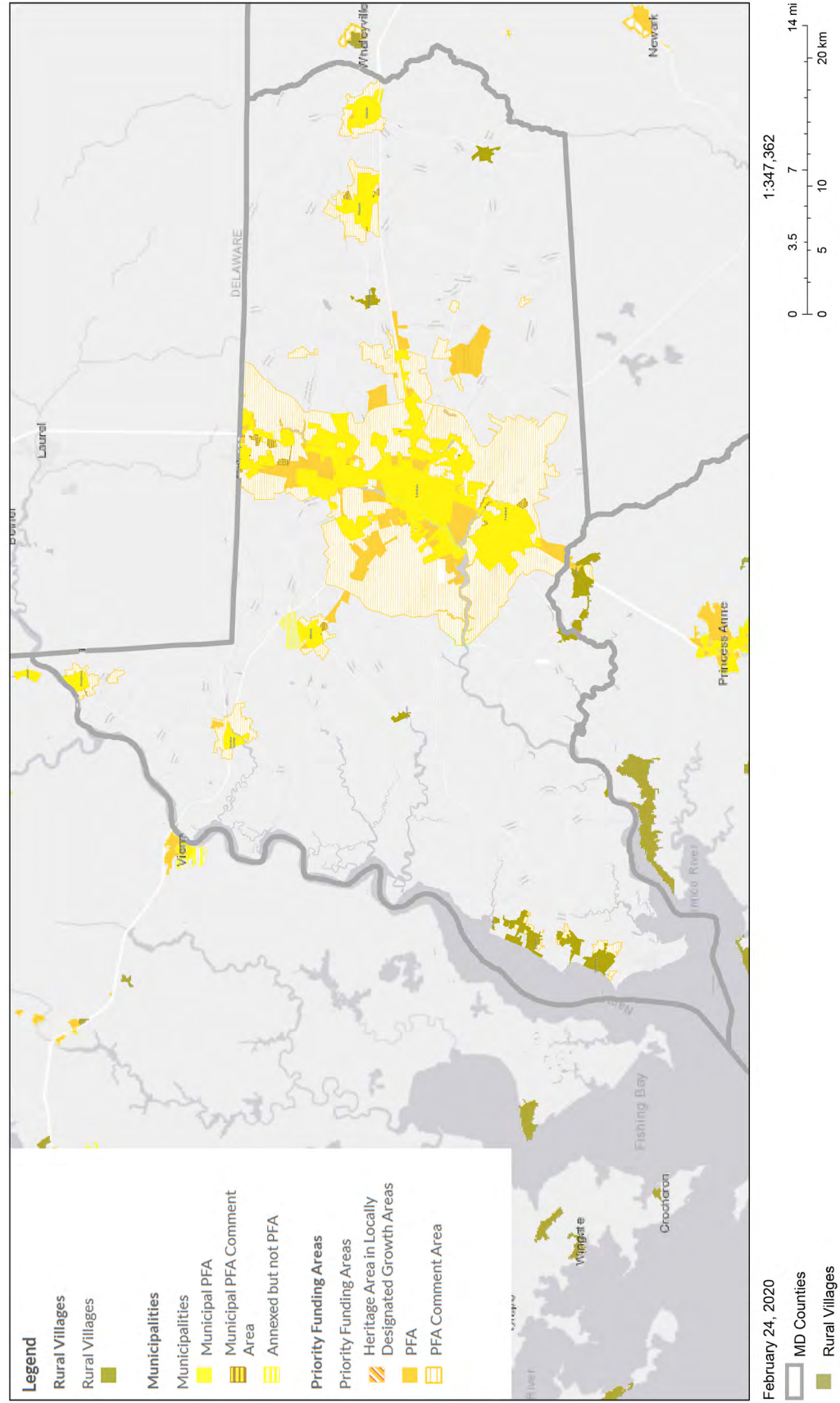
MIDDLE SCHOOLS			
Bennett Middle	under capacity	a growth area	PFA
Salisbury Middle	under capacity	a growth area	PFA Comment Area
Wicomico Middle	under capacity	a growth area	PFA

HIGH SCHOOLS			
J.M. Bennett High	under capacity	a growth area	PFA
Mardela Middle/High	over capacity	a growth area	PFA
Parkside High	over capacity	a growth area	PFA
Wicomico High	over capacity	a growth area	PFA

SCHOOL FACILITY STATUS

- Currently the Board of Education has no school facility which is not used to house students.
- There are no state-owned relocatable classrooms in Wicomico Count.

Priority Funding Area Map



See the MDP's website for more information: <https://mdpgis.mdp.state.md.us/PFA/publicinfotemplate/index.html>



WICOMICO COUNTY, MARYLAND

DEPARTMENT OF PLANNING, ZONING AND COMMUNITY DEVELOPMENT
125 N. DIVISION STREET, ROOM 203
P.O. BOX 870
SALISBURY, MARYLAND 21803-0870
PHONE: 410-548-4860 | FAX: 410-548-4955

Julie M. Giordano
County Executive

Bunky Luffman
Director of Administration

Lori A. Carter
Director

PLANNING CERTIFICATION
EDUCATIONAL FACILITIES MASTER PLAN
FY 2024

To Whom It May Concern:

This is to certify the FY 2024 *Educational Facilities Master Plan* for Wicomico County is consistent with the 2017 *Wicomico County Comprehensive Plan*, adopted March 21, 2017, and the County's 2022 *Land Preservation, Parks and Recreation Plan* adopted on July 5, 2022.

The Educational Objectives contained in the County Comprehensive Plan pertain to locating schools on sites meeting the needs of the population it serves, and providing educational facilities sufficient to accommodate projected enrollment increases. The County Comprehensive Plan does not address, make specific recommendation(s), or prioritize projects for existing or future educational facilities, which is a function of the Educational Facilities Master Plan and capital programming efforts. The projects proposed by the *Educational Facilities Master Plan* will be considered by the State and Wicomico County (Executive and Council) as part of the capital programming process. This Plan addresses growth related issues based on the subdivision activity metric and the necessity of continuing the strong relationship between the Board of Education and the Wicomico County Department of Planning, Zoning and Community Development.

We will continue to work closely toward directing growth in an orderly and controlled manner to designated growth areas with existing or planned infrastructure in accordance with the adopted 2017 *Wicomico County Comprehensive Plan*. The Wicomico County Department of Planning, Zoning, and Community Development look forward to the continued coordination with the Board of Education.

As certified this 17th day of May 2023.

A handwritten signature in blue ink, reading "Lori A. Carter".

Lori A. Carter, MBA
Planning Director

Planning & Zoning Commission
Natural Resources Conservation Advisory Committee
Metropolitan Planning Organization
Shore Housing Resource Board

Wicomico County Board of Appeals
Historic District Commission
Agricultural Reconciliation Committee
Agricultural Land Preservation Advisory Board

5 Facility Inventory

It is imperative that the EFMP provide the information necessary to make objective data driven decisions. The culmination of this data for our facilities can be found in the **Facility Needs Indexes** (found in the next section). These spreadsheets weight the critical facility data in order to better prioritize capital spending.

The spreadsheets are composed of several key components, which will be defined in the following section:

1. **FCI – Facility Condition Index**
 - a. An industry standard index that objectively measures the current condition of the facility (3rd party assessment).
2. **PI – Program Index**
 - a. An index that measures the educational program adequacy by building size.
3. **U% – Utilization**
 - a. A measure of a school's capacity efficiency (FTE/State Rated Capacity).
4. **FTE – Full Time Equivalent (Enrollment)**
 - a. Captures the schools where we can have the greatest impact on the greatest number of students.
5. **FQI – Facility Quality Index**
 - a. Condition of the facility plus our ability to adequately teach in the available space (FCI+PI).

The data for each of these categories can be found in figure 1 below. The schools are ranked 24-1 (24 total schools), with 1 representing the best school and 24 representing the worst school in that category. While each category is important, it is essential that the data be weighted in an objective manner that will help determine a priority order of where dollars should be spent.

	FCI			PI			FQI			UT			FTE	
Mardela MHS	70	24	Westside Primary	57	24	Fruitland Primary	102	24	Prince Street ES	139%	24	James M.Bennett HS	1343	24
Fruitland Primary	64	23	Northwestern ES	53	23	Chipman ES	100	23	Northwestern ES	136%	23	Wicomico HS	1325	23
Chipman ES	63	22	Chipman ES	45	22	Westside Primary	97	22	Delmar ES	126%	22	Parkside HS	1160	22
Wicomico HS	51	21	Delmar ES	44	21	Mardela MHS	89	21	Parkside HS	123%	21	Bennett MS	906	21
Pinehurst ES	50	20	Fruitland Primary	35	20	Northwestern ES	77	20	Mardela MHS	112%	20	Salisbury MS	873	20
Wicomico MS	49	19	Pittsville EMS	25	19	Delmar ES	74	19	Wicomico HS	109%	19	Delmar ES	858	19
Fruitland Intermediate	49	18	Westside Intermediate	23	18	Fruitland Intermediate	69	18	Pinehurst ES	104%	18	Prince Street ES	854	18
East Salisbury ES	46	17	Fruitland Intermediate	19	17	Wicomico HS	64	17	Fruitland Intermediate	104%	17	Wicomico MS	819	17
Glen Avenue ES	43	16	Mardela MHS	19	16	Pinehurst ES	55	16	Pemberton ES	101%	16	Mardela MHS	691	16
Parkside HS	40	15	Pemberton ES	13	15	Parkside HS	55	15	North Salisbury ES	100%	15	Beaver Run ES	652	15
Westside Primary	37	14	Parkside HS	13	14	Westside Intermediate	53	14	East Salisbury ES	99%	14	Pemberton ES	529	14
Salisbury MS	36	13	Wicomico HS	11	13	Wicomico MS	52	13	West Salisbury ES	98%	13	North Salisbury ES	505	13
Delmar ES	32	12	Glen Avenue ES	5	12	Glen Avenue ES	49	12	Beaver Run ES	98%	12	Pinehurst ES	486	12
Westside Intermediate	31	11	Salisbury MS	5	11	East Salisbury ES	48	11	Westside Primary	96%	11	Fruitland Primary	441	11
Willards ES	29	10	Pinehurst ES	4	10	Pittsville EMS	47	10	Fruitland Primary	93%	10	East Salisbury ES	421	10
Pemberton ES	29	9	Prince Street ES	4	9	Pemberton ES	41	9	James M.Bennett HS	90%	9	Fruitland Intermediate	393	9
James M.Bennett HS	29	8	Wicomico MS	1	8	Salisbury MS	38	8	Wicomico MS	90%	8	Glen Avenue ES	379	8
Northwestern ES	25	7	East Salisbury ES	0	7	Willards ES	29	7	Salisbury MS	87%	7	West Salisbury ES	346	7
Pittsville EMS	22	6	Willards ES	0	6	James M.Bennett HS	25	6	Willards ES	85%	6	Westside Intermediate	343	6
North Salisbury ES	18	5	North Salisbury ES	0	5	North Salisbury ES	21	5	Westside Intermediate	83%	5	Northwestern ES	341	5
Prince Street ES	17	4	James M.Bennett HS	0	4	Prince Street ES	16	4	Bennett MS	81%	4	Pittsville EMS	329	4
Bennett MS	12	3	Bennett MS	0	3	Bennett MS	2	3	Glen Avenue ES	81%	3	Willards ES	309	3
West Salisbury ES	2	2	West Salisbury ES	0	2	West Salisbury ES	0	2	Chipman ES	68%	2	Chipman ES	262	2
Beaver Run ES	0	1	Beaver Run ES	0	1	Beaver Run ES	0	1	Pittsville EMS	65%	1	Westside Primary	192	1

Figure 1

The weighted scores are utilized to create two unique Facility Need Indexes. The first of which is the Major Capital Improvement Index. This index is used to determine which schools are in the most need of replacement or major renovations (with possible additions). The second is the Systemic Index. This index is used to determine which schools are in need of critical systemic projects. These schools are typically schools which fall in the mid to lower half of the Major Capital Improvement Index. This indicates that the school will not be undergoing any major capital project in the near future and that the key systems within the school must be kept functional in the interim.

The **Facilities Need Index (Major Capital Improvement)** is comprised of three weighted categories: FQI, Utilization and FTE. FQI is weighted the highest, as it combines both the FCI and PI numbers. With a portfolio of aging schools these numbers are vital to monitor. As you can see in figure 2, the total average age of our schools is 32 years, with many of the schools well beyond this threshold. As utility and service requirements increase, the operational efficiencies and performance characteristics of these older schools begin to degrade and often become obsolete.

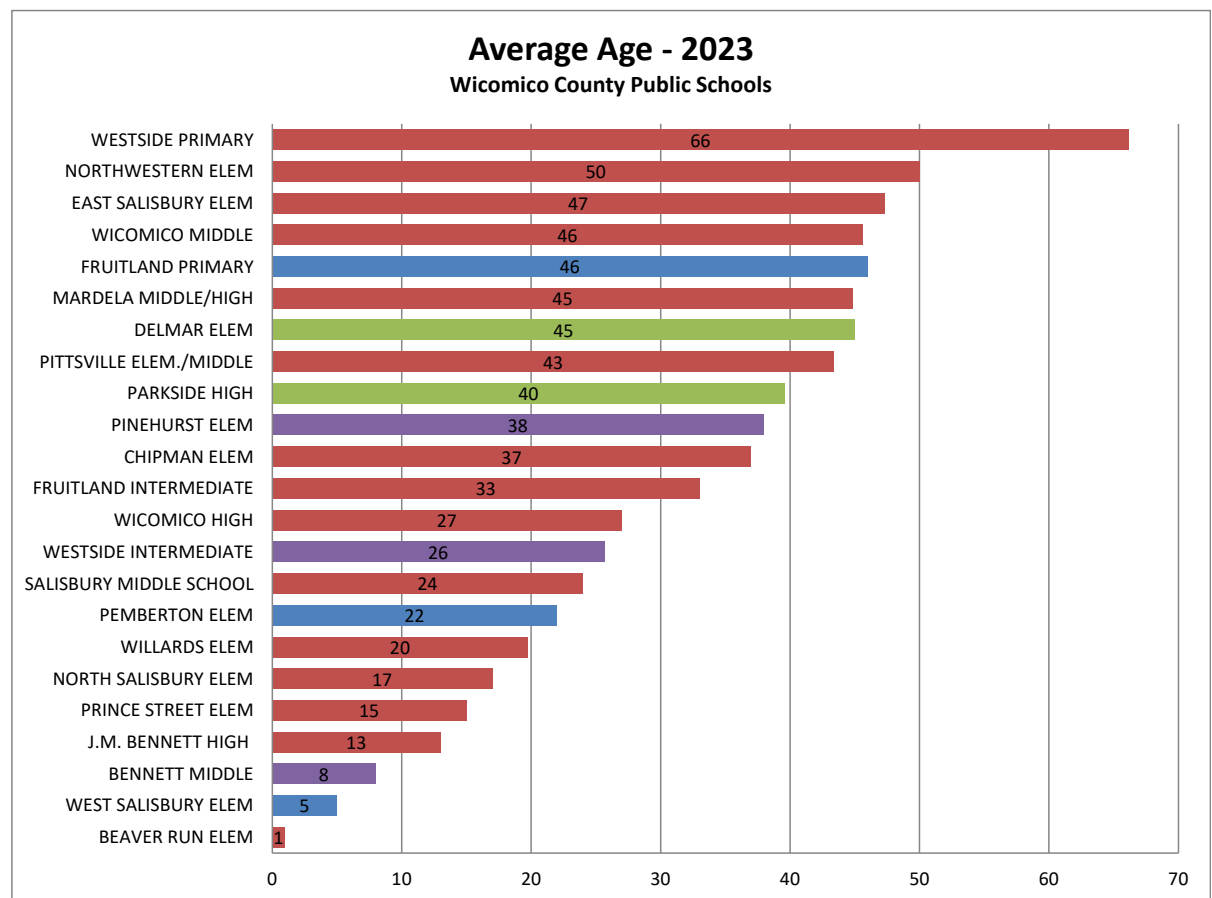


Figure 2

Age also poses one of the greatest challenges in a facility's ability to adapt to changing instructional needs. Each year WCPS schools grow older and at the same time there are increased demands placed on them by new instructional methodologies. PI allows us to see how well each school is able to provide adequate space to meet this demand and thus educate our students. This not only includes classrooms, but also focuses on ancillary spaces such as art rooms, gyms, pull-out instructional space, etc. In many cases, the older schools simply do not have the capacity to withstand these new demands.

Figure 3 illustrates some of these demands, as well as how spaces in general have increased in size over the years.

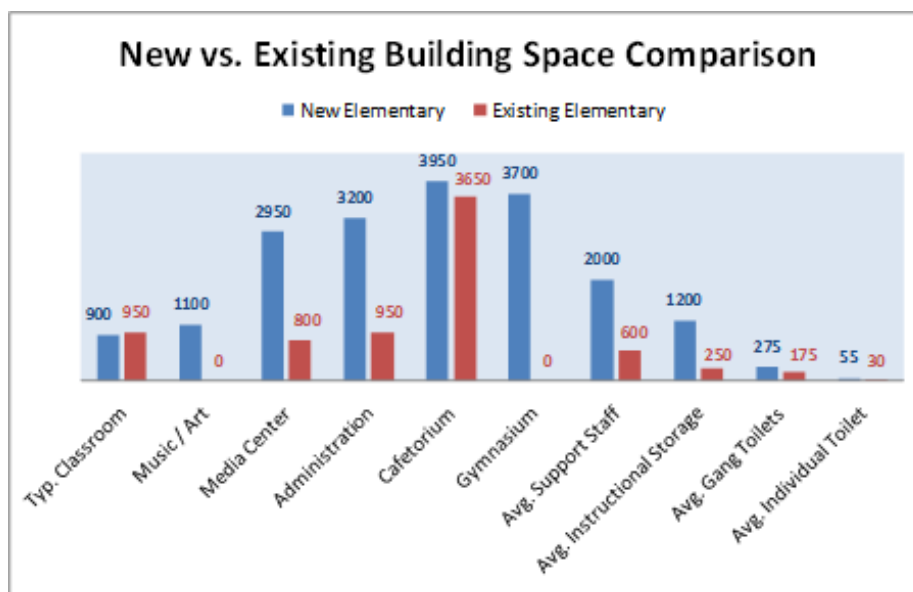


Figure 3

The utilization category allows us to quickly pinpoint schools that are operating over capacity. While utilization is a key indicator, the data can be a bit deceiving. Meaning a school can be over capacity by 20% but have less space issues than a school that is over capacity by 10%. This holds true due to the fact that all of the facilities do not have the same total capacity. The following is an example to illustrate this point (numbers are for example purposes only and do not reflect current FTE or Capacities):

Fruitland Intermediate $462/378 = 122\%$ or 84 students over capacity
 Prince Street $723/616 = 117\%$ or 107 students over capacity

This example helps us understand that more students will be affected by utilization if the FTE and SRC are both higher and not necessarily if the U% is just higher. To compensate, FTE was added to the weighted chart in order to make sure that the schools with a higher number of students affected by overcrowding are weighted higher (worse). The FTE category also helps identify the largest enrollments within the worst condition facilities. In the end, the goal of the weighted score spreadsheet is to find schools where we can positively impact the largest number of students while at the same time addressing the most pressing facility needs.

The top ranked projects (highest scores) will be analyzed further in the Facilities Need section of the EFMP.

The **Facilities Need Index (Systemic)** is comprised of two weighted categories: FCI and Utilization. FCI is weighted the highest, as it measures the key systemic components of each school. As with the other Index, utilization is used as a means to make sure projects are directed towards schools where the highest number of students can be impacted.

INITIATIVES

Projects that may not be identified by either the enrollment or facility needs analyses but shall be considered important during the prioritization of capital funding.

Pre-K for All / Blueprint Implementation

Study the elementary capacity impact of implementing the Pre-K for all initiative and add new capacity as determined necessary. Explore necessary space needs to support Blueprint including shifts in teacher/leader responsibilities, need for educator training and professional development, CTE and college-and career-ready (CCR) program expansion, and increased students supports and resources.

Transitional Pre-K and K

Study the space needs for a transitional Pre-K and Kindergarten initiative and investigate the feasibility of repurposing Wicomico Early Learning Center for this use.

WCPS County Stadium

Although not a building by definition, the WCPS county stadium is treated as a separate facility to track the necessary on-going operations and maintenance of this critical athletic component. The county stadium is shared by all WCPS schools for several of their competition sport venues including soccer, lacrosse, football and track and receives an immense amount of use throughout the entire year.

The track was recently resurfaced and bleachers replaced. The stadium score board is reaching the end of its useful life and need replacement to complete this facility upgrade.

Portables

Portables, whether used as classrooms or program support, are often used throughout our schools to deal with critical space needs. This is done as a short term measure until a more permanent structure can be funded and constructed but they often become a long term fix.



During the 2021/22 school year, WCPS was operating and maintaining eighty-nine (89) portables at various schools throughout the county. Fifty-seven (57) units are located on elementary school sites, eleven (11) are at middle schools and twenty-one (21) are being used at the high school level. Our records indicate that more than 75% of the rooms within the 89 portables are being used as additional classroom space. The others are used to make up for instructional pull-out space that older schools lack. In total, these units represent over 60,000 square feet which for comparison purposes, is approximately the size of one of our smaller elementary schools.

Many of the units are old requiring continued service and resources much like an actual school building. WCPS has tried to reduce its overall inventory of aged portables by addressing the improvements and repairs required. Portables (for better or worse) have come to play a vital role in our ability to provide adequate space for the classroom and program support needs of our schools. It has become crucial that we maintain and service these units on a regular basis.

Alternative Education Program / Choices

Study the options for a permanent building for the Choices Academy program.

Plumbing

Wicomico High School is unique in that it is a large campus style school. Throughout the sprawling campus, the original domestic water piping is corroding from the inside out. Associated piping is becoming clogged with particles and with that, it is recommended that all of the interior and exterior (to the main) domestic water piping be replaced. Along the same lines, the original sewer piping continues to age with each passing year. These pipes shall be monitored and replaced when necessary. This condition is also present at several of our other older schools such as Wicomico Middle School. Such conditions must be monitored and addressed as necessary.

Roof Refurbishment

As part of our ongoing maintenance plan, all school roofs are documented and monitored in an effort to maintain their integrity. The following is a list of the top four roofs needing replacement (in priority order):

1. Wicomico High
2. Fruitland Primary
3. Parkside High
4. Northwestern Elementary

Bleachers

As determined by maintenance inspections, bleachers shall be replaced as they reach the end of their useful life (both internal and external).

Safety

Address safety concerns such as but not limited to:

Converting open classrooms	Perimeter fencing
Classroom doors/locks	Security Cameras
Integrated Intercom/Additional Radios	Entry access systems

Parking / Site Circulation

Address pedestrian, bus, staff and parent vehicular circulation issues at various sites.

Art School - Study the options for creating an Art School for WCPS.

Alternative Financing

Explore the option of utilizing alternative financing to fund projects.

See the Facility Needs section of the EFMP for timing of various WCBOE special initiatives listed above.

FACILITY NEEDS INDEX

MAJOR CAPITAL IMPROVEMENT

	FQI*	U*	FTE*	Weighted	Notes	
	60%	10%	30%	Score		
1	*Mardela MS/HS	21	20	16	19.4	Renovation & Addition - Construction
2	Delmar Elem	19	22	19	19.3	
3	Wicomico HS	17	19	23	19	
4	*Fruitland Primary	24	10	11	18.7	Replacement School - A/E Hire
5	Parkside HS	15	21	22	17.7	
6	Northwestern Elem	20	23	5	15.8	
7	Pinehurst Elem	16	18	12	15	
8	Fruitland Intermed	18	17	9	15.2	
9	Chipman Elem	23	2	2	14.6	
10	Westside Primary	22	11	1	14.6	
11	Wicomico MS	13	8	17	13.7	
12	James M. Bennett HS	6	9	24	11.7	
13	Salisbury MS	8	7	20	11.5	
14	Pemberton Elem	9	16	14	11.2	
15	East Salisbury Elem	11	14	10	11	
16	Westside Intermed	14	5	6	10.7	
17	Prince Street Elem	4	24	18	10.2	
18	Glen Ave. Elem	12	3	8	9.9	
19	Bennett MS	3	4	21	8.5	
20	North Salisbury Elem	5	15	13	8.4	
21	Pittsville ES/MS	10	1	4	7.3	
22	Beaver Run Elem	1	12	15	6.3	
23	Willards Elem	7	6	3	5.7	
24	West Salisbury	2	13	7	4.6	

***Indicates project underway**

Scores Range: 1-24

Lower Scores = Least Attention Needed

Higher Scores = Most Attention Needed

***FQI** = Condition of facility plus our ability to adequately teach in the available space

***U (Utilization)** = Identifies where schools are beyond the building capacity.

***FTE** = Full time equivalent. Captures the schools where we can have the greatest impact on students.

FACILITY NEEDS INDEX SYSTEMIC

	FCI* U*		Weighted Score	Notes	
	80%	20%			
1	*Mardela MS/HS	24	20	23.2	Renovation & Addition - Construction
2	*Wicomico HS	21	19	20.6	HVAC, Roof
3	*Fruitland Primary	23	10	20.4	Replacement School - A/E Hire
4	*Pinehurst Elem	20	18	19.6	HVAC, Windows + Doors
5	Chipman Elem	22	2	18	HVAC, Windows + Doors
6	Fruitland Intermed	18	17	17.8	Feasibility Study
7	Wicomico MS	19	8	16.8	Feasibility Study needed
8	*East Salisbury Elem	17	14	16.4	Windows + Doors
9	Parkside HS	15	21	16.2	Pending Roof Replacement
10	*Delmar Elem	12	22	14	HVAC, Roof Restore/Replace
11	*Glen Ave. Elem	16	3	13.4	HVAC, Windows + Doors
12	Westside Primary	14	11	13.4	
13	Salisbury MS	13	7	11.8	
14	Pemberton	9	16	10.4	
15	Northwestern	7	23	10.2	
16	Westside Intermed	11	5	9.8	
17	Willards Elem	10	6	9.2	
18	James M. Bennett HS	8	9	8.2	
19	Prince Street Elem	4	24	8	
20	North Salisbury Elem	5	15	7	
21	*Pittsville ES/MS	6	1	5	Roof Restore/Replace
22	West Salisbury	2	13	4.2	
23	Bennett Middle	3	4	3.2	
24	Beaver Run Elem	1	12	3.2	

***Indicates project underway**

red = ESSER/CARES II & III funded projects

Scores Range: 1-24

Lower Scores = Least Attention Needed

Higher Scores = Most Attention Needed

***FCI** = An industry standard index that objectively measures the current condition of the facility

***U (Utilization)** = Identifies where schools are beyond the building capacity.

As mentioned in the facility inventory analysis, one of the goals of the EFMP is to provide quality data upon which objective data driven decisions can be made. To foster this idea, the following two sections provide a quick reference that all parties can use to quickly assess a schools current state.

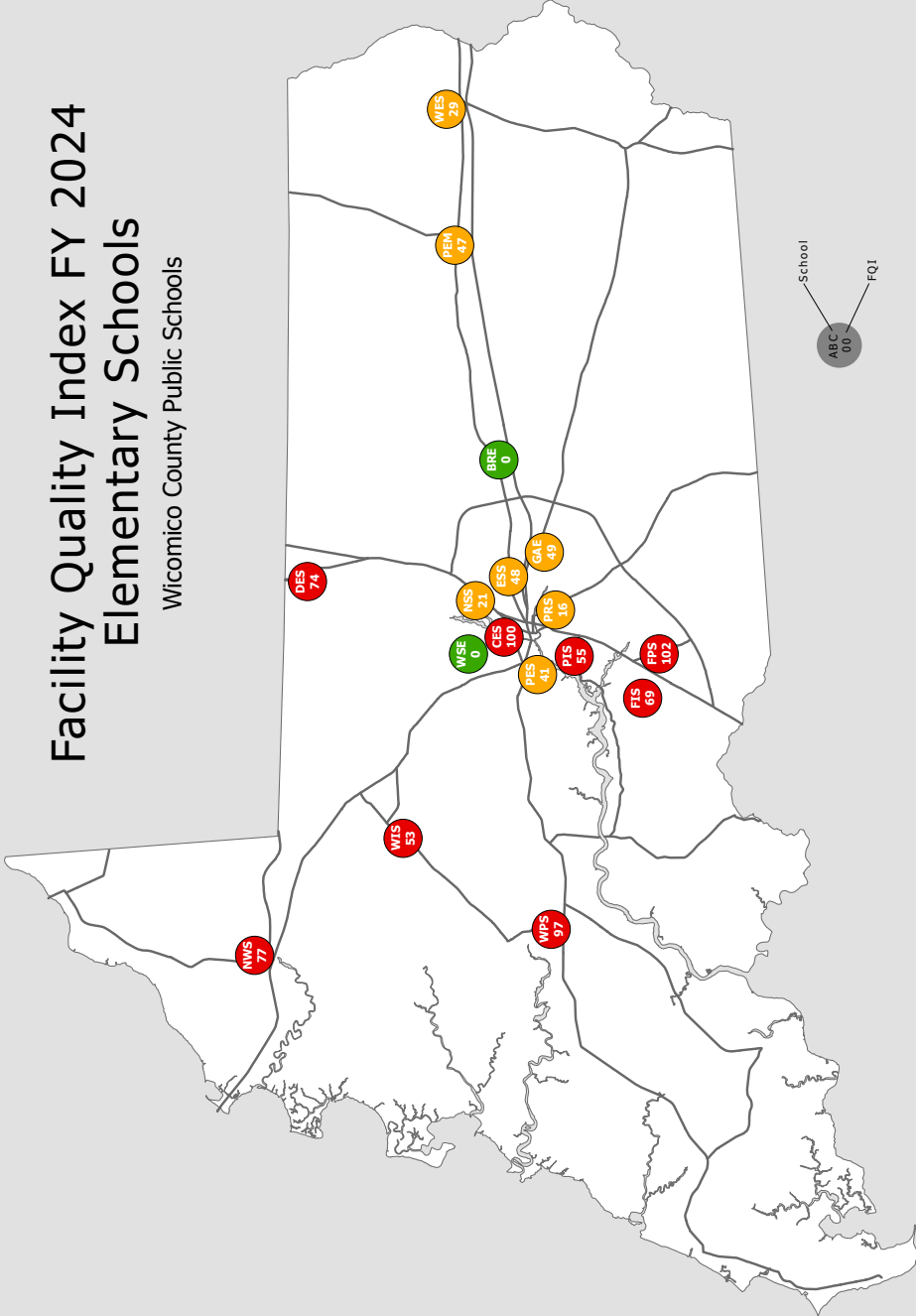
The first section provides two maps that separate out elementary schools and secondary schools. The data on the maps are the key indicators upon which the Facility Needs Index (Major Capital Improvement) was based. The maps illustrate how each school fairs compared to the rest of the county schools.

The next section provides a detailed info-graphic (scorecard) for each of the county schools. The graphics on the bottom half of the scorecards visually portray the four key indicators described in the facility inventory analysis (FQI, FCI, PI and U%). The larger single graph at the top of the scorecard visually depicts the projected enrollments which are analyzed in the Enrollment and Capacity section. Lastly, in the top corner of the scorecard there is a small indicator which identifies where the particular school falls on the Facility Needs Index (Major Capital Improvement). The closer this number gets to 24, the more attention the school needs and the more likely it is to be at the top of the facility needs list (set in the Facility Needs section of the EFMP).

Behind the individual scorecards, a list of current facility needs will be provided for each school. The lists purpose is two-fold. One, it provides staff with an understanding for what has already been identified as an issue at the schools. Second, the projects listed will feed directly into the Capital Improvement Plan (CIP), as they are identified as needing capital expenditures. It should be noted that the projects listed are not in priority order and are simply listed for information only. The priority order of the projects is preliminarily set in the Facility Needs section of the EFMP and finalized during the State/County CIP process.

Facility Quality Index FY 2024 Elementary Schools Wicomico County Public Schools

Source: FCI from April 2023 VFA Database
PI from July 2014 Facilities Task Force
Utilization rate updated based on Sept. 30,
2022 Enrollments
Date: May 1, 2023



FCI	PI	U%
0-14 = Excellent	0-10 = Excellent	89 = Under
15-39 = Good	11-35 = Good	90-99 = Optimum
40+ = Poor	36+ = Poor	100-105+ = Crowded
		106+ = Over

Facility Condition Index (FCI): An industry standard index that objectively measures the current condition of a facility.

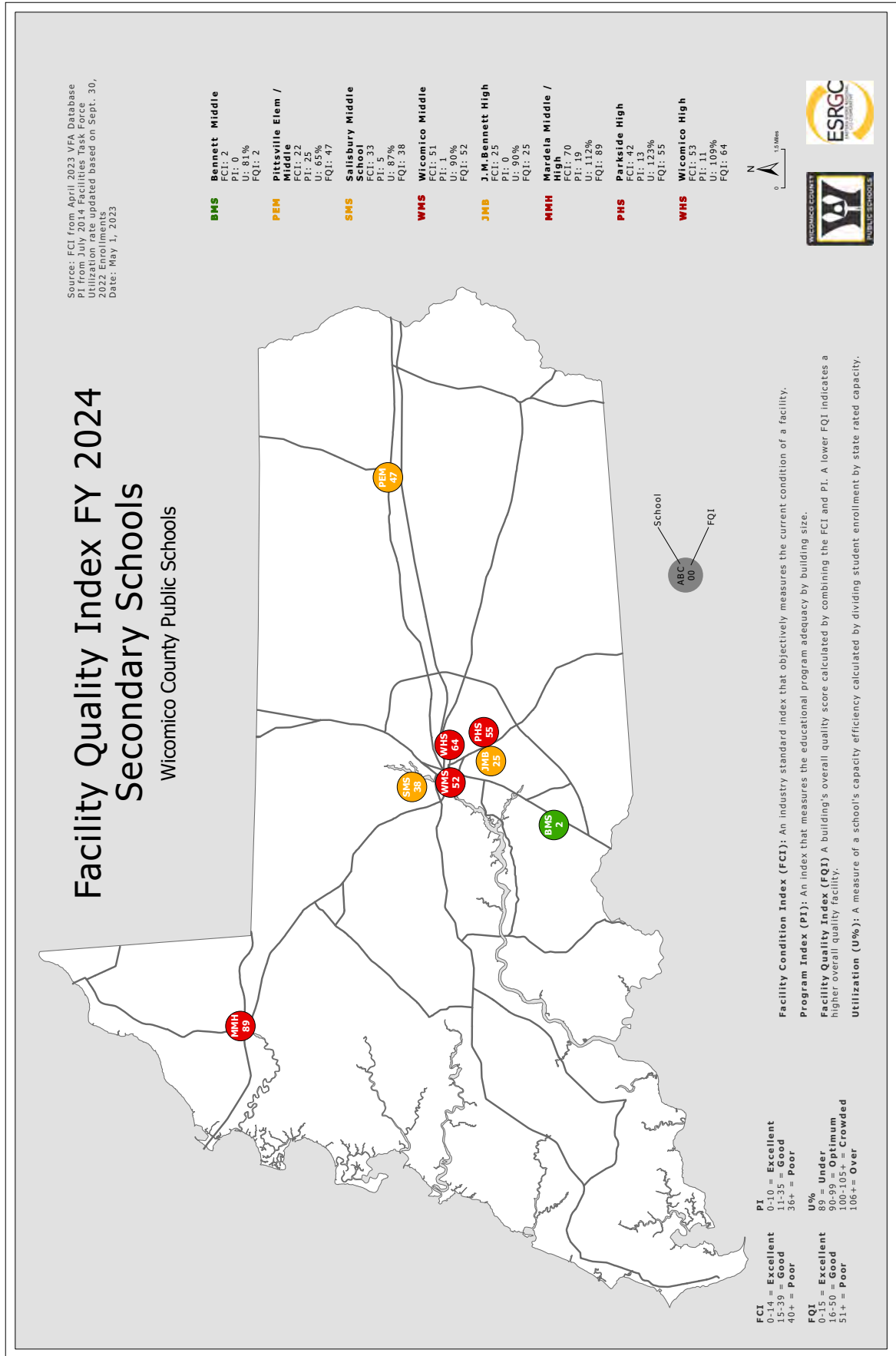
Program Index (PI): An index that measures the educational program adequacy by building size.

Facility Quality Index (FQI): A building's overall quality score calculated by combining the FCI and PI. A lower FQI indicates a higher overall quality facility.

Utilization (U%): A measure of a school's capacity efficiency calculated by dividing student enrollment by state rated capacity.

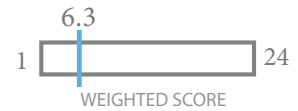
BRE Beaver Run FCI: 0 PI: 0 U: 98% FQI: 0	NWS Northwestern FCI: 24 PI: 12 U: 136% FQI: 77
CES Chipman Elem FCI: 55 PI: 15 U: 68% FQI: 100	PES Pemberton FCI: 28 PI: 15 U: 101% FQI: 41
DES Delmar Elem FCI: 30 PI: 44 U: 96% FQI: 74	PIS Pinehurst FCI: 51 PI: 10 U: 104% FQI: 55
ESS East Salisbury FCI: 48 PI: 0 U: 99% FQI: 48	PRS Prince Street FCI: 12 PI: 4 U: 139% FQI: 16
FIS Fruitland Intermediate FCI: 50 PI: 19 U: 119% FQI: 69	WSE West Salisbury FCI: 0 PI: 0 U: 98% FQI: 0
FPS Fruitland Primary FCI: 67 PI: 35 U: 93% FQI: 102	WIS Westside Intermediate FCI: 30 PI: 23 U: 86% FQI: 53
GAE Glen Ave FCI: 44 PI: 5 U: 81% FQI: 49	WPS Westside Primary FCI: 40 PI: 27 U: 96% FQI: 97
NSS North Salisbury FCI: 21 PI: 0 U: 100% FQI: 21	WES Willards Elem FCI: 29 PI: 0 U: 86% FQI: 29





BEAVER RUN

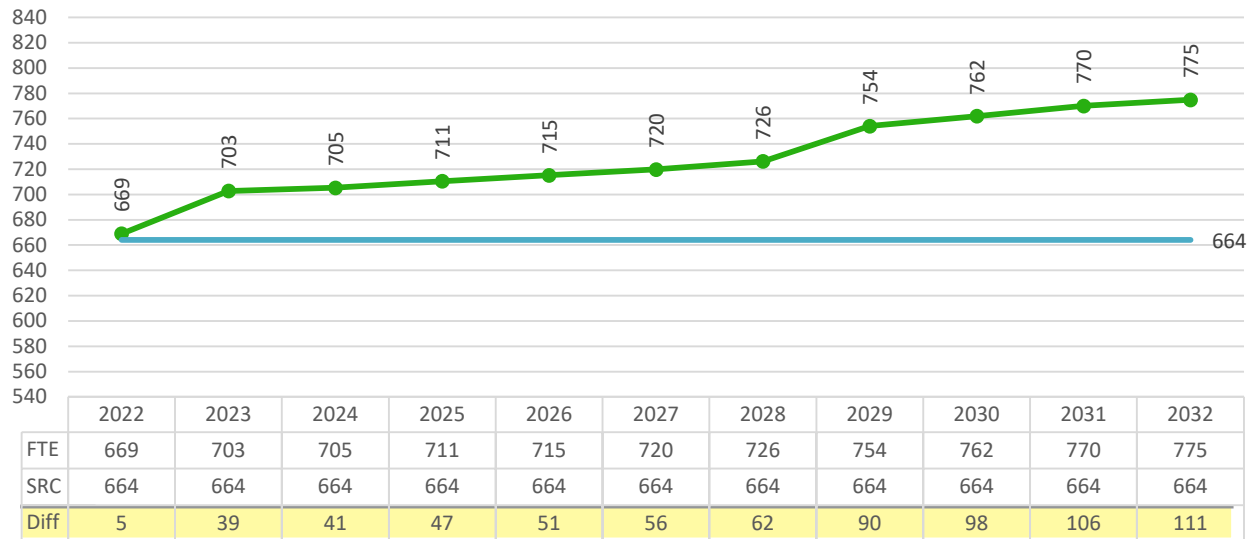
ELEMENTARY



PROJECTED ENROLLMENTS VS SRC

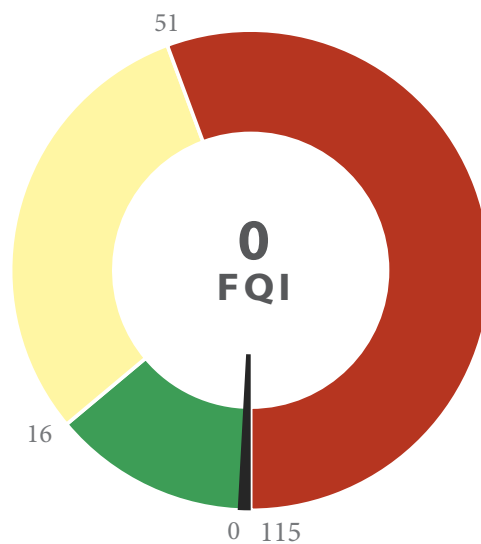
FTE & Y3 SRC

Portables: CR: 0 Total Rms: 0

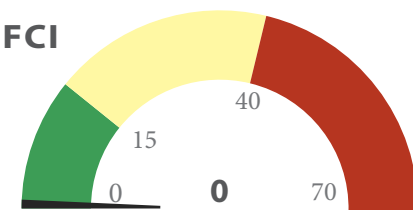


FACILITY STATUS

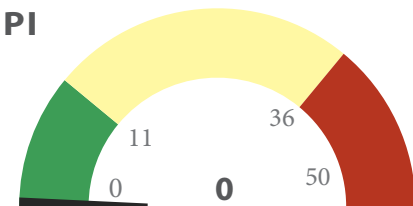
- Excellent
- Good
- Poor



FCI

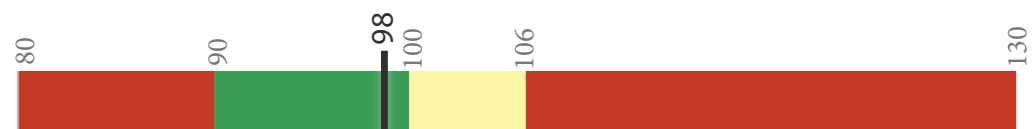


PI



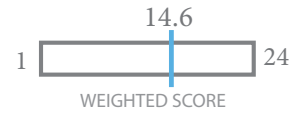
UTILIZATION%

- Over
- Crowded
- Optimum
- Under



CHIPMAN

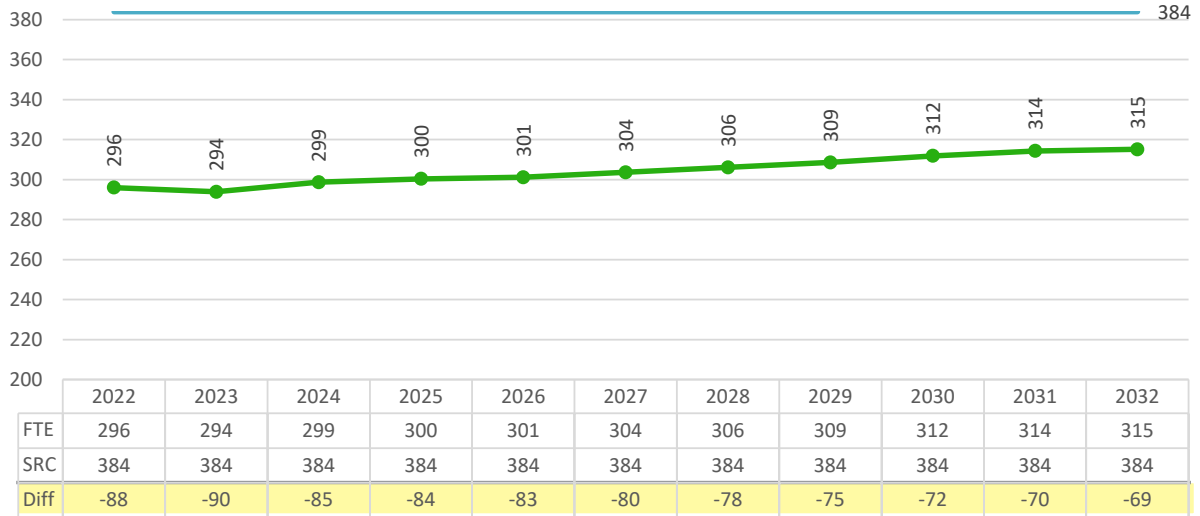
ELEMENTARY



PROJECTED ENROLLMENTS VS SRC

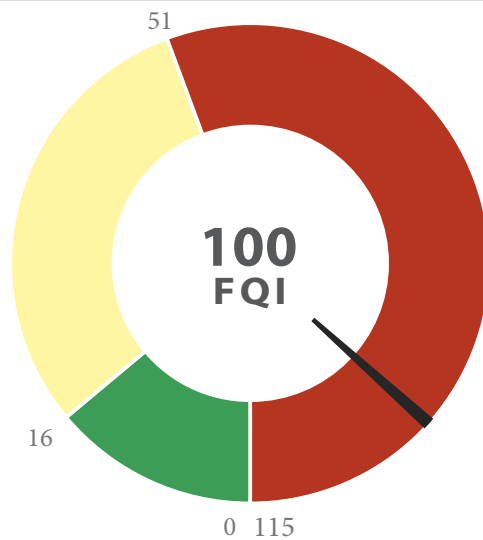
FTE & Y3 SRC

Portables: CR: 4 Total Rms: 4

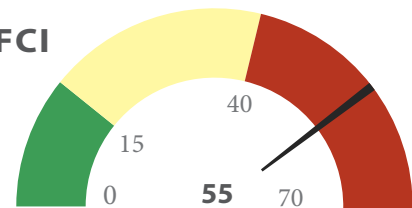


FACILITY STATUS

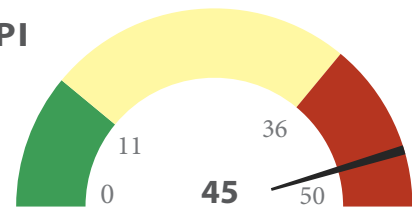
- Excellent
- Good
- Poor



FCI

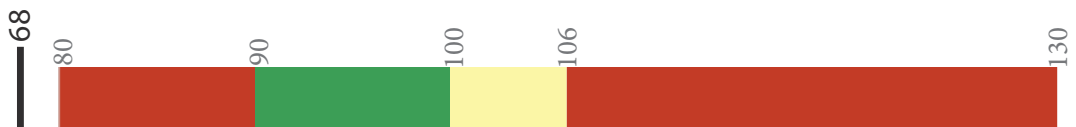


PI



UTILIZATION%

- Over
- Crowded
- Optimum
- Under



04/20/2023

14.06.468 Systemic Renovation - Plumbing

The fixtures, finishes, accessories and partitions in the toilet rooms in areas A through C have either already reached or will be reaching the end of their life cycle based on age, which necessitates replacement.

Project Description

Renovate existing toilet rooms in areas A through C. Analyze toilet rooms for accessibility.

14.06.466 Systemic Renovation - Security and/or Fire Alarm

The existing fire alarm system has reached the end of its useful life based on age in Areas A through C but remains operational.

Project Description

Upgrade or replace the existing fire alarm system in Areas A through C.

14.06.467 Systemic Renovation - Sprinkler

The fire protection system (sprinklers) has become antiquated in Areas A through C.

Project Description

Upgrade, replace and expand the existing fire protection system (sprinklers) and tie into Fire Alarm as needed to remain operational in Areas A through C.

Project Notes

Coordinate with Fire Alarm project.

DELMAR

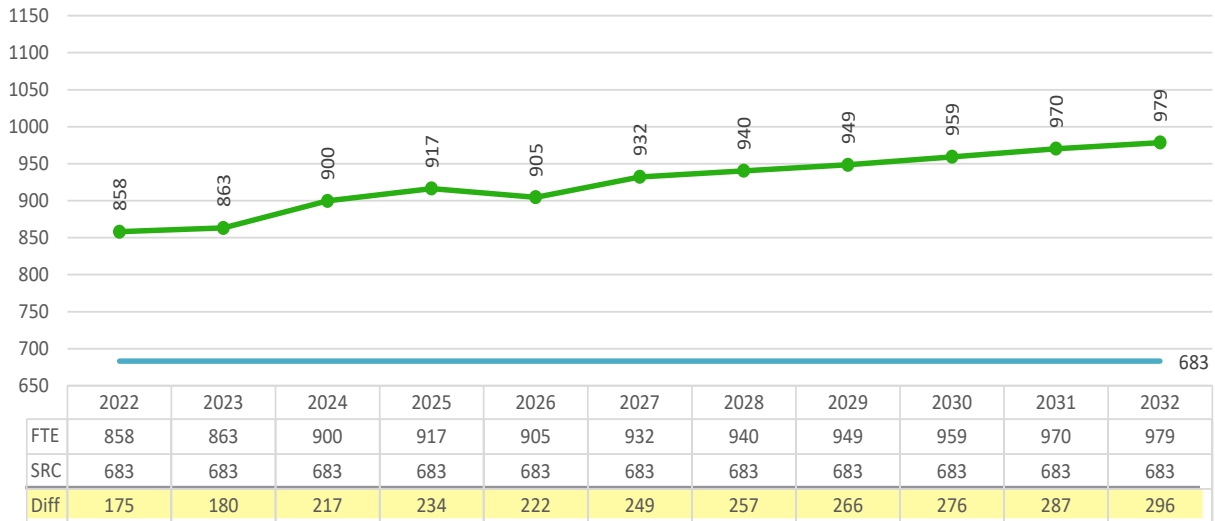
ELEMENTARY



PROJECTED ENROLLMENTS VS SRC

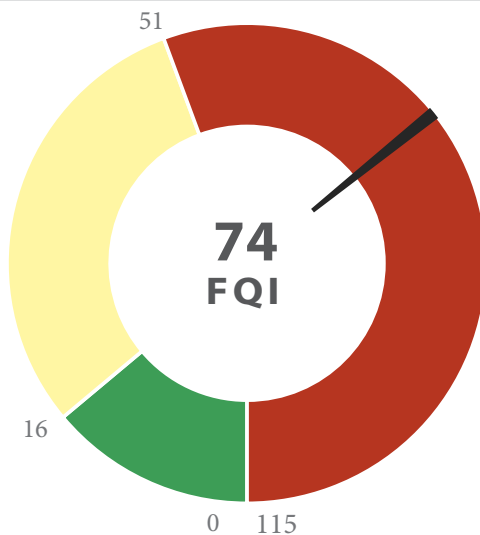
— FTE — SRC

Portables: CR: 8 Total Rms: 8

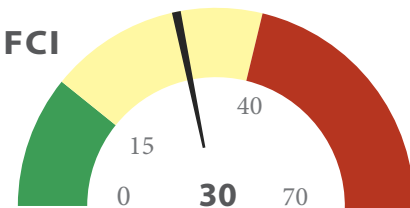


FACILITY STATUS

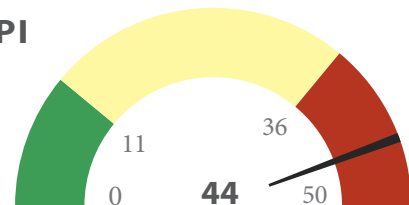
- Excellent
- Good
- Poor



FCI

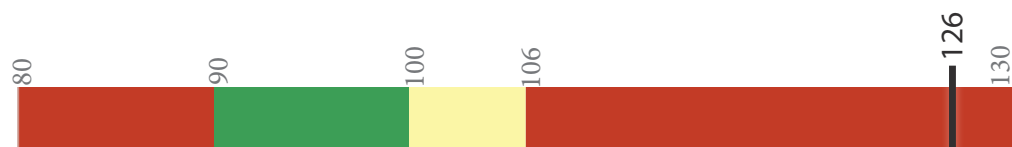


PI



UTILIZATION%

- Over
- Crowded
- Optimum
- Under



04/20/2023

2.02.508 Addition - Studies / Planning

Investigate the growth and capacity issue with regard to Delmar School as it relates to the Bi-State agreement and plans for future expansion at the elementary school.

Project Description

Conduct a study to investigate expansion options in relation to projected enrollments and their impact on capacity.

2.11.560 Site - Paving / Parking Lots

Parking is overcrowded and backing up into the street.

Project Description

Study potential solutions.

Explore opportunities with Wicomico County Recreation & Parks in coordination with Mason Dixon Sports Complex future plans.

2.13.604 Systemic Renovation - Roofs

As part of the Roof Refurbishment Program this school is due for a partial roof replacement.

Project Description

Replace roof - approximately 53,800 sf.

EAST SALISBURY

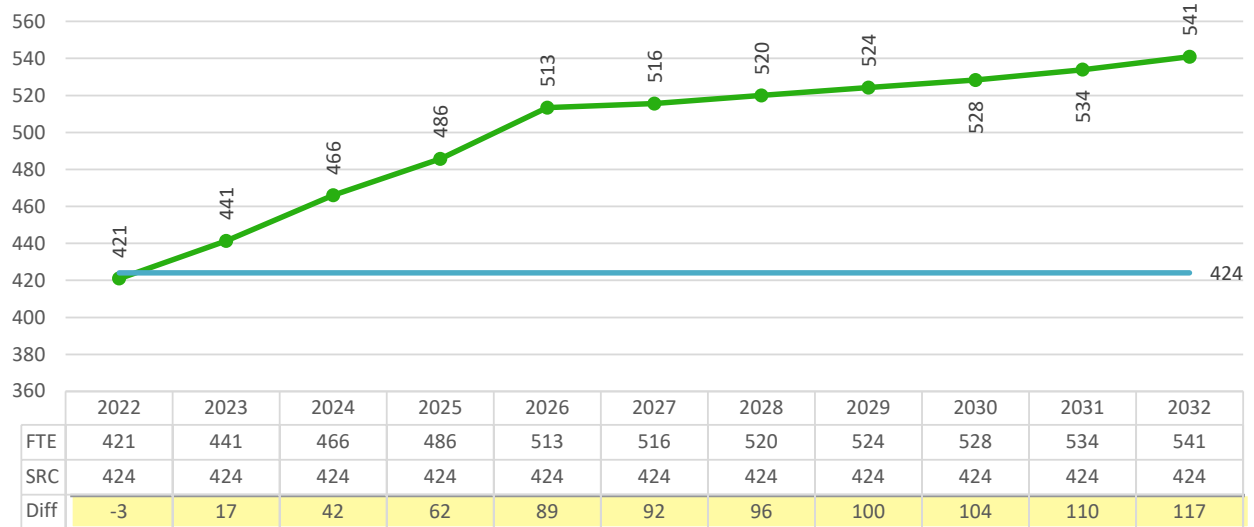
ELEMENTARY



PROJECTED ENROLLMENTS VS SRC

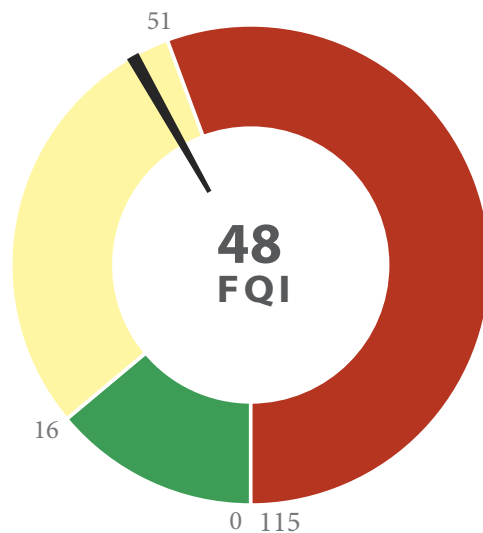
FTE SRC

Portables: CR: 4 Total Rms: 4

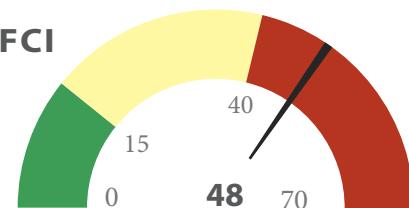


FACILITY STATUS

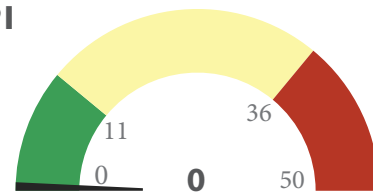
- Excellent
- Good
- Poor



FCI



PI



UTILIZATION%

- Over
- Crowded
- Optimum
- Under



04/21/2023

3.04.381 Limited Renovation - Studies / Planning

Major Renovation to the existing school to address the aging infrastructure.

Several systemic projects including HVAC, roofing, windows, electrical and plumbing systems have been deferred and the oldest portions of the building continue to age.

Project Description

Study viable options to address the antiquated systems. Total cost is an estimate only and must be adjusted to the project chosen during the feasibility study.

3.13.545 Systemic Renovation - Lighting Systems

Lighting systems and ceilings have passed their useful life in a majority of the school. Upgrades are needed in order to provide adequate lighting levels and additional operational efficiencies.

Project Description

Upgrade lighting fixtures and associated ceilings that have exceeded their useful lives. Project includes electrical service upgrades and branch wiring as required to accommodate new lighting.

3.13.591 Systemic Renovation - Plumbing

The fixtures, finishes, accessories and partitions in the toilet rooms in the 1954 classroom wing have either already reached or will be reaching the end of their life cycle, which necessitates replacement.

Project Description

Renovate existing toilet rooms in the 1954 classroom wing. Analyze toilet rooms for accessibility and privacy concerns.

3.13.551 Systemic Renovation - Plumbing

The fixtures, finishes, accessories and partitions in the gang toilet rooms in the main building have either already reached or will be reaching the end of their life cycle, which necessitates replacement.

Project Description

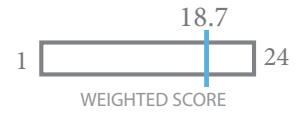
Renovate existing gang toilet rooms in the main building. Analyze toilet rooms for accessibility.

Project Notes

2020 Summer - First Floor Toilet Rooms renovated with other funding sources.

FRUITLAND

PRIMARY

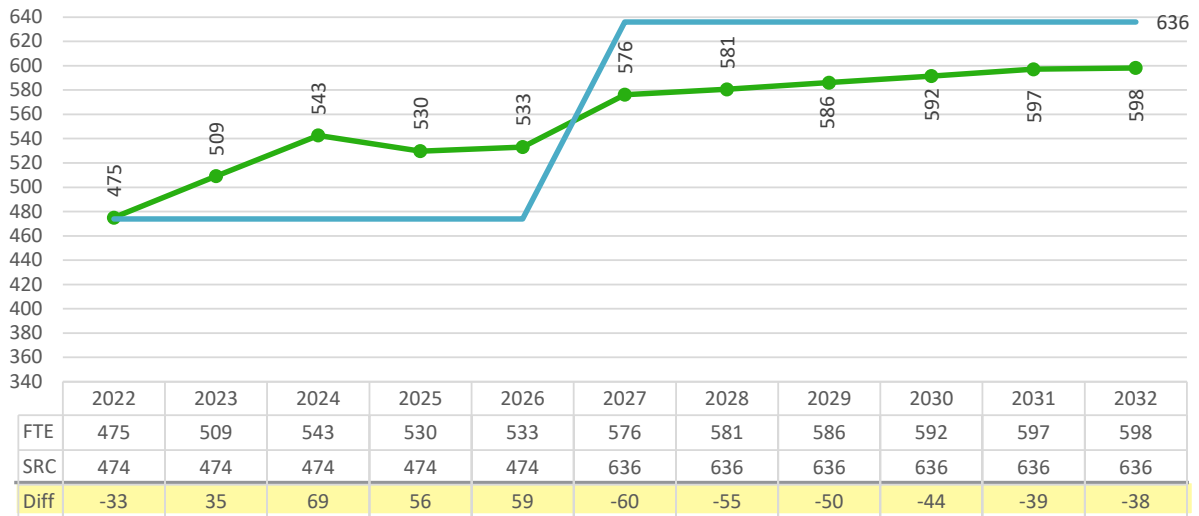


PROJECTED ENROLLMENTS VS SRC

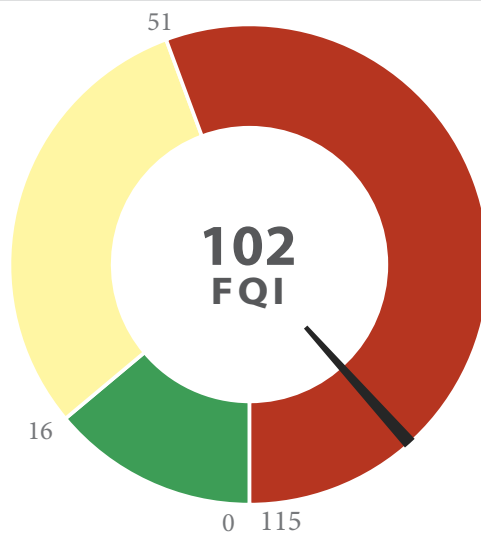
FTE & Y3

SRC

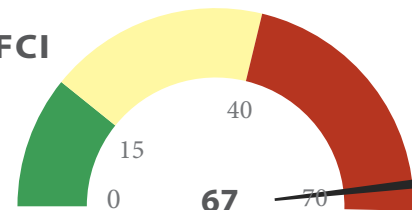
Portables: CR: 5 Total Rms: 5



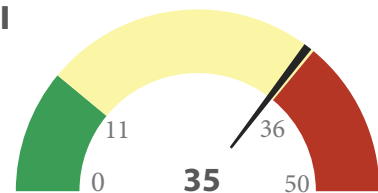
FACILITY STATUS



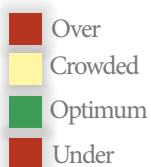
FCI



PI



UTILIZATION%



4.6.522 New, Replacement, or Renovation - Studies / Planning

Originally constructed in 1964 this 56,308 sf school with grades PK-2 has had minimal renovations and additions over the years but will have an average age of 46 by 2023. This school has been identified with a FQI of 98 due to several systemic problems including HVAC, roofing, windows, electrical and plumbing systems.

Project Description

A feasibility study has been completed to evaluate undertaking a major capital project to address all identified systemic projects as well as architectural issues. The project would include the design and construction of a replacement school on the existing site, behind the existing school based on information gathered in the Feasibility Study. Total cost is an estimate and will be updated during design.

*State Cost Share includes Y3 projected enrollments.

Project Notes

The six existing systemic projects will be removed from the CIP once funding for a major capital project is approved.

4.06.475 Systemic Renovation - HVAC

Unit vents in areas A and C are scheduled for replacement, they will be over 33 years old in 2023. Packaged Roof top units in areas B and C are scheduled for replacement, they will be over 35 years old in 2023.

Project Description

Provide new energy efficient HVAC systems based on latest codes and available technologies.

4.06.273 Systemic Renovation - Lighting Systems

Lighting systems and ceilings have passed their useful life. Upgrades are needed in order to provide adequate lighting levels and additional operational efficiencies.

Project Description

Upgrade lighting fixtures and associated ceilings that have exceeded their life cycle. Project includes electrical service upgrades and branch wiring as required to accommodate new lighting.

4.06.450 Systemic Renovation - Plumbing

The fixtures, finishes, accessories and partitions in the bathrooms in areas A through E have either already reached or will be reaching the end of their life cycle, which necessitates replacement.

Project Description

Renovate existing toilet rooms in areas A through E. Analyze toilet rooms for accessibility.

4.13.577 Systemic Renovation - Roofs

As part of the Roof Refurbishment Program this school is due for a roof replacement.

Project Description

Replace roof - approximately 61,592 sf.

4.13.620 Systemic Renovation - Security and/or Fire Alarm

The existing fire alarm system has reached the end of its useful life based on age but remains operational.

Project Description

Upgrade or replace the existing fire alarm system.

4.06.473 Systemic Renovation - Windows / Doors/ Hdwr

In 2023 the existing aluminum windows and exterior storefront systems will be over 38 years and are due for replacement.

Project Description

Project includes new insulated, energy efficient windows and storefront and associated masonry repairs required for installation.

FRUITLAND

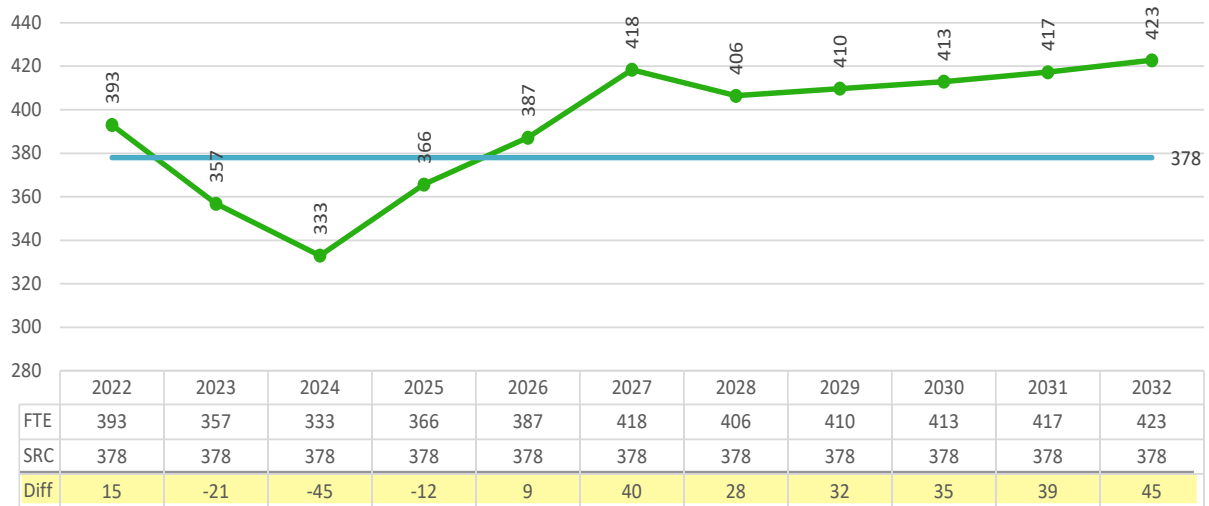
INTERMEDIATE



PROJECTED ENROLLMENTS VS SRC

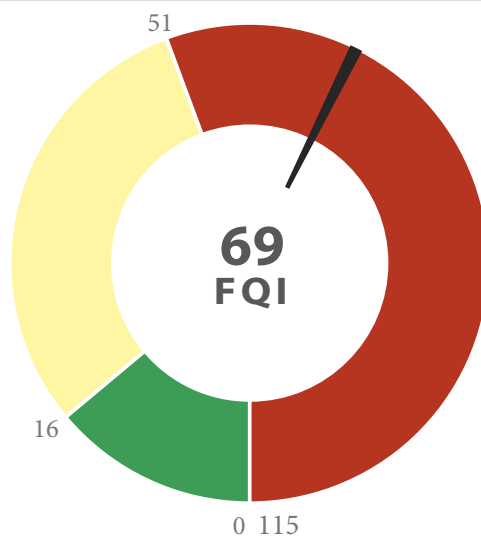
FTE SRC

Portables: CR: 3 Total Rms: 3

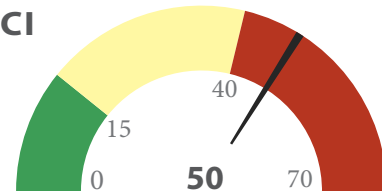


FACILITY STATUS

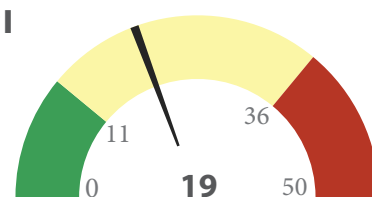
Excellent
Good
Poor



FCI

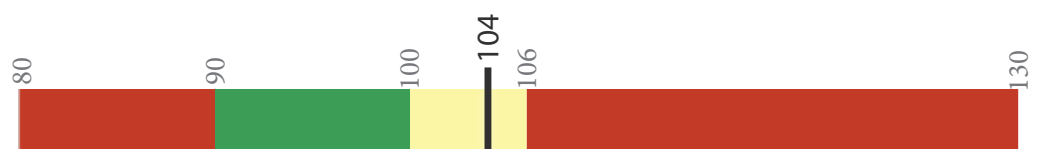


PI



UTILIZATION%

Over
Crowded
Optimum
Under



04/21/2023

5.13.536 Systemic Renovation - HVAC

Multiple HVAC systems will be reaching the end of their useful life.

Project Description

Provide new energy efficient HVAC systems based on latest codes and available technologies.

5.13.534 Systemic Renovation - Lighting Systems

Lighting systems and ceilings have passed their useful life. Upgrades are needed in order to provide adequate lighting levels and additional operational efficiencies.

Project Description

Upgrade lighting fixtures and associated ceilings that have exceeded their useful lives. Project includes electrical service upgrades and branch wiring as required to accommodate new lighting.

5.13.578 Systemic Renovation - Plumbing

The existing boiler has reached the end of its useful life based on age.

Project Description

Replace existing gas/oil fired boiler for hot water.

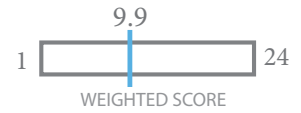
5.13.535 Systemic Renovation - Windows / Doors/ Hdwr

The existing exterior aluminum windows and doors have reached the end of their useful life based on age.

Project Description

Replace the existing exterior windows and doors.

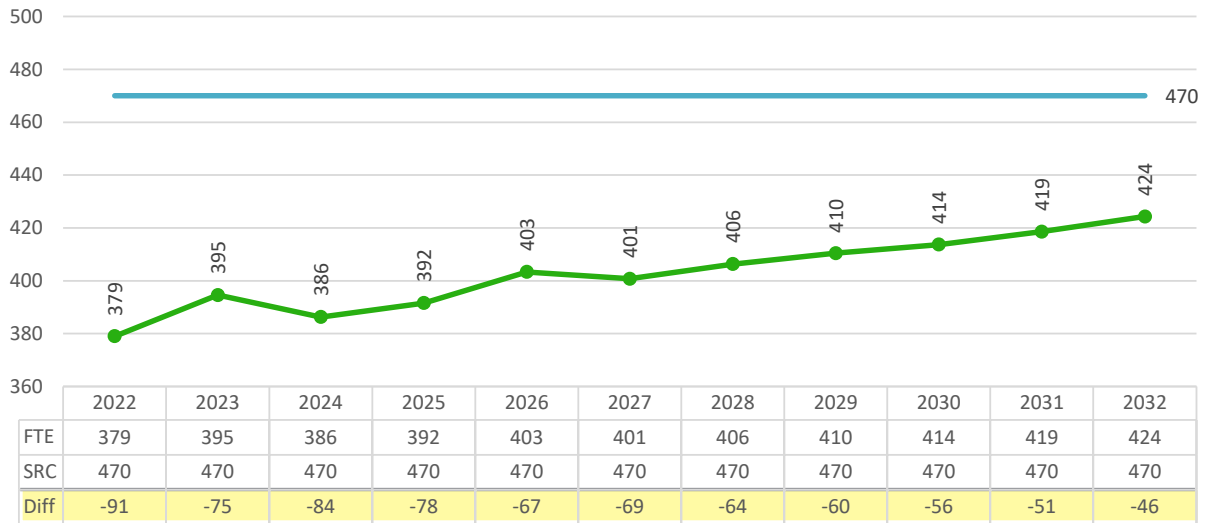
GLEN AVE ELEMENTARY



PROJECTED ENROLLMENTS VS SRC

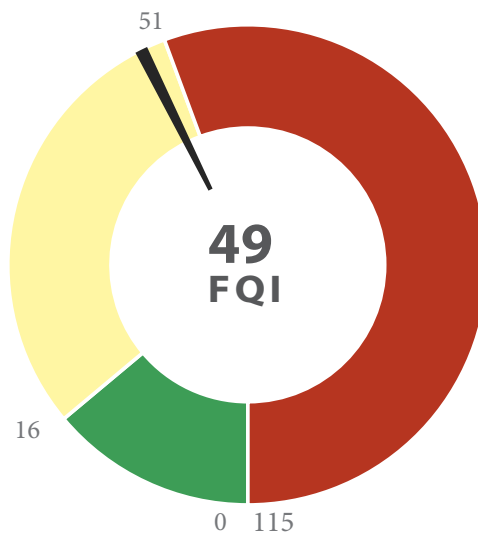
FTE SRC

Portables: CR: 0 Total Rms: 1

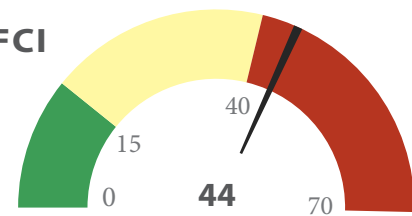


FACILITY STATUS

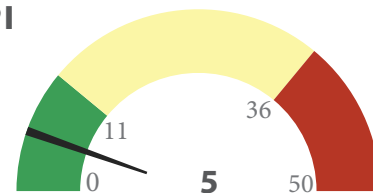
Excellent
Good
Poor



FCI



PI



UTILIZATION%

Over
Crowded
Optimum
Under



04/22/2023

6.04.203 New, Replacement, or Renovation - Studies / Planning

Originally constructed in 1964 this 55,068 sf school with grades 2-5 has had minimal renovations and additions over the years but will have an average age of 53 by 2023. This school has been identified with a FQI of 48 due to several systemic problems including roofing, windows, electrical and plumbing systems.

Project Description

Create a study to design and develop a full renovation/modernization or replacement school. Total cost is an estimate only and must be adjusted to the project chosen during the feasibility study.

6.7.566 Renovation - Studies / Planning

A portion of the school is designed as open classrooms.

Project Description

Study the options to create individual secure classrooms. FY24 funds are to secure design services.

FY25 funds are a rough estimate which would be revised based on the study.

6.11.570 Site - Paving / Parking Lots

The parking lot is undersized and there are circulation issues with parent and bus drop off that rise safety concerns.

Project Description

Design and construct revised parking area. Feasibility study is underway.

6.13.567 Systemic Renovation - Plumbing

The fixtures, finishes, accessories and partitions in the toilet rooms have either already reached or will be reaching the end of their life cycle, which necessitates replacement.

Project Description

Renovate existing toilet rooms. Analyze toilet rooms for accessibility.

6.06.482 Systemic Renovation - Security and/or Fire Alarm

The existing fire alarm system has reached the end of its useful life in Areas A through D based on age but remains operational.

Project Description

Upgrade or replace the existing fire alarm system in Areas A through D.

NORTH SALISBURY

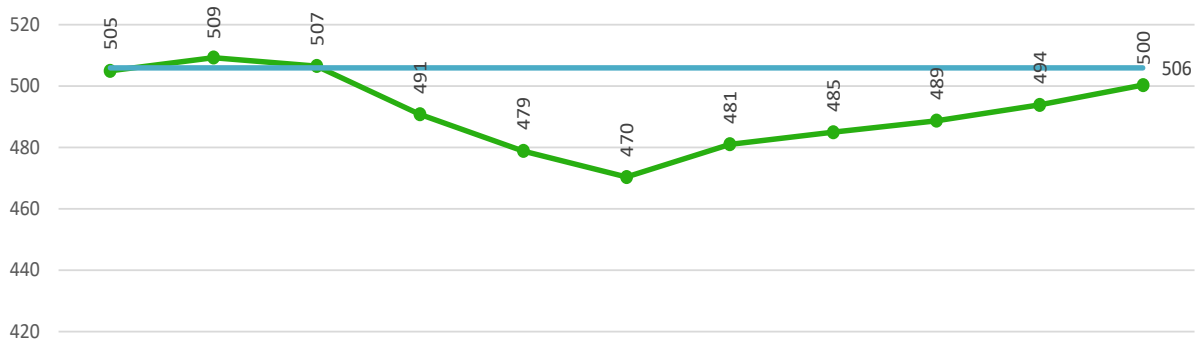
ELEMENTARY



PROJECTED ENROLLMENTS VS SRC

FTE SRC

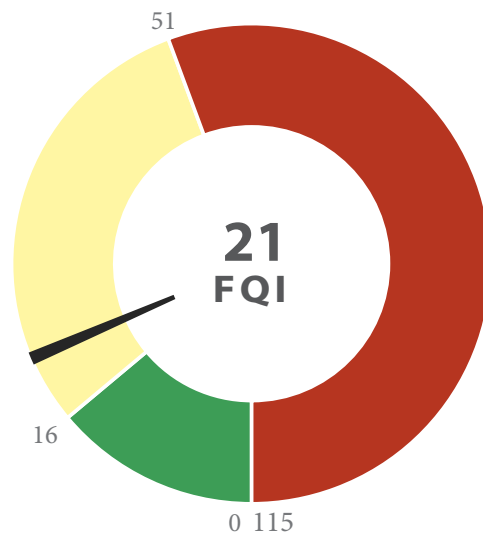
Portables: CR: 3 Total Rms: 3



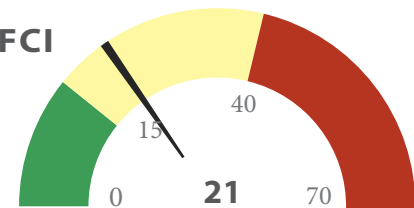
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SRC	506	506	506	506	506	506	506	506	506	506	506
Diff	-1	3	1	-15	-27	-36	-25	-21	-17	-12	-6

FACILITY STATUS

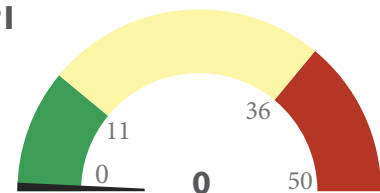
- Excellent
- Good
- Poor



FCI

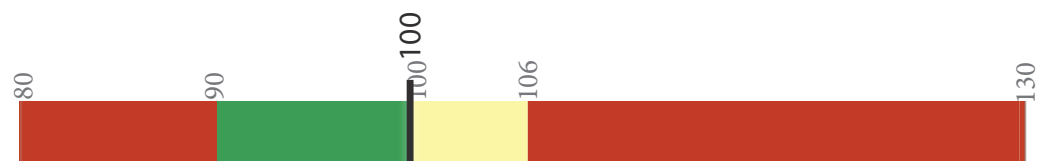


PI

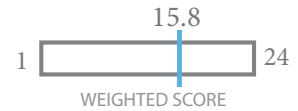


UTILIZATION%

- Over
- Crowded
- Optimum
- Under



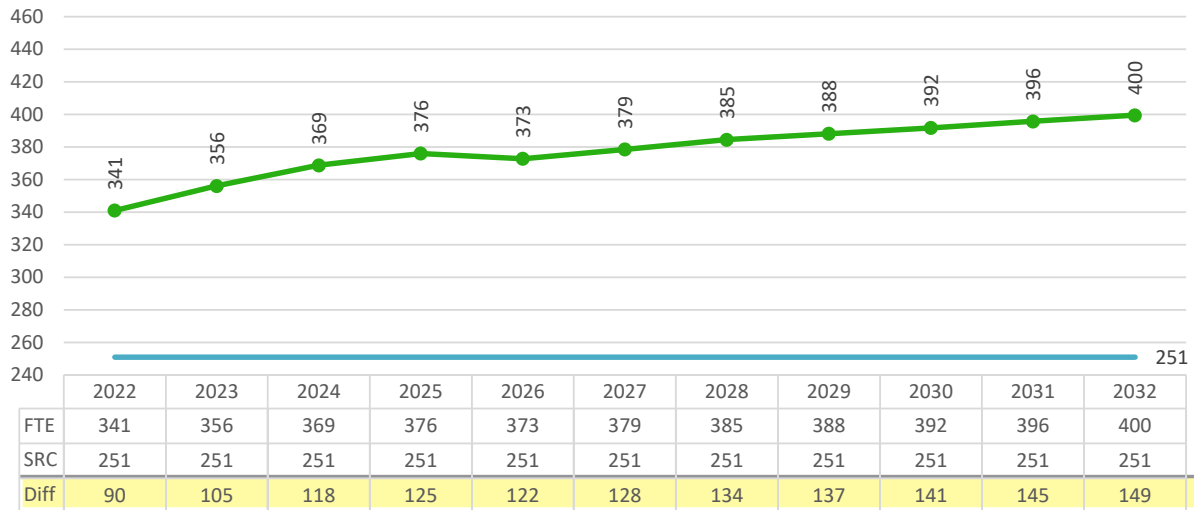
NORTHWESTERN ELEMENTARY



PROJECTED ENROLLMENTS VS SRC

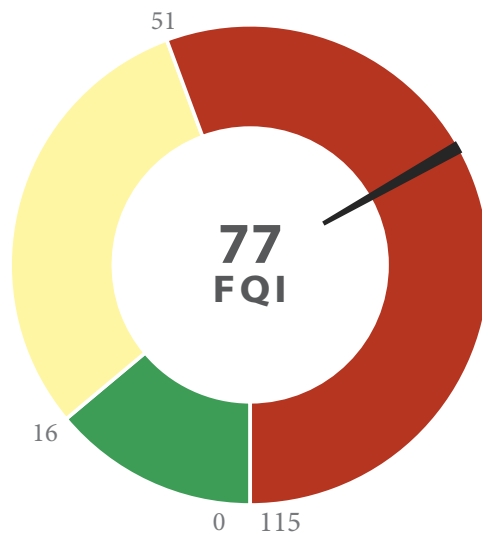
FTE SRC

Portables: CR: 5 Total Rms: 6

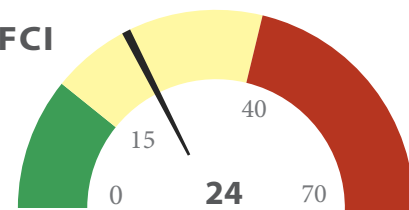


FACILITY STATUS

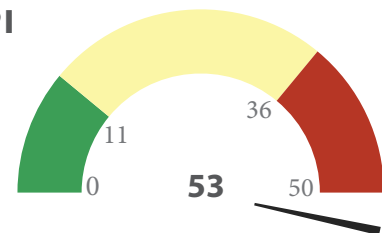
- Excellent
- Good
- Poor



FCI



PI



UTILIZATION%

- Over
- Crowded
- Optimum
- Under



04/21/2023

8.04.379 Addition - Studies / Planning

Currently Northwestern has a cafetorium which serves as its cafeteria, gymnasium and auditorium. As student population continues to increase it's become more of a challenge to schedule the multiple needs that this shared assembly space requires. The school is in need of a separate Gymnasium to serve students physical education needs and help assist with the over-scheduling of the existing cafetorium.

Project Description

Conduct a feasibility study to investigate the options for a separate Gymnasium with the necessary support space applicable to this programmatic need. Total cost is an estimate only and must be adjusted to the project based on the feasibility study.

Project Notes

Consider a single design for NWE & WPS.

8.03.343 Site - Paving / Parking Lots

Parking has become a safety/capacity issue at this school. A study is needed to develop solutions to address the crowded conditions.

Project Description

This project will provide funds to study the problem, develop alternative solutions and implement much needed improvements (consider using adjacent property). Project will also address any current paving issues, as well as associated Storm Water Management and Forestation requirements.

8.13.554 Systemic Renovation - Lighting Systems

Lighting systems and ceilings have passed their useful life. Upgrades are needed in order to provide adequate lighting levels and additional operational efficiencies.

Project Description

Upgrade lighting fixtures and associated ceilings that have exceeded their useful lives. Project includes electrical service upgrades and branch wiring as required to accommodate new lighting and emergency lighting.

8.13.556 Systemic Renovation - Plumbing

The fixtures, finishes, accessories and partitions in the toilet rooms have either already reached or will be reaching the end of their life cycle, which necessitates replacement.

Project Description

Renovate existing toilet rooms. Analyze toilet rooms for accessibility.

8.13.616 Systemic Renovation - Roofs

As part of the Roof Refurbishment Program this school is due for a roof replacement.

Project Description

Replace roof - approximately 30,737 sf.

8.13.555 Systemic Renovation - Security and/or Fire Alarm

The existing fire and security alarm systems have reached the end of their useful life based on age but remain operational.

Project Description

Replace and replace the existing systems.

8.13.553 Systemic Renovation - Windows / Doors/ Hdwr

The existing interior and exterior windows and doors have reached the end of their useful life based on age.

Project Description

Project includes new insulated, energy efficient windows and storefront and associated masonry repairs required for installation. Project also includes new interior doors and hardware.

PEMBERTON

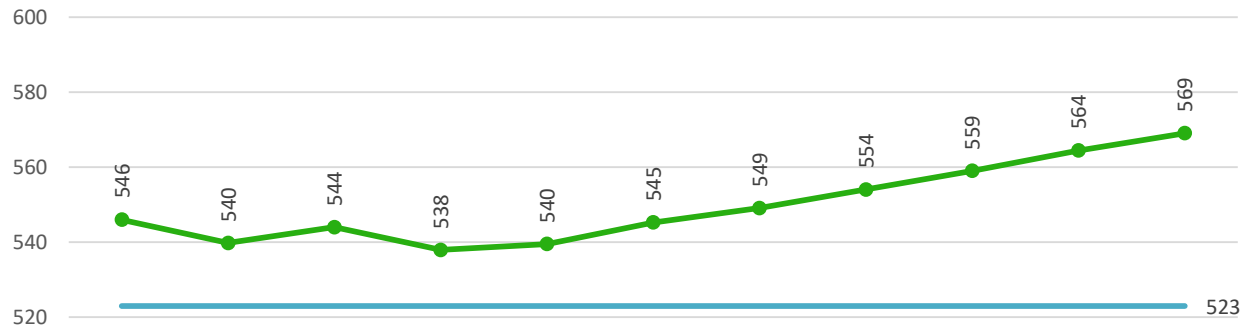
ELEMENTARY



PROJECTED ENROLLMENTS VS SRC

— FTE & Y3 — SRC

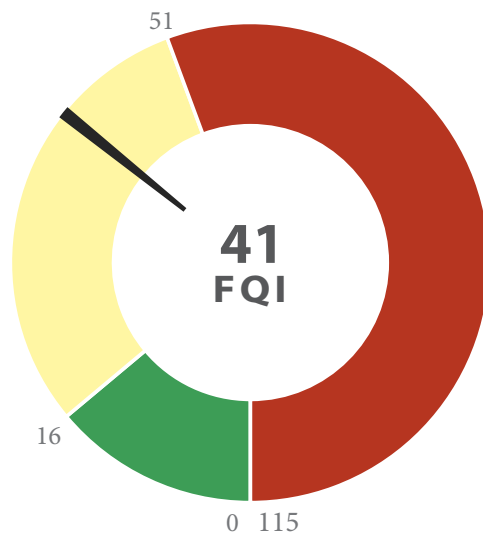
Portables: CR: 4 Total Rms: 4



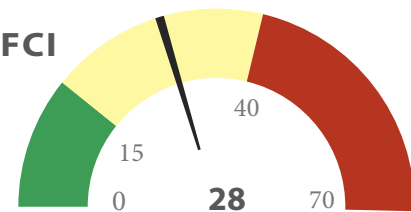
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FTE	546	540	544	538	540	545	549	554	559	564	569
SRC	523	523	523	523	523	523	523	523	523	523	523
Diff	23	17	21	15	17	22	26	31	36	41	46

FACILITY STATUS

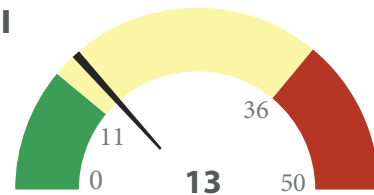
- Excellent
- Good
- Poor



FCI

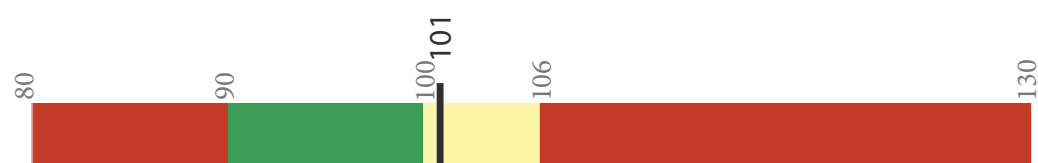


PI



UTILIZATION%

- Over
- Crowded
- Optimum
- Under



9.13.606 Systemic Renovation - HVAC

The existing HVAC systems are approaching the end of their useful life based on age.

Project Description

Provide new energy efficient HVAC systems based on latest codes and available technologies.

PINEHURST

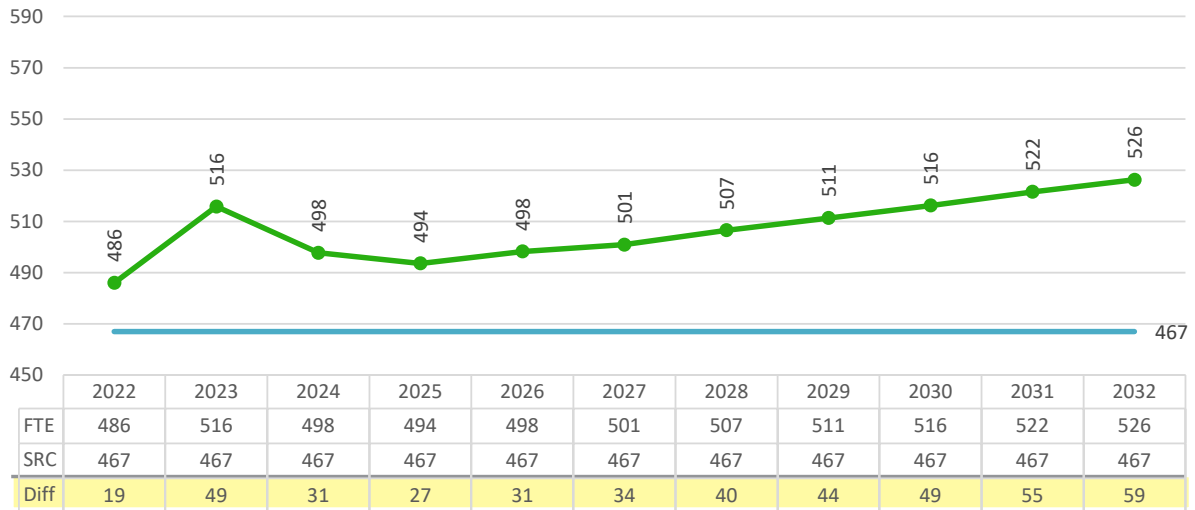
ELEMENTARY



PROJECTED ENROLLMENTS VS SRC

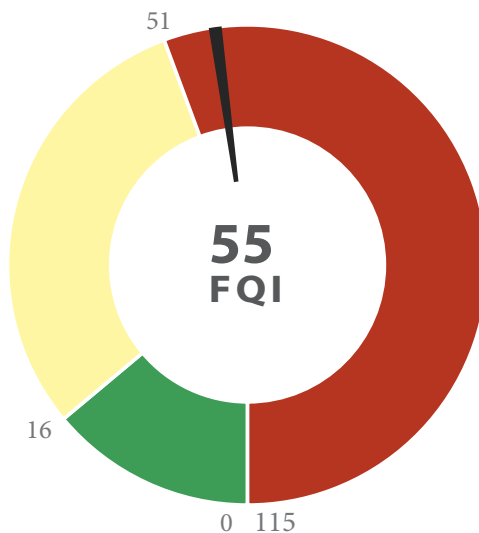
— FTE — SRC

Portables: CR: 6 Total Rms: 6

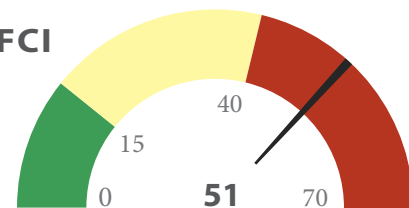


FACILITY STATUS

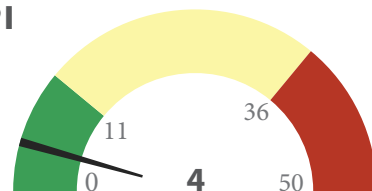
- Excellent
- Good
- Poor



FCI

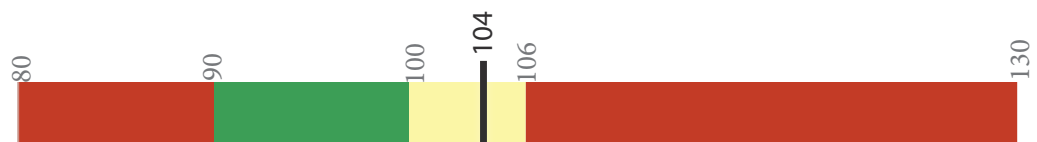


PI



UTILIZATION%

- Over
- Crowded
- Optimum
- Under



04/21/2023

10.11.561 Site - Paving / Parking Lots

Front parking lot is not fully paved.

Project Description

Pave the front parking lot.

10.13.569 Systemic Renovation - Plumbing

The fixtures, finishes, accessories and partitions in the toilet rooms have either already reached or will be reaching the end of their life cycle, which necessitates replacement.

Project Description

Renovate existing toilet rooms. Analyze toilet rooms for accessibility.

Project Notes

Summer 2021 - East wing toilet rooms renovated and updated for accessibility.

10.06.398 Systemic Renovation - Security and/or Fire Alarm

The existing fire alarm system has reached the end of its useful life based on age but remains operational.

Project Description

The existing fire alarm is beyond its useful life for areas A, B, C, D & F and needs upgrading and partial replacement. Project includes the necessary electrical upgrades required as well as integration with new security installations.

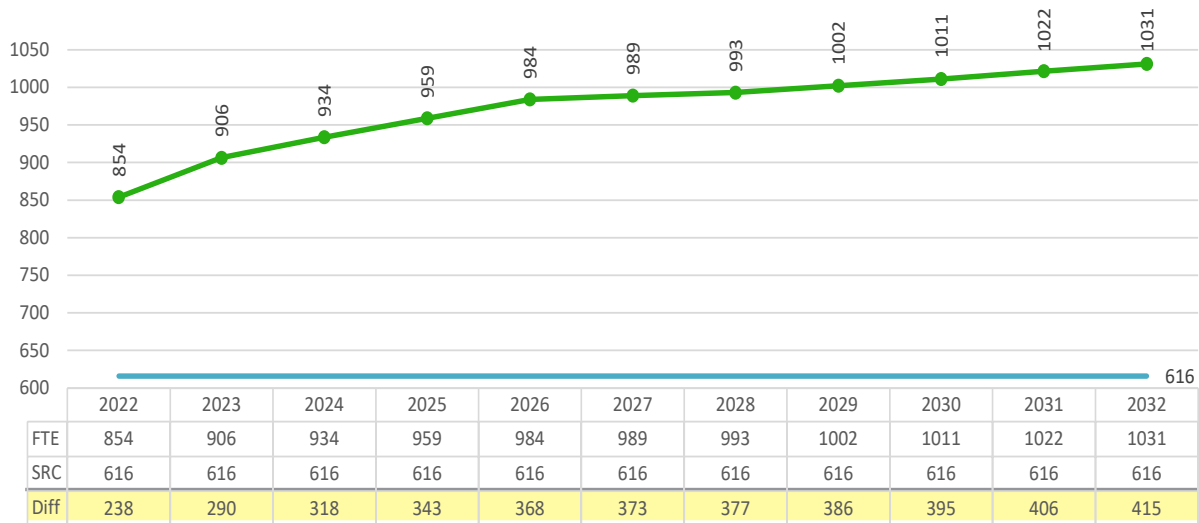
PRINCE ST ELEMENTARY



PROJECTED ENROLLMENTS VS SRC

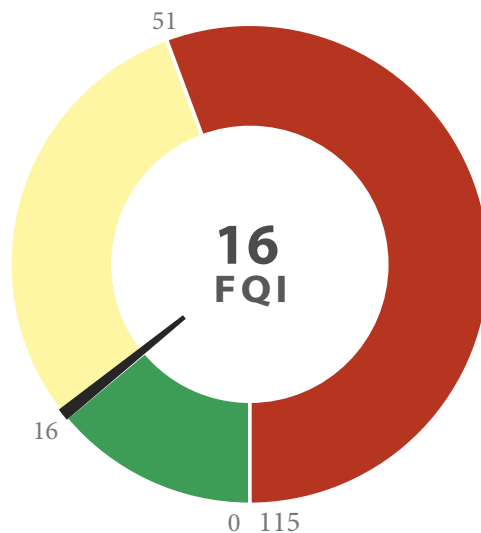
FTE SRC

Portables: CR: 8 Total Rms: 8

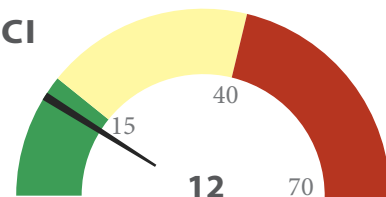


FACILITY STATUS

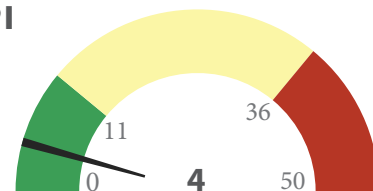
Excellent
Good
Poor



FCI



PI



UTILIZATION%

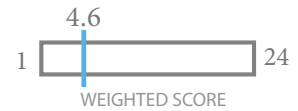
Over
Crowded
Optimum
Under



04/21/2023

WEST SALISBURY

ELEMENTARY

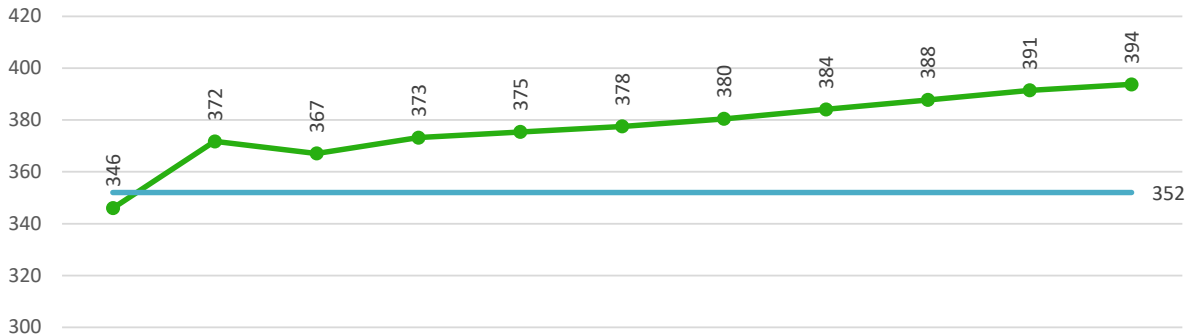


PROJECTED ENROLLMENTS VS SRC

FTE & Y3

SRC

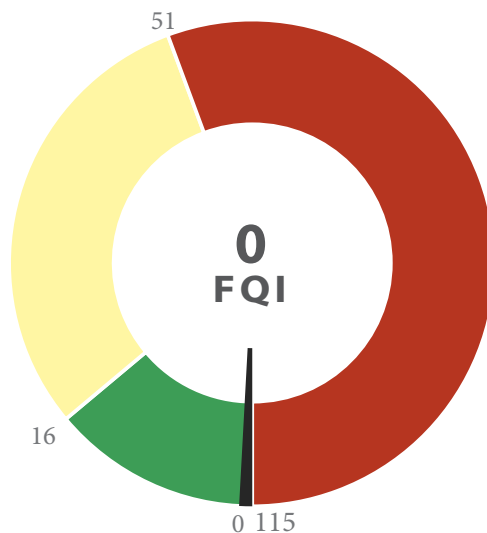
Portables: CR: 0 Total Rms: 0



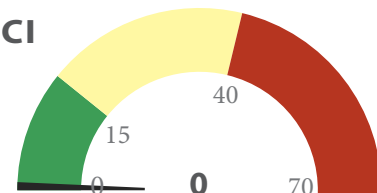
	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
FTE	346	372	367	373	375	378	380	384	388	391	394
SRC	352	352	352	352	352	352	352	352	352	352	352
Diff	-6	20	15	21	23	26	28	32	36	39	42

FACILITY STATUS

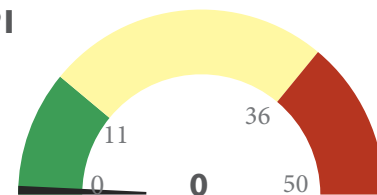
- Excellent
- Good
- Poor



FCI

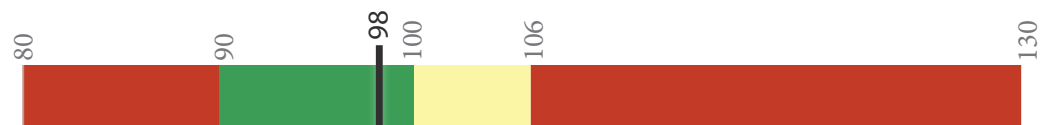


PI



UTILIZATION%

- Over
- Crowded
- Optimum
- Under



WESTSIDE

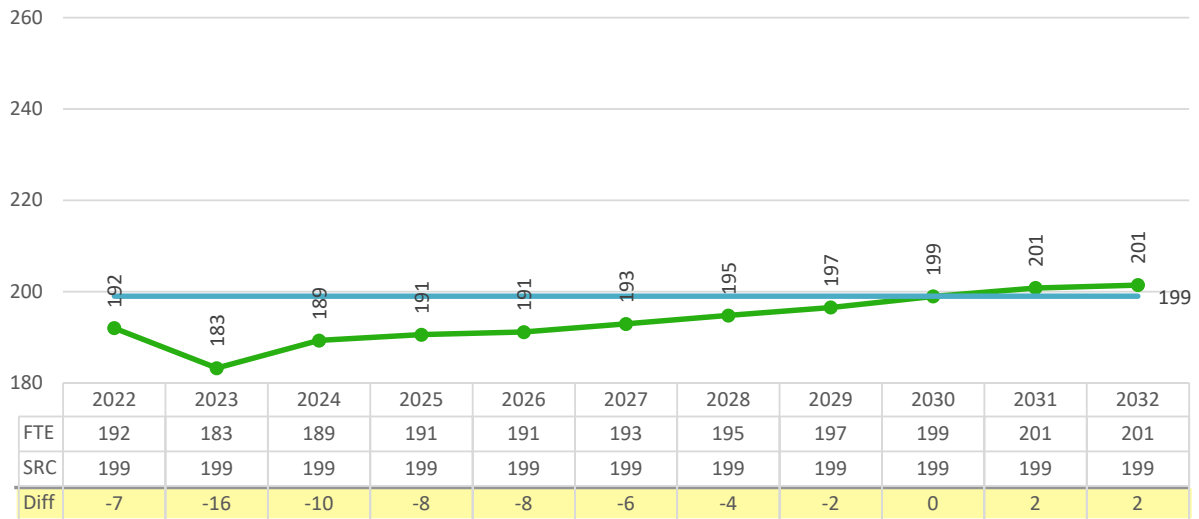
PRIMARY



PROJECTED ENROLLMENTS VS SRC

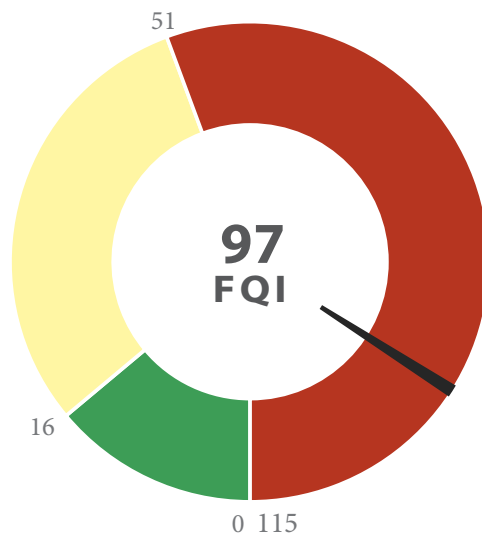
— FTE — SRC

Portables: CR: 2 Total Rms: 6

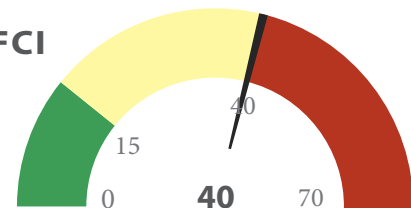


FACILITY STATUS

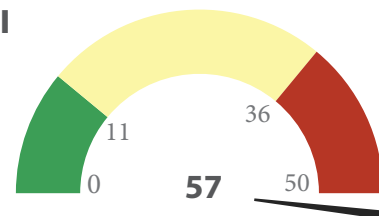
- Excellent
- Good
- Poor



FCI

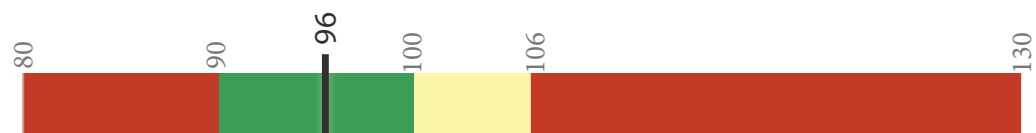


PI



UTILIZATION%

- Over
- Crowded
- Optimum
- Under



04/21/2023

17.04.380 Addition - Studies / Planning

Currently Westside Primary has a cafetorium which serves as its cafeteria, gymnasium and auditorium. As student population continues to increase it's become more of a challenge to schedule the multiple needs that this shared assembly space requires. The school is in need of a separate Gymnasium to serve students physical education needs and help assist with the over-scheduling of the existing cafetorium.

Project Description

Conduct a feasibility study to investigate the options for a separate Gymnasium with the necessary support space applicable to this programmatic need.

17.10.465 Retrofit - Gen. Carpentry

In general the casework and associated counters & integral window sills have outlived their useful life based on age.

Project Description

Replace existing original wood casework with new casework and associated counters & integral window sills as required throughout Areas A & B.

17.13.607 Systemic Renovation - HVAC

The existing HVAC systems are approaching the end of their useful life based on age.

Project Description

Provide new energy efficient HVAC systems based on latest codes and available technologies.

17.13.579 Systemic Renovation - Plumbing

The existing sewage system consisting of a septic tank, pump station, and drain field distribution boxes is approaching the end of its useful life based on age. Project to be coordinated with Wicomico County Water & Sewer Master Plan.

Project Description

Replacement of existing sewage system based on current Maryland Department of the Environment (MDE) regulations with a packaged sewer treatment plant if not included in future Wicomico County Water and Sewer Master Plan.

17.13.603 Systemic Renovation - Roofs

As part of the Roof Refurbishment Program this school is due for a partial roof replacement.

Project Description

Replace roof - 23,310 sf.

WESTSIDE

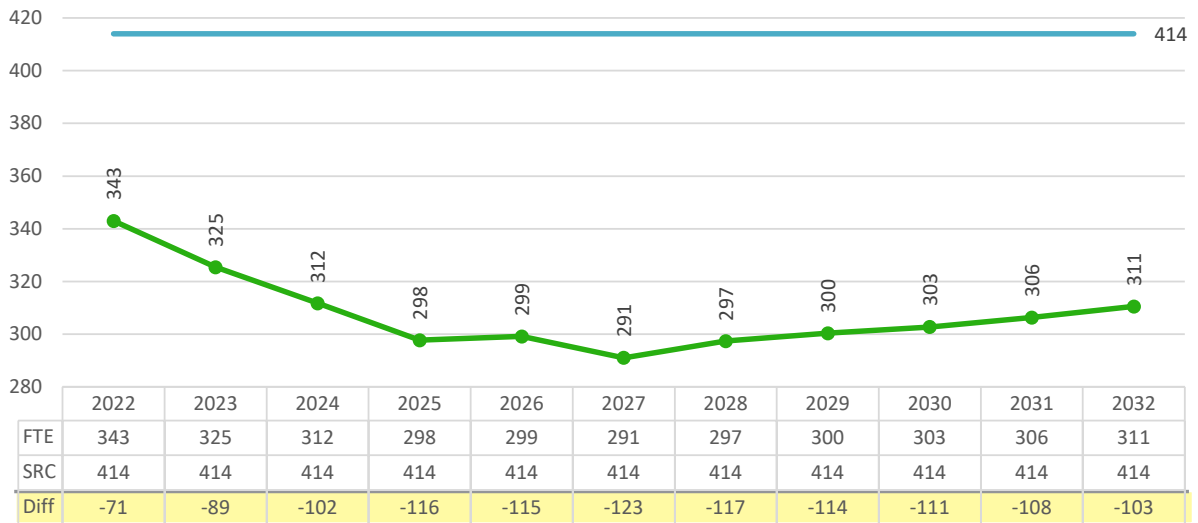
INTERMEDIATE



PROJECTED ENROLLMENTS VS SRC

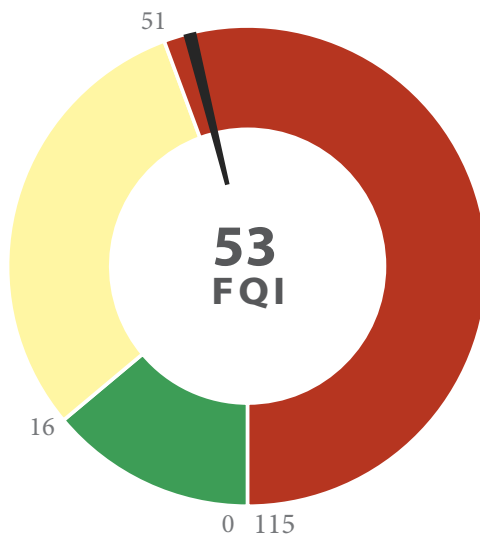
FTE SRC

Portables: CR: 0 Total Rms: 0

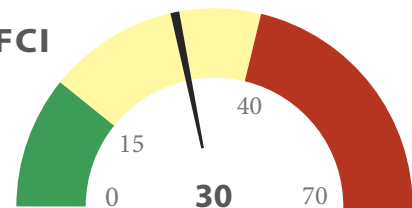


FACILITY STATUS

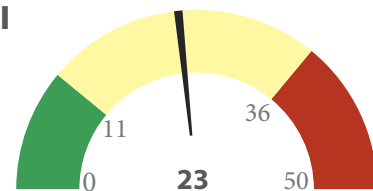
- Excellent
- Good
- Poor



FCI

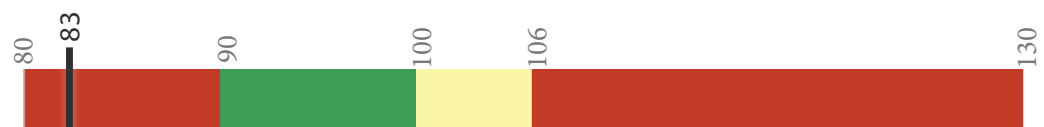


PI



UTILIZATION%

- Over
- Crowded
- Optimum
- Under



04/21/2023

18.13.599 Systemic Renovation - HVAC

Originally constructed in 1999 this school will be 24 years old in 2023 and many of its HVAC systems are approaching the end of their useful life based on age.

Project Description

The building is served by a geothermal system which is in good working condition and results in lower operating costs and longer operating life. The geothermal system will be reused with selective replacement of terminal equipment with new energy efficient equipment based on latest codes and available technologies.

WILLARDS

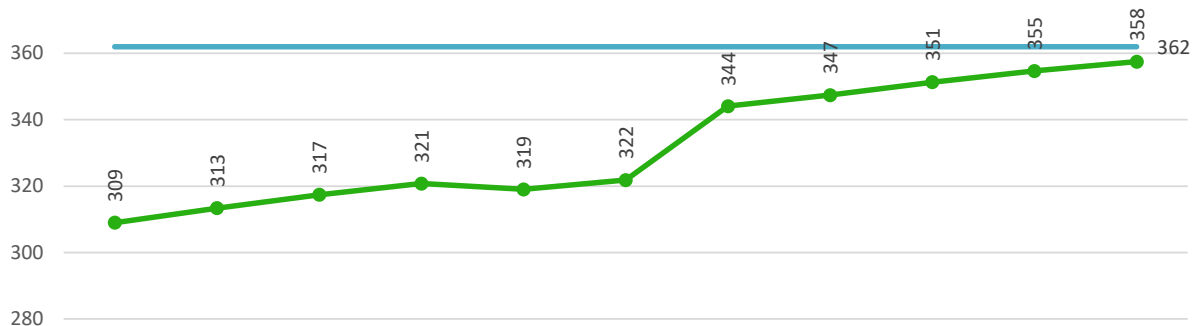
ELEMENTARY



PROJECTED ENROLLMENTS VS SRC

— FTE — SRC

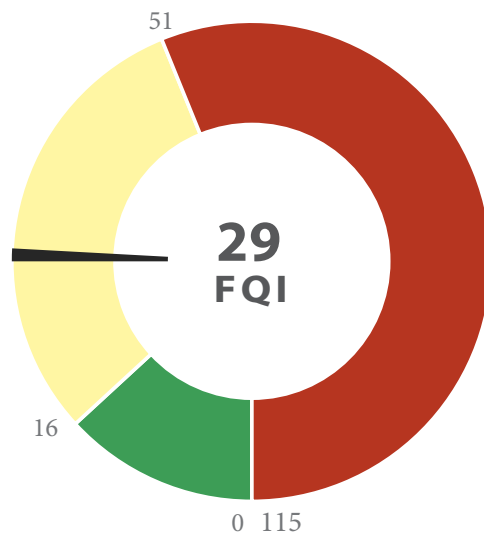
Portables: CR: 0 Total Rms: 0



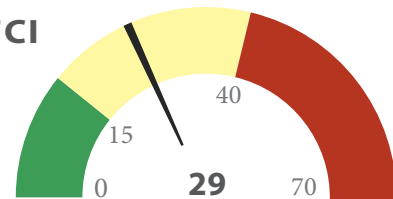
	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
FTE	309	313	317	321	319	322	344	347	351	355	358
SRC	362	362	362	362	362	362	362	362	362	362	362
Diff	-53	-49	-45	-41	-43	-40	-18	-15	-11	-7	-4

FACILITY STATUS

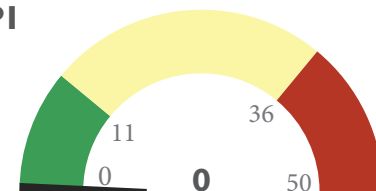
- Excellent
- Good
- Poor



FCI

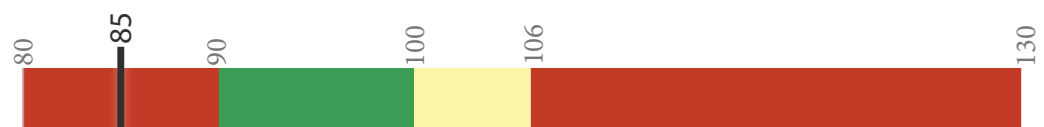


PI



UTILIZATION%

- Over
- Crowded
- Optimum
- Under



19.13.608 Systemic Renovation - HVAC

The existing HVAC systems are approaching the end of their useful life based on age.

Project Description

Provide new energy efficient HVAC systems based on the latest codes and available technologies.

BENNETT

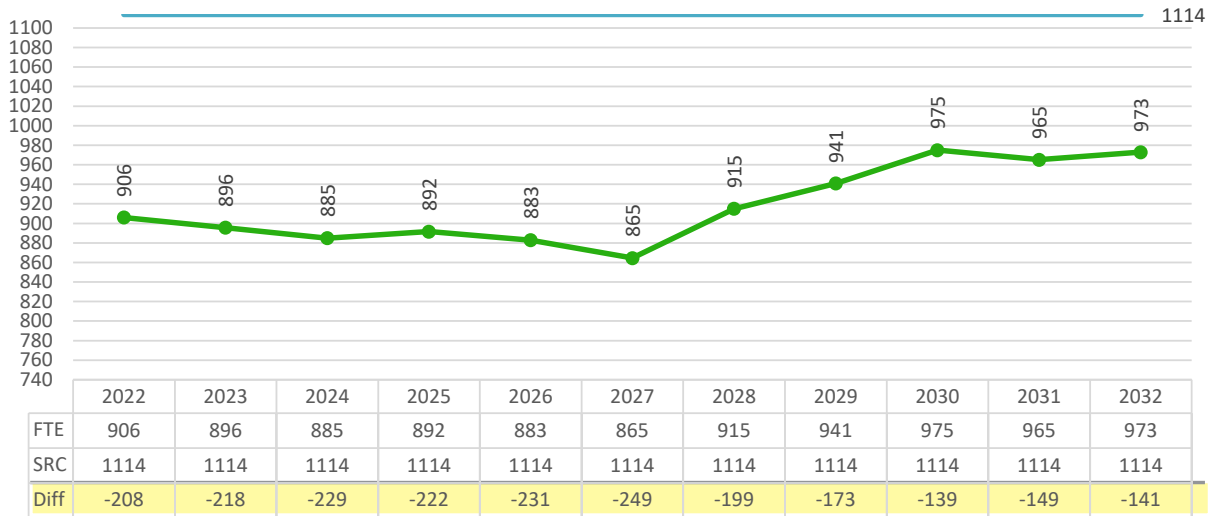
MIDDLE



PROJECTED ENROLLMENTS VS SRC

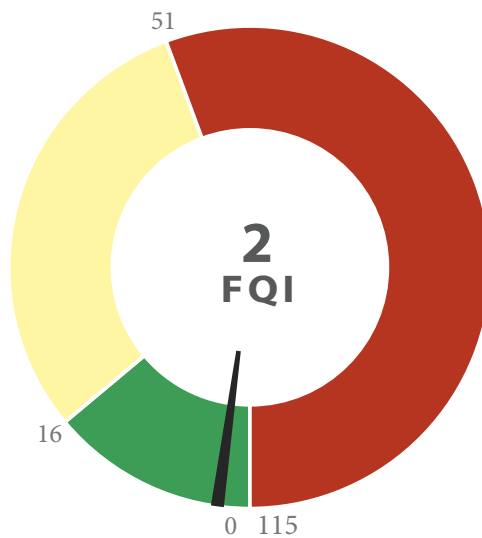
FTE SRC

Portables: CR: 0 Total Rms: 0

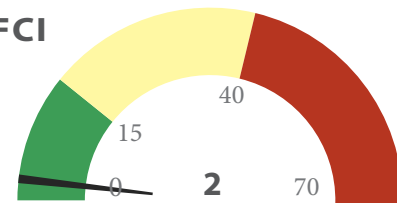


FACILITY STATUS

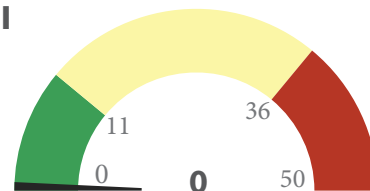
- Excellent
- Good
- Poor



FCI



PI



UTILIZATION%

- Over
- Crowded
- Optimum
- Under



PITTSVILLE

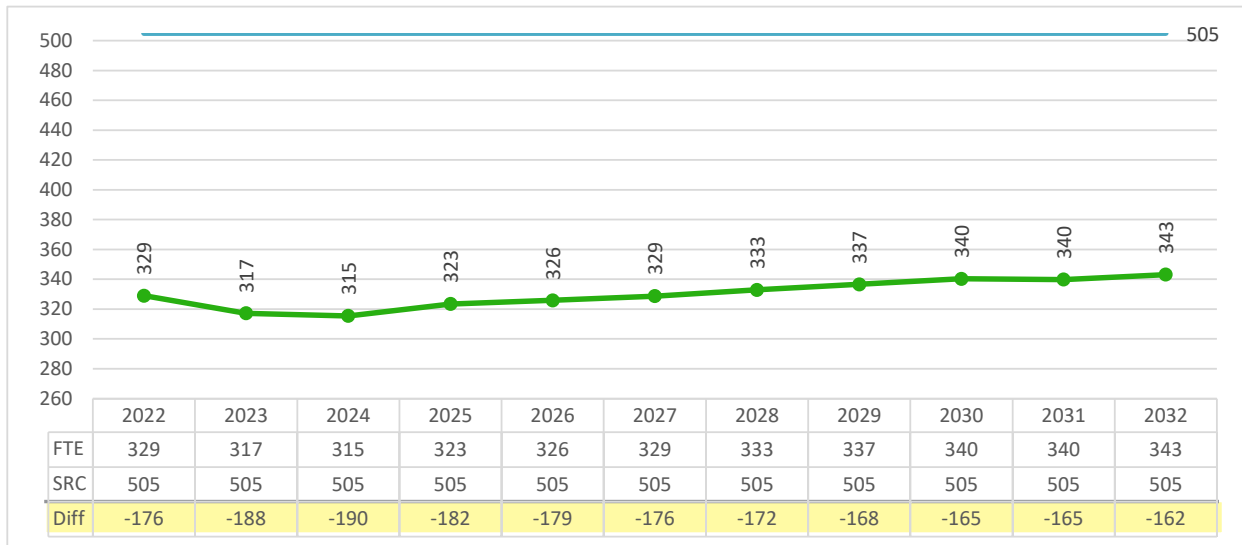
ELEMENTARY & MIDDLE



PROJECTED ENROLLMENTS VS SRC

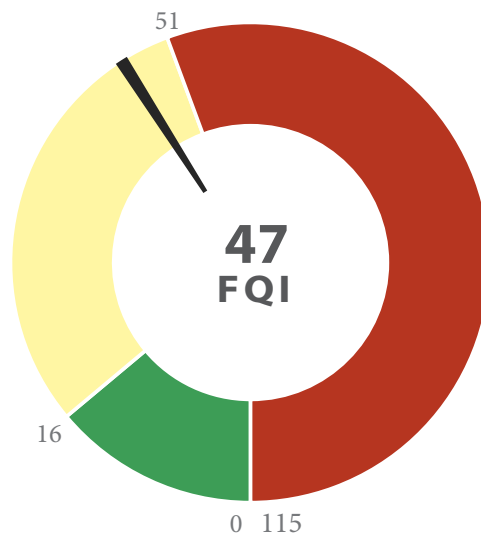
— FTE — SRC

Portables: CR: 2 Total Rms: 2

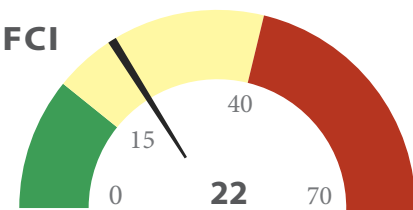


FACILITY STATUS

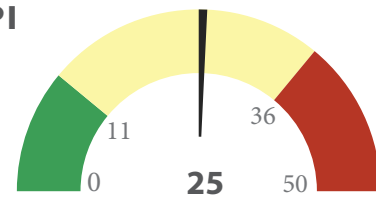
Excellent
Good
Poor



FCI

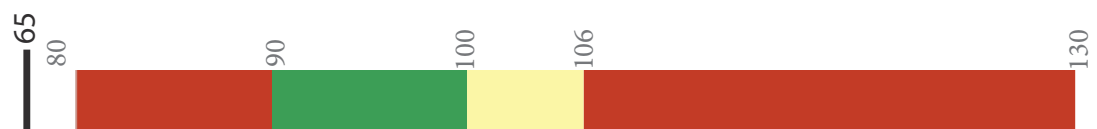


PI



UTILIZATION%

Over
Crowded
Optimum
Under



04/21/2023

11.13.602 Systemic Renovation - Roofs

As part of the Roof Refurbishment Program this school is due for a partial roof replacement.

Project Description

Replace roof - approximately 64,377 sf.

11.13.575 Systemic Renovation - Security and/or Fire Alarm

The existing fire alarm and security system has reached the end of its useful life based on age but remains operational.

Project Description

The existing fire alarm and security systems need to be upgraded and/or replaced. Project includes any necessary electrical as required as well as integration.

SALISBURY

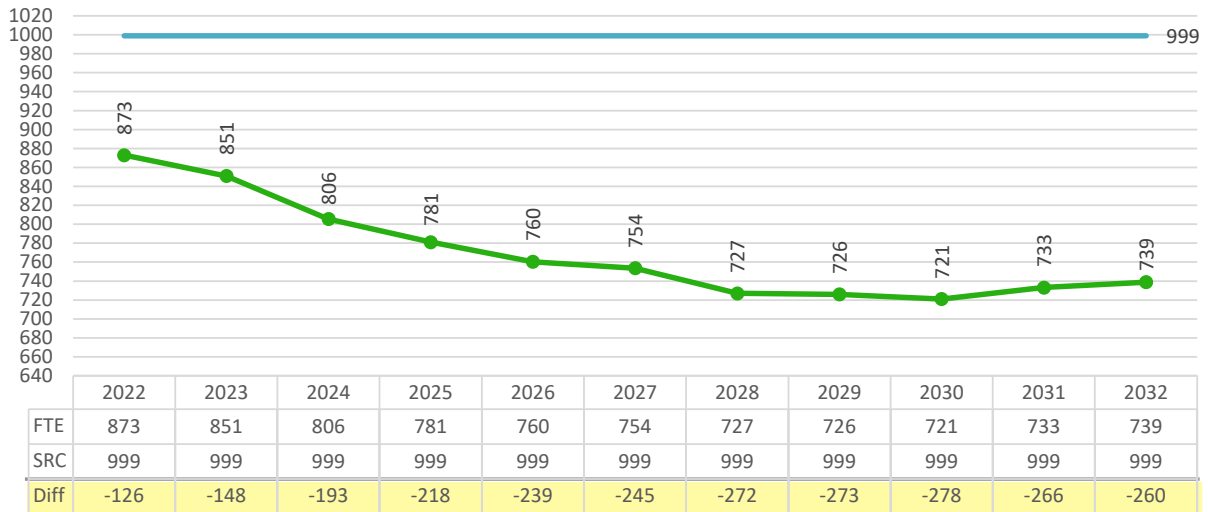
MIDDLE



PROJECTED ENROLLMENTS VS SRC

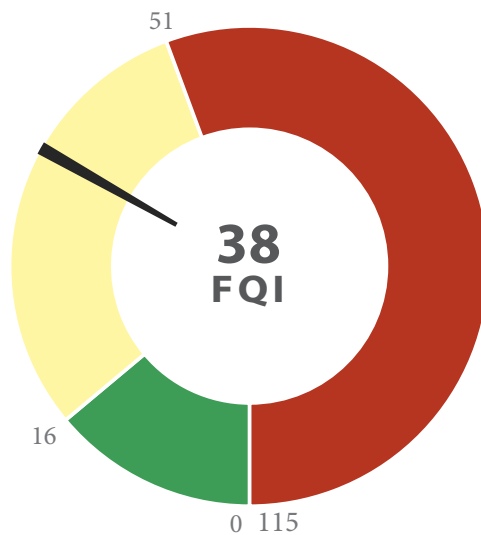
— FTE — SRC

Portables: CR: 3 Total Rms: 3

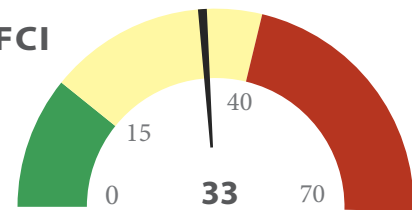


FACILITY STATUS

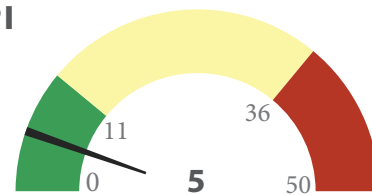
- Excellent
- Good
- Poor



FCI



PI



UTILIZATION%

- Over
- Crowded
- Optimum
- Under



49.03.393 Site - Paving / Parking Lots

Due to increased vehicular drop-off and pick-up of students, overcrowding conditions exist at the current staff and visitor parking lot.

Project Description

Develop and construct additional visitor parking on site. Establish a separate visitor parking and vehicular drop-off & pick-up loop from the staff parking area. Project will also address any current paving issues, as well as associated Storm Water Management and Forestation requirements.

49.13.618 Systemic Renovation - HVAC

Select existing HVAC equipment in the Lockers, Weight Room, and Restrooms (not included in the prior Gym HVAC Upgrade project) is approaching the end of its useful life based on age.

Project Description

Provide new energy efficient HVAC equipment based on latest codes and available technologies.

Project Notes

Anticipated Federal ESSER III (Elementary and Secondary School Emergency Relief Fund) project.

49.13.600 Systemic Renovation - HVAC

The existing HVAC systems is approaching the end of their useful life based on age.

Project Description

Provide new energy efficient HVAC systems based on latest codes and available technologies.

WICOMICO

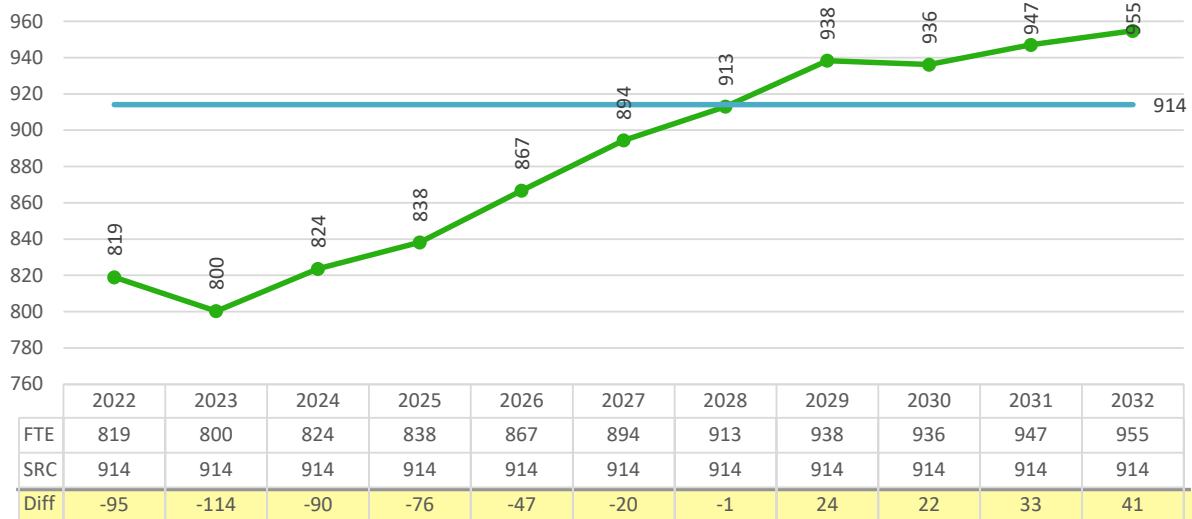
MIDDLE



PROJECTED ENROLLMENTS VS SRC

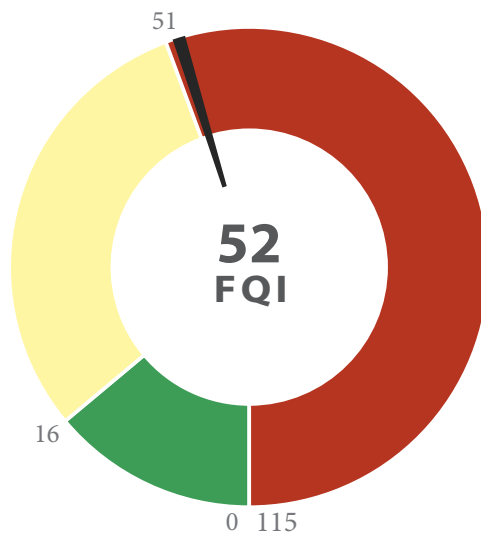
FTE SRC

Portables: CR: 5 Total Rms: 6

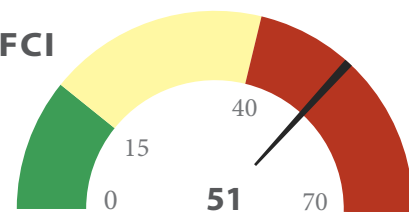


FACILITY STATUS

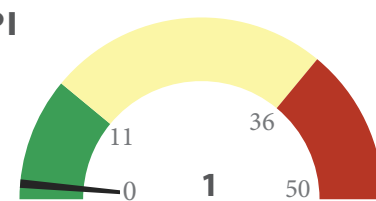
- Excellent
- Good
- Poor



FCI



PI



UTILIZATION%

- Over
- Crowded
- Optimum
- Under



04/21/2023

45.10.617 Retrofit - Roofs

The bus ramp is lacking an awning and students are exposed to inclement weather.

Project Description

Provide a prefabricated canopy at the Bus Ramp.

45.11.564 Site - Paving / Parking Lots

Parking has become overcrowded.

Project Description

Study potential parking expansion options. Funding for study only.

45.13.601 Systemic Renovation - HVAC

Portions of the existing HVAC systems are approaching the end of their useful life based on age.

Project Description

Provide new energy efficient HVAC systems based on latest codes and available technologies.

45.06.459 Systemic Renovation - Lighting Systems

Lighting systems and ceilings have passed their useful life. Upgrades are needed in order to provide adequate lighting levels and additional operational efficiencies.

Project Description

Upgrade lighting fixtures and associated ceilings in areas A through C that have exceeded their useful lives. Project includes electrical service upgrades and branch wiring as required to accommodate new lighting.

45.06.460 Systemic Renovation - Plumbing

The fixtures, finishes, accessories and partitions in all toilet rooms in areas A through C have either already reached or will be reaching the end of their life cycle based on age, which necessitates replacement.

Project Description

Renovate existing toilet rooms in areas A through C. Analyze toilet rooms for accessibility.

45.06.431 Systemic Renovation - Plumbing

Domestic water piping is clogged with mineral deposits and is well beyond its useful life.

Project Description

Additional investigation is needed to see if cleaning the piping is an option or if it will require a full replacement.

45.13.611 Systemic Renovation - Security and/or Fire Alarm

The existing fire alarm system is approaching the end of its useful life based on age but remains operational.

Project Description

The existing fire alarm system needs to be upgraded and/or replaced. Project includes any necessary electrical as required as well as integration.

45.06.461 Systemic Renovation - Windows / Doors/ Hdwr

The existing doors and associated storefront systems (Areas A through C) with associated metal facing panels where applicable have far exceeded the 30 year life cycle and are due for replacement.

Project Description

Project includes new insulated energy efficient storefront, doors and associated masonry repairs required for installation.

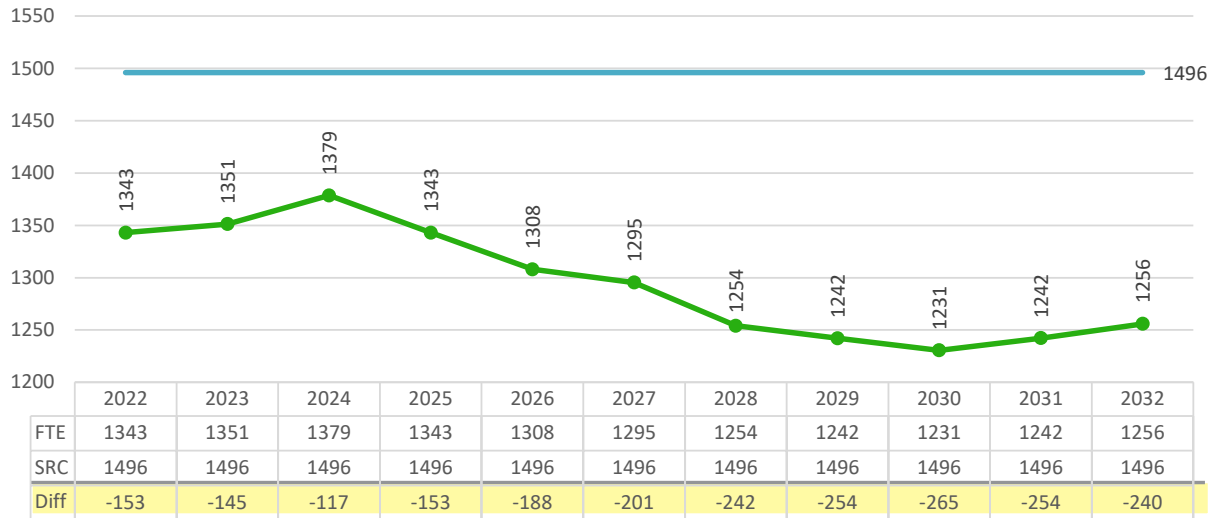
J.M. BENNETT HIGH



PROJECTED ENROLLMENTS VS SRC

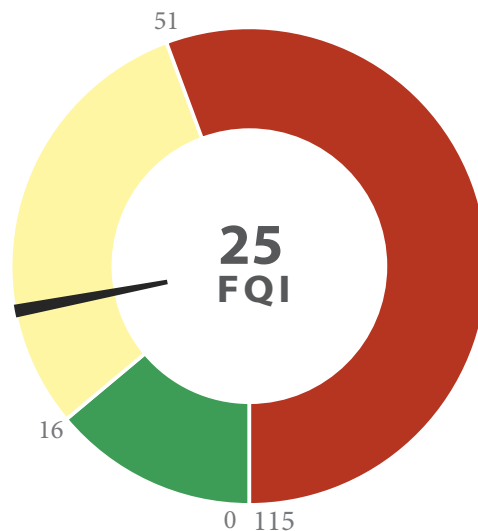
FTE SRC

Portables: CR: 0 Total Rms: 0

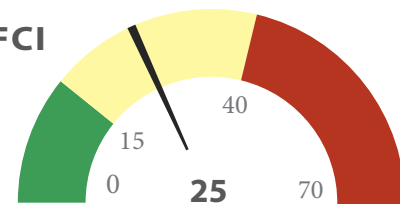


FACILITY STATUS

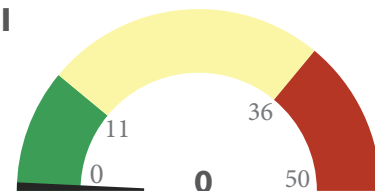
Excellent
Good
Poor



FCI

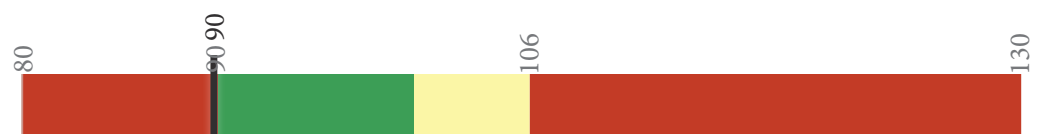


PI



UTILIZATION%

Over
Crowded
Optimum
Under



04/20/2023

39.13.605 Systemic Renovation - HVAC

The existing packaged roof top units are scheduled for replacement.

Project Description

Provide new energy efficient HVAC system based on the latest codes and available technologies.

41.11.619 Site - Fields and Grounds

The existing tennis court surface is in a state of decline with cracking and needs to be addressed.

Project Description

Evaluate existing conditions repair and/or replace tennis court surface based on the latest codes and available technologies.

MARDELA

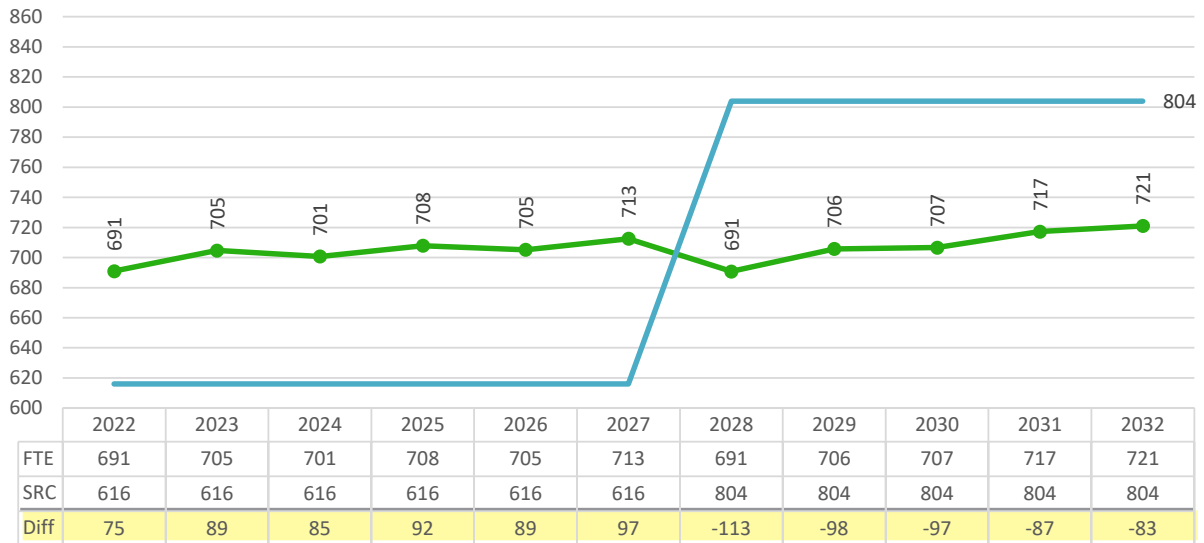
MIDDLE & HIGH



PROJECTED ENROLLMENTS VS SRC

FTE SRC*

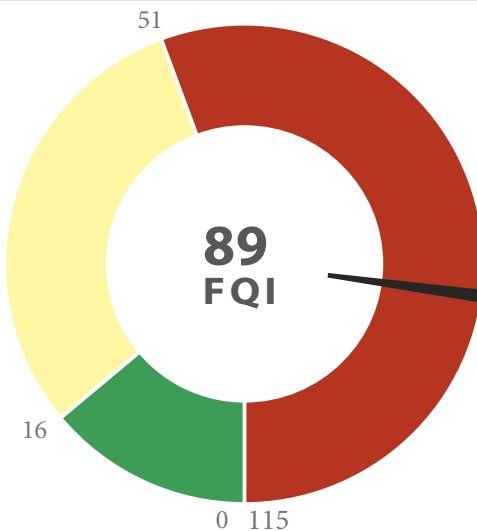
Portables: CR: 9 Total Rms: 9



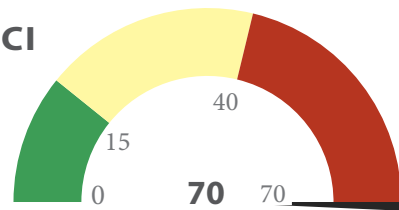
*assumes completion of Addition & Renovation project in 2026 contingent on funding

FACILITY STATUS

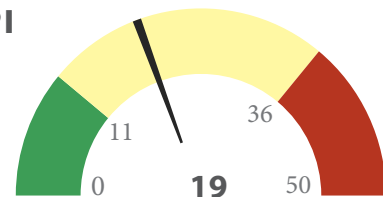
- Excellent
- Good
- Poor



FCI

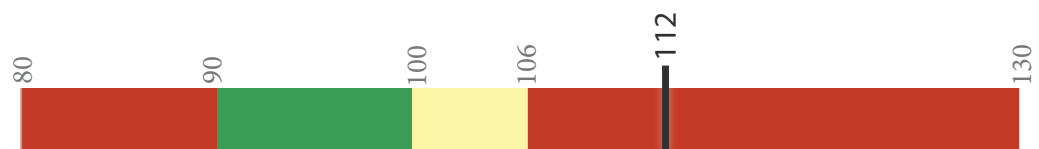


PI



UTILIZATION%

- Over
- Crowded
- Optimum
- Under



04/21/2023

42.8.523 Renovation/Addition - Construction

Originally constructed in 1958 with various renovations and additions from 1958-1981 this 89,548 sf 6-12 grade school will have an average age of 45 years by 2023. This school has been identified with a high FQI of 89 due to several systemic problems including HVAC, roofing, windows, electrical and plumbing systems. The school also lacks space necessary to support current instructional needs. This school requires a comprehensive solution to resolve the many systemic and programmatic issues.

Project Description

Design and construct a major renovation and addition on the existing site based on the information gathered in the approved Feasibility and Educational Specification.

Built to Learn (BTL) funds administered through the Maryland Stadium Authority (MSA) were secured in FY2022 and count towards the State Cost Share.

Federal Elementary and Secondary School Emergency Relief (ESSER) funds were secured and count towards the Local Cost Share. The FY2024 funding request has been adjusted accordingly.

Final Cost Share Split pending final FY2024 State allocation.

Project Notes

The five existing systemic projects have been removed from the CIP with the authorization of the renovation and addition project.

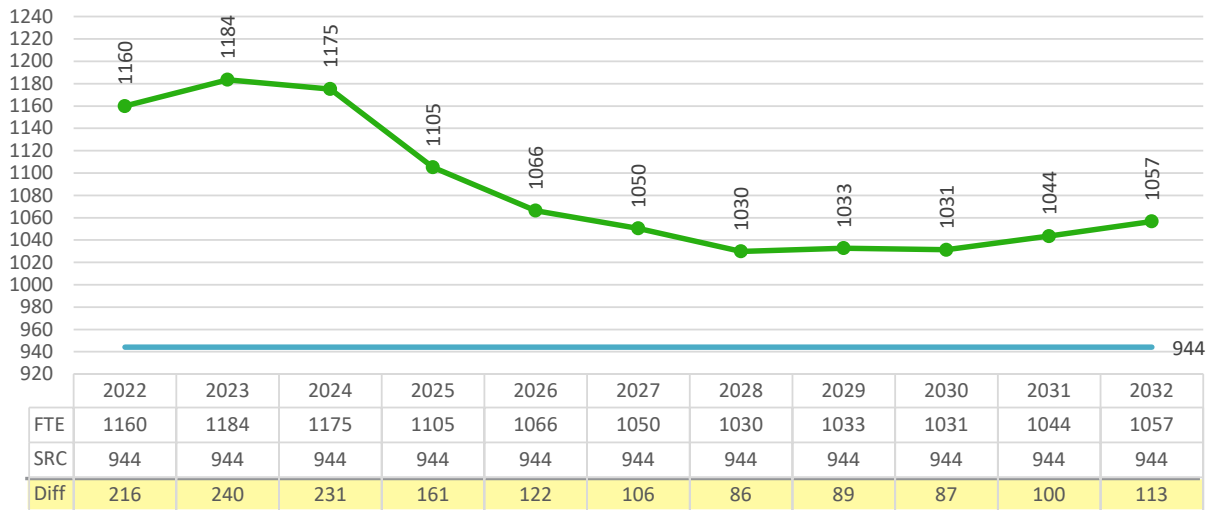
PARKSIDE HIGH



PROJECTED ENROLLMENTS VS SRC

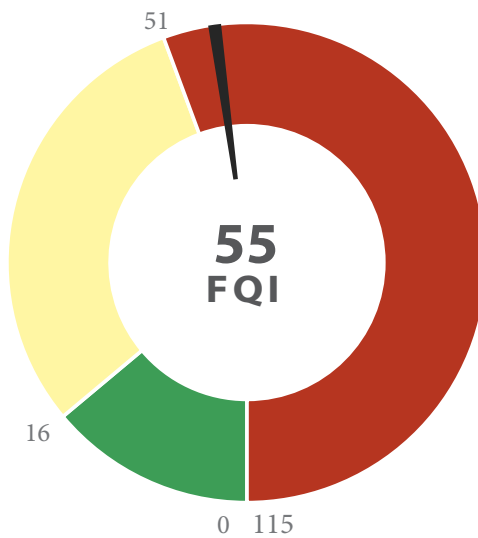
— FTE — SRC

Portables: CR: 9 Total Rms: 9

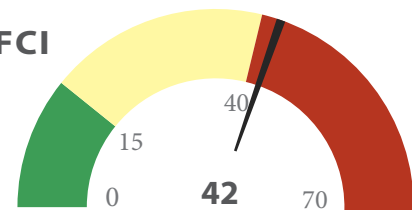


FACILITY STATUS

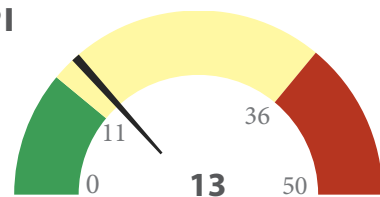
Excellent
Good
Poor



FCI

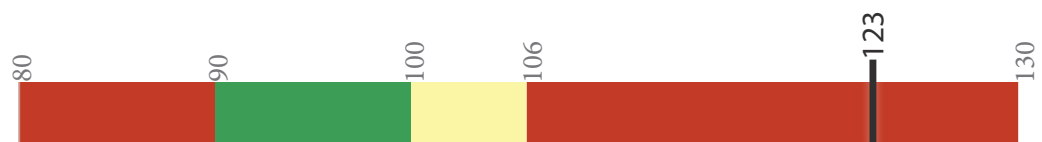


PI



UTILIZATION%

Over
Crowded
Optimum
Under



04/21/2023

43.032.359 Site - Fields and Grounds

Parkside has requested athletic track facilities be built. Community interest has been expressed and some funds pledged toward the construction of such a facility.

Project Description

Planning and design athletic track facilities for the school. Collected funds would be utilized to study the feasibility and cost of a complex as requested by the school.

Project Notes

Exclusions: No Fencing Outside of the Track Perimeter Fencing, PA System, Bleachers, Event Pads, Field Soil Amendments, Field Under Drain, Irrigation, Sidewalks, CM Fees, Athletic Equipment

43.05.138 Special Initiatives - Science (Look of the Future)

State initiative to upgrade and modernize science classrooms in all high schools for the next century.

Project Description

These funds would allow for the design and renovation of the existing science facilities.

43.13.532 Systemic Renovation - Roofs

Due for replacement as part of the Roof Refurbishment Program. The roof is reaching the end of its useful life based on age.

Project Description

Replace existing roof - approximately 128,585 sf.

43.13.610 Systemic Renovation - Windows / Doors/ Hdwr

The existing exterior aluminum windows and doors are approaching the end of their useful life based on age.

Project Description

Replace the existing exterior windows and doors.

44.10.563 Retrofit - Studies / Planning

The CTE entry at Parkside lacks a secure vestibule.

Project Description

Design and construct a new secure vestibule.

44.13.609 Systemic Renovation - HVAC

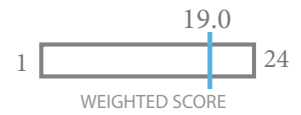
The existing HVAC systems are approaching the end of their useful life based on age.

Project Description

Provide new energy efficient HVAC systems based on latest codes and available technologies.

WICOMICO

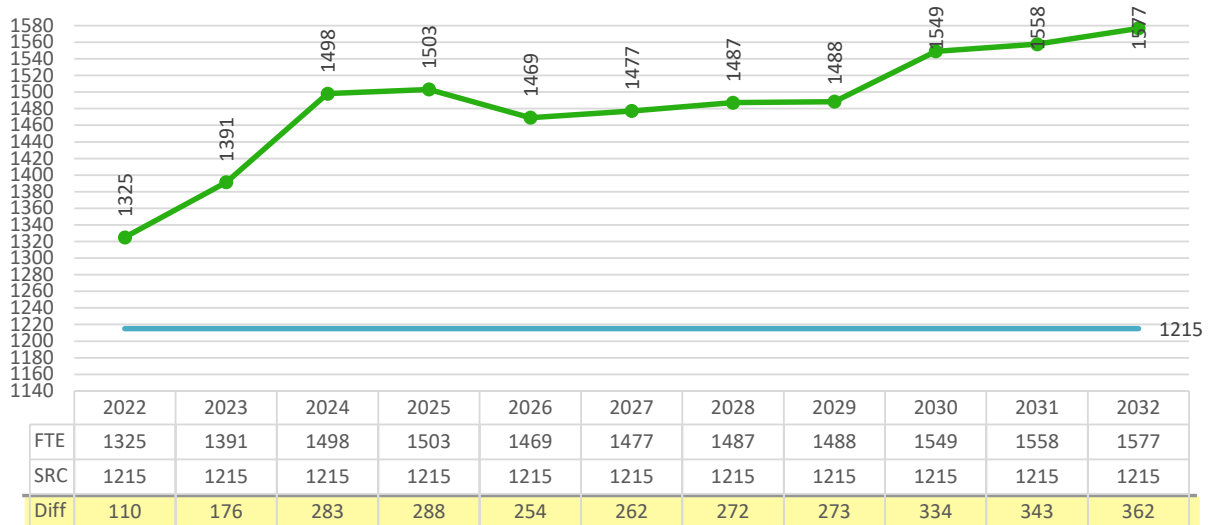
HIGH



PROJECTED ENROLLMENTS VS SRC

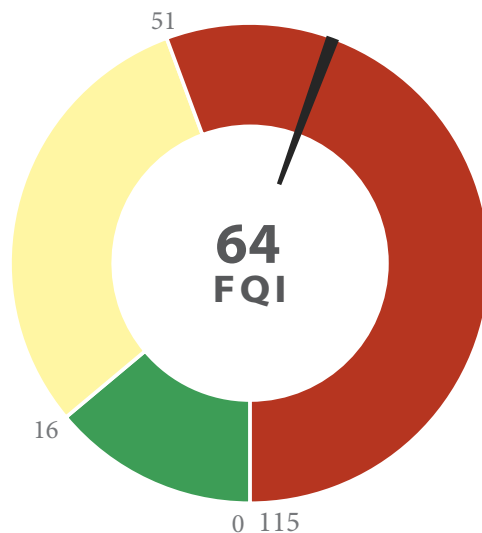
— FTE — SRC

Portables: CR: 1 Total Rms: 3

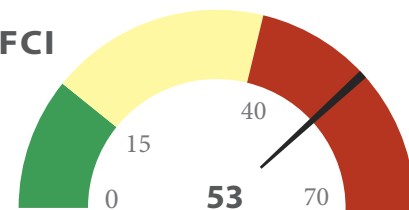


FACILITY STATUS

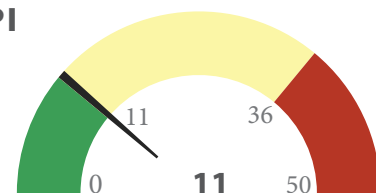
- Excellent
- Good
- Poor



FCI

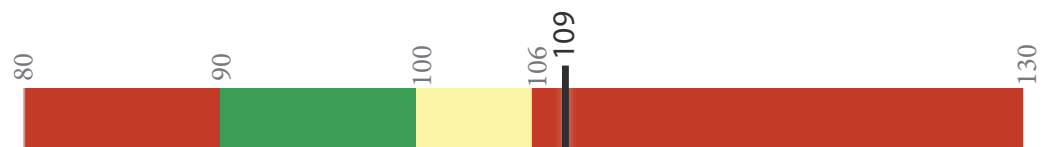


PI



UTILIZATION%

- Over
- Crowded
- Optimum
- Under



04/21/2023

46.05.136 Special Initiatives - Science (Look of the Future)

State initiative to upgrade and modernize science classrooms in all high schools for the next century.

Project Description

These funds would allow for the design and renovation of the existing science facilities.

46.06.445 Systemic Renovation - Lighting Systems

Lighting systems and ceilings have passed their useful life in areas A through I. Upgrades are needed in order to provide adequate lighting levels and additional operational efficiencies.

Project Description

Upgrade lighting fixtures and associated ceilings that have exceeded their useful lives. Project includes electrical service upgrades and branch wiring as required to accommodate new lighting.

46.06.519 Systemic Renovation - Plumbing

Wicomico High School is unique in that it is a large campus style school. Throughout the sprawling campus, the original domestic water piping is corroding from the inside out. Associated piping is becoming clogged with particles and with that, it is recommended that all of the interior and exterior (to the main) domestic water piping be replaced. Along the same lines, the original sewer piping continues to age with each passing year. These pipes shall be monitored and replaced when necessary.

Project Description

Working in phases, replace the original domestic and sewer piping throughout the school campus. A new design will be necessary to determine if the funding amount will be adequate. Total cost is an estimate only and must be adjusted based on design.

46.06.366 Systemic Renovation - Roofs

As part of the Roof Refurbishment Program this school is due for a roof replacement.

Project Description

Identified Buildings throughout the campus are due for roof replacements for a total of 210,776 sf, average age of roof area will be 35 to 41 in 2023.

It is anticipated the project will be completed in phases over three Summers to minimize impact to instruction.

Another State funding source was secured in FY23. The FY24 County and State requests fund the last phase of the project. The FY24 County request is the remainder of the required local share.

46.13.612 Systemic Renovation - Security and/or Fire Alarm

The existing fire alarm and security systems are approaching the end of their useful life based on age but remain operational.

Project Description

The existing fire alarm and security systems need to be upgraded and/or replaced. Project includes any necessary electrical as required as well as integration.

46.06.456 Systemic Renovation - Windows / Doors/ Hdwr

Continuation of our systemic renovations program. The following building systems have been identified for major capital repairs or replacement.

Project Description

Re-key facility interior doors & replace cylinders as necessary.

Project Notes

Project to also include classroom intruder lock upgrade and interbuilding lock system.
Exterior doors have ben retrofitted for MEDECO keys.
Interior doors dating back to 1974 required extensive retrofitting to re-key.

47.13.615 Systemic Renovation - HVAC

Based on the age of the equipment, the existing HVAC units are approaching the end of their useful life.

Project Description

Provide new energy efficient HVAC units based on latest codes and available technologies.

63.051.422 Special Initiatives - Electrical

2011 Legislation now requires school that are receiving an electrical upgrade to include some type of back-up generator capability as directed and coordinated with local emergency management.

Project Description

Install back-up power generators to serve critical building systems / components in designated areas for the following schools (priority order subject to change):

Fruitland Primary (to be included as part of the major capital project if funded)

Fruitland Intermediate

Pittsville

Chipman

Delmar

East Salisbury

Glen Avenue

Pemberton

Pinehurst

Salisbury Middle

Westside Intermediate

Wicomico Middle

63.12.558 Special Initiatives - Security Cameras

Increased demand for higher resolution CCTV images for both live monitoring and forensic investigation is pushing the limitations of our current analog platform.

Increased ease of use for school administrators without client based access and, a more easily accessible web based VMS that can be deployed or shared rapidly not only within the school system but also to law Enforcement when deemed necessary.

Project Description

Systemwide upgrade and maintenance of hardware and supporting infrastructure to facilitate the migration from an analog to IP based Video management/CCTV platform

63.12.559 Special Initiatives - Access Control

Reinforce security and safety at Wicomico County Schools.

Project Description

Upgrade layouts to secure vestibules and upgrade layouts to older administration suites, close in open classrooms, install lockable door hardware, install TCU centers, add site fencing, and complete other security/safety projects as deemed necessary.

64.061.97 Special Initiatives - Code Compliance

Continuation of our program to upgrade and address regulatory problems and/or code compliance issues in our buildings as required on an ongoing basis. Issues such as: ADA, OSHA, Fire and Life Safety, Environmental, Waste Water Treatment Plant Regulations, and Indoor Air Quality issues.

Due to the discontinuation of the School Construction Savings Funds it is becoming increasingly important to address various capital renewal and requirement projects as a way to address deferred maintenance.

Project Description

The funds would be used for various safety, compliance & regulatory issues as part of a comprehensive capital renewal program so as to bring our buildings into compliance and to address unsafe conditions as they exist.

28.13.595 Systemic Renovation - HVAC

Based on the age of the equipment, the existing HVAC systems are approaching the end of their useful life.

Project Description

Provide new energy efficient HVAC systems based on latest codes and available technologies.

28.13.596 Systemic Renovation - Windows / Doors/ Hdwr

The existing windows, exterior storefront systems, and doors based on age are approaching the end of their useful life.

Project Description

The project includes new insulated, energy efficient windows and storefront as well as associated masonry repairs required for installation.

50.13.592 Systemic Renovation - HVAC

Based on the age of the equipment, the existing HVAC systems are approaching the end of their useful life.

Project Description

Provide new energy efficient HVAC systems based on latest codes and available technologies.

50.13.613 Systemic Renovation - Roofs

As part of the Roof Refurbishment Program this building is due for a roof replacement.

Project Description

Replace roof - approximately 12,340 sf.

50.13.597 Systemic Renovation - Windows / Doors/ Hdwr

The existing windows, exterior storefront systems, and doors based on age have approached the end of their useful life based on age.

Project Description

The project includes new insulated, energy efficient windows and storefront as well as associated masonry repairs required for installation.

53.13.593 Systemic Renovation - HVAC

Based on the age of the equipment, the existing HVAC systems are approaching the end of their useful life.

Project Description

Provide new energy efficient HVAC systems based on latest codes and available technologies.

65.10.580 Retrofit - Safety

The Northgate entry lacks a secure vestibule.

Project Description

Design and construct a new secure vestibule.

70.10.581 Retrofit - Construction

A portion of the building is in need of a remodel to support transportation needs once relocated from the current warehouse location.

Project Description

Remodel of a portion of the existing building to be used as a transportation garage.

56.10.614 Retrofit - Technology

The stadium score board is in need of an upgrade and is reaching the end of its useful life.

Project Description

Installation of new score board to include relocation, ad space, sound as well as electrical upgrades and fiber optics.

87.06.457 Retrofit - Construction

The building is in a rapid state of decline and needs to be addressed.

Project Description

Demolition of existing warehouse building as it has fallen into disrepair and is no longer needed by WCBOE for storage.

IAC/PSCP FORM 101.1

FACILITIES INVENTORY

LEA: Wicomico County										DATE: 04/24/23	
SCHOOL NAME & ADDRESS	GRADES	SRC	9/30/22 FTE	% UTIL	ACREAGE	BUILDING DATA		PHYSICAL CONDITON	COMMENTS		
						DATE:	SQ. FT:				
ELEMENTARY:											
Beaver Run Elementary 31481 Old Ocean City Road Salisbury, MD 21804	PK (FT) - 2	664	652.0	98	17.92	2022	98,193	WCPS FCI: Excellent	(PFA)		
Chipman Elementary 711 Lake Street Salisbury, MD 21801	PK (FT) - 1	384	262.0	68	6.5	1986	31,375 9,377	WCPS FCI: Poor FY2021 MI: Good	Portables: 4 (PFA)		
						40,752					
Delmar Elementary 811 South Second Street Delmar, MD 21875	PK - 4	683	858.0	126	10.2	1978	76,645	WCPS FCI: Good FY2022 MI: Adequate	Portables: 8 (PFA Comment Area)		
East Salisbury Elementary 1201 Old Ocean City Road Salisbury, MD 21804	3 - 5	424	421.0	99	12.1	1942	32,845 9,930	WCPS FCI: Poor FY2023 MI: Adequate	Portables: 4 (PFA)		
						6,090					
						5,747					
						6,877 400					
							61,889				

FACILITIES INVENTORY

IAC/PSCP FORM 101.1

LEA: Wicomico County										DATE: 04/24/23	
SCHOOL NAME & ADDRESS	GRADES	SRC	9/30/22 FTE	% UTIL	ACREAGE	BUILDING DATA		PHYSICAL CONDITON	COMMENTS		
						DATE:	SQ. FT:				
Fruitland Primary Elementary 301 N. Division Street Fruitland, MD 21826	PK (FT) - 2	474	441.0	93	18	1955	17,870	WCPS FCI: Poor FY2023 MI: Adequate	Portables: 5 (PFA)		
							1,965				
							10,223				
							26,250				
							56,308				
Fruitland Intermediate Elem. 208 W. Main Street Fruitland, MD 21826	3 - 5	378	393.0	104	10	1937	13,009	WCPS FCI: Poor FY2022 MI: Good	Portables: 3 (PFA)		
							7,369				
							7,760				
							5,120				
							4,088				
							1,246				
	5,120	43,712									
Glen Ave Elementary 1615 Glen Avenue Salisbury, MD 21804	2 - 5	470	379.0	81	15	1964	17,823	WCPS FCI: Poor FY2022 MI: Good	Portables: 1 (PFA Comment Area)		
							8,096				
							5,747				
							9,171				
							5,780				
							8,451				
	55,068										
North Salisbury Elementary 1213 Emerson Avenue Salisbury, MD 21801	3 - 5	506	505.0	100	8	2006	76,999	WCPS FCI: Good FY2020 MI: Good	Contains WCPS Magnet School Program grades 3, 4, 5. Portables: 3 (PFA)		

FACILITIES INVENTORY

IAC/PSCP FORM 101.1

LEA: Wicomico County										DATE: 04/24/23	
SCHOOL NAME & ADDRESS	GRADES	SRC	9/30/22 FTE	% UTIL	ACREAGE	BUILDING DATA DATE:	SQ. FT:	PHYSICAL CONDITON	COMMENTS		
Northwestern Elementary 9975 Sharptown Road Mardela Springs, MD 21837	PK - 5	251	341.0	136	11.48	1966	8,607	WCPS FCI: Good FY2021 MI: Adequate	Portables: 6 (PFA)		
							11,333				
							875				
							5,985				
			26,800								
Pemberton Elementary 1300 Pemberton Drive Salisbury, MD 21801	PK (FT) - 5	523	529.0	101	18.78	2001	73,917	WCPS FCI: Good FY2021 MI: Adequate	Portables: 4 (PFA)		
Pinehurst Elementary 520 S. Pinehurst Avenue Salisbury, MD 21801	PK (FT) - 5	467	486.0	104	8.9	1937	30,887	WCPS FCI: Poor FY2022 MI: Adequate	Portables: 6 (PFA)		
							7,792				
							6,092				
							5,216				
							5,747				
							6,877				
	13,613										
			76,224								
Prince Street Elementary 400 Prince Street Salisbury, MD 21804	PK (FT) - 5	616	854.0	139	14.8	2008	73,830	WCPS FCI: Excellent FY2016 MI: Superior	Portables: 8 (PFA)		
West Salisbury Elementary 1321 West Road Salisbury, MD 21801	PK (FT) - 2	352	346.0	98	14.11	2018	60,833	WCPS FCI: Excellent FY2021 MI: Superior	Portables: 0 (PFA)		

FACILITIES INVENTORY

IAC/PSCP FORM 101.1

LEA: Wicomico County										DATE: 04/24/23	
SCHOOL NAME & ADDRESS	GRADES	SRC	9/30/22 FTE	% UTIL	ACREAGE	BUILDING DATA DATE:	SQ. FT:	PHYSICAL CONDTION	COMMENTS		
Westside Primary Elementary 6046 Quantico Road Quantico, MD 21856	PK - 1	199	192.0	96	18	1956	17,741	WCPS FCI: Good FY2021 MI: Adequate	Portables: 6		
			2,828								
			20,569								
Westside Intermediate Elem. 8000 Quantico Road Hebron, MD 21830	2 - 5	414	343.0	83	10.5	1999	54,797	WCPS FCI: Good FY2020 MI: Adequate	Portables: 0 (PFA Comment Area)		
Willards Elementary 36161 Richland Road Willards, MD 21874	PK (FT) - 3	362	309.0	85	42	2003	44,825	WCPS FCI: Good FY2021 MI: Good	Portables: 0 (PFA)		
			6,422								
			51,247								
MIDDLE:											
Bennett Middle School 532 South Division Street Fruitland, MD 21836	6 - 8	1114	906.0	81	35.38	2015	161,304	WCPS FCI: Excellent FY2021 MI: Good	Portables: 0 (PFA)		
							5,709				
							167,013				
Pittsville Elementary/ Middle School 34404 Old Ocean City Road Pittsville, MD 21850	4 - 8	207 (Elem) 298 (Mid) 505 Total	134.0 (Elem)	65	13.46	1956	10,095	WCPS FCI: Good FY2017 MI: Superior	Portables: 2 (PFA)		
			195.0 (Mid)				13,639				
			329.0 Total				1,713			6,676	35,565
							11,647				
							79,335				
Salisbury Middle School 607 Morris Street Salisbury, MD 21801	6 - 8	999	873.0	87	75.68	1999	143,519	WCPS FCI: Good FY2021 MI: Adequate	Portables: 3 Contains WCPS NeXgen STEM Academy Program		

FACILITIES INVENTORY

IAC/PSCP FORM 101.1

LEA: Wicomico County										DATE: 04/24/23	
SCHOOL NAME & ADDRESS	GRADES	SRC	9/30/22 FTE	% UTIL	ACREAGE	BUILDING DATA		PHYSICAL CONDITON	COMMENTS		
						DATE:	SQ. FT:				
Wicomico Middle School 635 East Main Street Salisbury, MD 21804	6-8	914	819.0	90	16	1931	73,034	WCPS FCI: Poor FY2023 MI: Adequate	Portables: 6 (PFA)		
			24,991								
			25,905								
			8,320								
							3,500				
							135,750				
HIGH:											
James M. Bennett High School 300 East College Avenue Salisbury, MD 21804	9 - 12	1,496	1343	90	69.26	2010	247,202	WCPS FCI: Good FY2020 MI: Good	Portables: 0 (PFA)		
Mardela Middle & High School 24940 Delmar Road Mardela, MD 21837	6 - 12	186 (Mid)	306.0 (Mid)	112	39.79	1958	18,142	WCPS FCI: Poor FY2018 MI: Good	Portables: 9 (PFA)		
		430 (High)	385.0 (High)								
		616 Total	691.0 Total								
			14,455								
							87,633				
Parkside High School w/ CTE 1015 Beaglin Park Drive Salisbury, MD 21804 *CTE square footage	9 - 12	944	1160	123	55.6	1974	164,178	WCPS FCI: Poor FY2021 MI: Adequate	Portables: 9 (PFA)		
							113,546*				
			277,724								
Wicomico High School 201 Long Avenue Salisbury, MD 21804	9 - 12 (Sec. Sp. Ed.)	1215	1325	109	62.1	1954	195,941	WCPS FCI: Poor FY2019 MI: Good	Portables: 3 (PFA)		

FACILITY INVENTORY UPDATE ASSURANCE FORM 101.4 SUPERINTENDENT SIGNED

5.6



Page 1 of 2

Interagency Commission on School
Construction Annual Facility Inventory Update
Assurance

IAC FORM 101.4

Local Education Agency (LEA)	Wicomico	
Section I – Local Education Agency Authorized User		
Contact information provided in the fields below is for the LEA authorized user or person responsible for the updates and accuracy of the Facility Inventory Database Records. The IAC staff will communicate directly with the LEA User regarding the annual updates.		
Name:	Cayla Campbell	
Title:	Facility Planner	
Phone:	410-677-4525	
Email:	ccampbell@wcboe.org	

All fields in the facility inventory database are required to be updated when changes occur. It is particularly important that the facility record is updated for all projects that are substantially complete or completed and occupied to reflect the changes that have occurred. This form is to be submitted annually on or before July 1, via email to iac.pscp@maryland.gov, as an assurance that the information in the database has been reviewed and accurately reflects each school facility within the local school system.

Facility Inventory Checklist for Each School Record

(Page numbers are provided as a reference to locate the specific instruction in the Facility Inventory User's Guide)

UPDATED:

- ☒ If necessary, requested a **New Facility** record for new schools constructed or a **Replacement Facility** that was constructed on a different site. (Page 3)
- ☒ The **Site Info** tab to identify the physical location, relevant site information and the current life cycle to indicate the status of each facility. (Page 4)
- ☒ The **School Type** tab to identify the grade levels served in the facility and the principal school type of the facility. (Page 6)
- ☒ The **Adjacent Schools** tab to include all physically adjacent schools of the same type. (Page 7)
- ☒ The **SQ History** tab records for new/ replacement or additional square footage. (Page 8)
 - The existing square footage records to reflect renovations or demolitions to existing square footage.
 - The Occupancy Year for each sf record, which represents the date of substantial project completion.
- Entered substantially complete or completed other capital improvements that do not affect square footage.
- ☒ If applicable, State owned relocatable records. (Page 8)
- ☒ The **Enrollment** tab to provide the Head Count, FT (Full Time) Enrollment, and Local Rated Capacity. (Page 13)
 - Reviewed accuracy of the official State Rated Capacity (SRC) and SRC Approval Date.
 - If applicable, submitted a request for revision of the SRC to the Maryland Department of Planning, prior to submission of the CIP.
- ☒ The **Remarks** tab to provide additional relevant information/ explanation of facility conditions, uses or other factors that are unique to the facility. (Page 14)



**Interagency Commission on School
Construction Annual Facility Inventory Update
Assurance**

IAC FORM 101.4

I hereby certify that to the best of my knowledge, the Facility Inventory Database records for each school facility has been reviewed and accurately updated by this Local Education Agency's authorized user, to reflect all facility projects completed or substantially completed as of 5/15/23. I further certify that all the information has been properly entered and submitted as per the Interagency Commission on School Construction Program Facility Inventory Database User's Guide.

Signature of Superintendent of Schools

Micah C. Stauffer

Digitally signed by Micah C. Stauffer
Date: 2023.05.17 10:26:44 -04'00'

Date Signed

5/15/23

Printed Name of Superintendent of Schools

Dr. Micah Stauffer

Additional Comments:

6 Enrollment and Capacity

System Wide Enrollment Trends Past 7 | Current | Projected 10

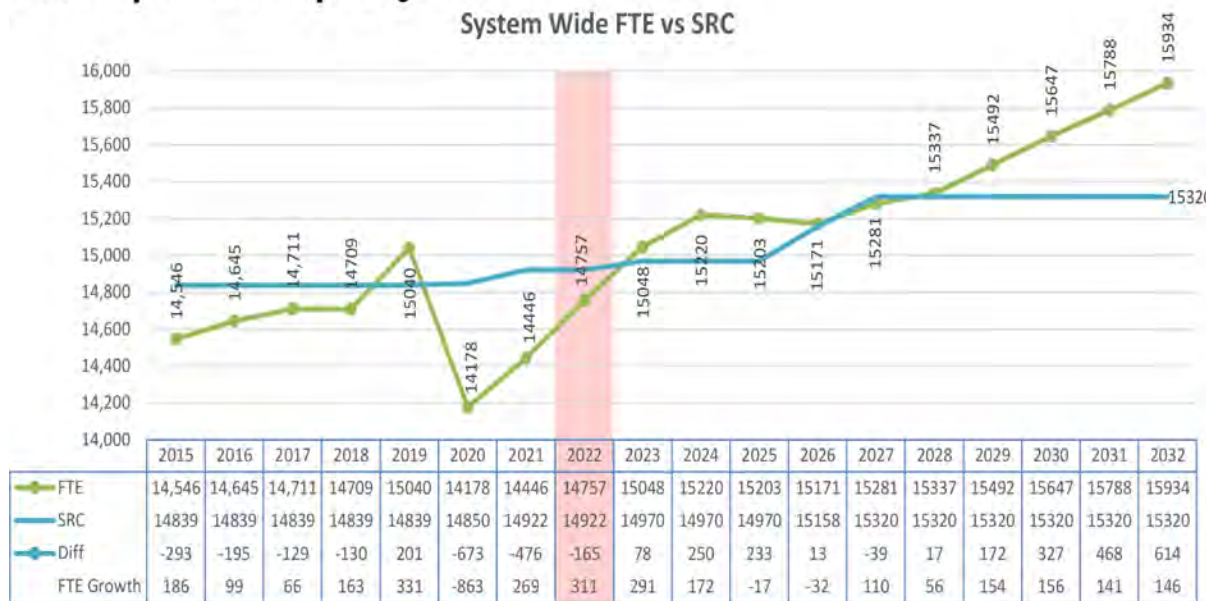


Figure 1

30,000 FOOT VIEW

Figure 1 displays system wide enrollments over the past seven years plus projects out the next ten. This higher level view clearly shows the impact of COVID on enrollment in 2020 but indicates that overall enrollments are slowly returning to pre-COVID levels at a gradual rate exceeding the state rated capacity (SRC) by 2023. While this view is important, it does not allow us to see how the individual school groupings will be affected.

Figure 2 takes the data from figure 1 and disseminates it across the three educational levels (Elementary, Middle & High). The yellow highlighted circle indicates an enrollment "bubble" that is making its way through the entire system. The increased enrollment bubble started in the elementary schools around 2012. The bubble exited in 2018 but State birth rates were indicating a second potential "bubble" in purple entering elementary schools starting in 2023. Data shows a slight increase but the States review of 2020 preliminary birth data shows lower births during the pandemic, leading to lower school enrollment projections in future years.

In 2018 the enrollment bubble began to affect the middle schools. The impact has increased the total number of middle schoolers by almost 150 students in 2019. Due to lower enrollments across all educational levels in 2020 attributed to COVID, data does not show the increase in 2020 but it is anticipated to return in 2022. While the initial increased number students was drastic, the graph shows that the total enrollments will not surpass the total available SRC. During FY19, WCBOE partook in a enrollment balancing effort to ensure the "bubble" is more evenly distributed between the middle schools in order to keep each school under capacity. In reviewing the individual school report cards it is apparent that this effort succeeded.

The increased enrollment bubble is beginning to hit the high schools. Much like the middle schools, the high schools are expecting a large jump in enrollment over a four year period. The projections show an increase in as many as 150 students by 2024. The graph indicates that the high schools surpassed available SRC in the fall of 2017. COVID caused a drop but enrollments grew beyond the SRC for 2021 & 2022. High school enrollments will be closely monitored to see if the anticipated bubble holds true. This issue will be analyzed further in the next section.

Enrollment Trends

Past 7 | Current | Projected 10

FTE vs SRC

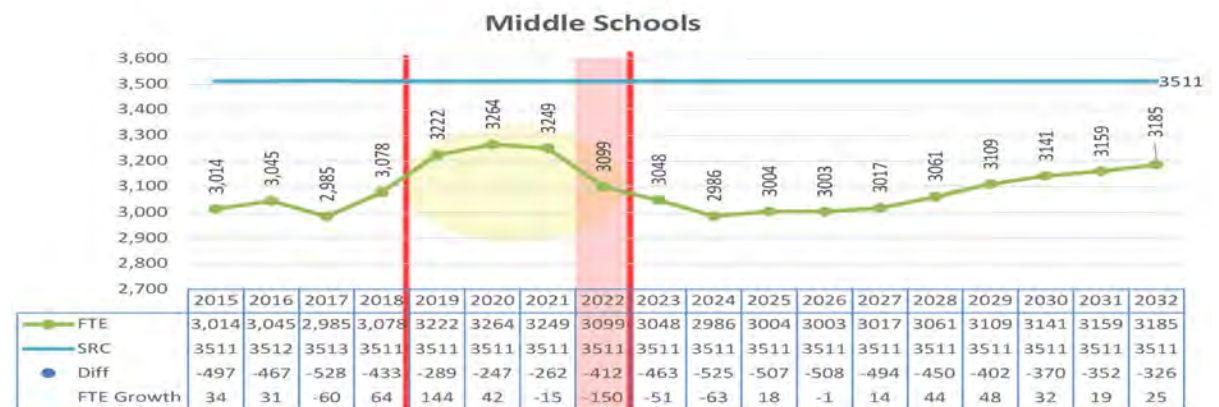
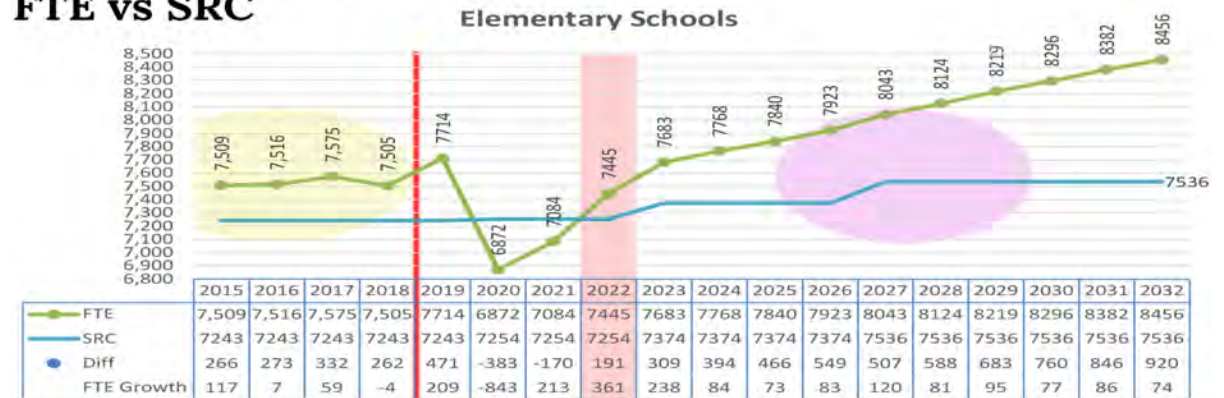


Figure 2

IN THE WEEDS ANALYSIS

Figure 3A (on the following page) shows which of the schools are over capacity for the current school year (2022/23). In addition to the current year numbers, there are also two columns that allow us to quickly see if the condition is temporary or a longer term problem. This assessment is based off of the Projected Enrollments vs. SRC graph which can be found on each schools individual score card (see the Facility Inventory section). By looking at the long range projections, it is easier to make decisions based on where the true long term issues reside.

Figure 3B shows which of the schools are over capacity in year five. By looking five years out, we are better positioned to pro-actively address pending issues before they arise.

While state rated capacity is a good indicator of overcrowding, it does not take into account capacity added by portables. For this reason, the score cards list the total number of portables at each school, as well as how many are used as classrooms. Having this number helps us quickly gauge if existing portables are adequate enough to address the overages indicated in figures 3A and 3B. The projected enrollments graph also allows us to see if the overcrowding dissipates within 1-2 years, meaning the school can deal with the overcrowding for a limited amount of time. If the overcrowding issue does not decrease within two years or can't be adequately addressed with existing portables, than a new solution must be devised.

Figures 3A and 3B have three columns that illustrate which of the three categories each over crowded school falls into. The master plan will focus on solutions for those schools (listed below) that fall into the "solutions needed" category. See the Facility Needs section at the end of the EFMP for viable solutions.

Elementary Schools:

1. Delmar Elementary
2. Prince Street Elementary
3. Northwestern Elementary

Secondary Schools:

1. Parkside High School
2. Wicomico High School
2. Mardela Middle / High School

2022/23 Elementary Current FTE V.S. Current SRC

Negative number donates shortage in capacity

FACILITY	FTE	SRC	Variance	No Issue	Length of Issue		1-2 Yr Increase	How to Address	
					Short Term	Long Term	Non Issue	Accom w/ Exist Ports	Solution Needed
			./-/-						
Beaver Run	669	664	-5		✓		✓		
Chipman Elem	296	384	+88	✓					
Delmar Elem	858	683	-175			✓			✓
East Salisbury	421	424	+3	✓					
Fruitland Primary	475	474	-1	✓					
Fruitland Intermediate	393	378	-15		✓			✓	
Glen Ave	379	470	+91	✓					
North Salisbury	505	506	+1	✓					
Northwestern	341	251	-90			✓			✓
Pemberton	529	523	-6	✓					
Pinehurst	486	467	-19		✓			✓	
Prince Street	854	616	-238			✓			✓
West Salisbury	362	352	-10	✓					
Westside Primary	192	199	+7	✓					
Westside Intermediate	343	414	+71	✓					
Willards Elem	309	362	+53	✓					
*subtotal ELEM:	7,412	7,167	-245						

2022/23 Secondary FTE V.S. SRC

FACILITY	FTE	SRC	Variance	No Issue	Length of Issue		1-2 Yr Increase	How to Address	
					Short Term	Long Term	Non Issue	Accom w/ Exist Ports	Solution Needed
			./-/-						
Bennett Middle	906	1,114	+208	✓					
Wicomico Middle	819	914	+95	✓					
Salisbury Middle School	873	999	+126	✓					
subtotal MIDDLE:	2,598	3,027	+429						
J.M. Bennett High	1,343	1,496	+153	✓			✓		
Parkside High	1,160	944	-216			✓		✓	
Wicomico High	1,325	1,215	-110			✓		✓	
subtotal HIGH:	3,828	3,655	-173						
subtotal Secondary:	6,426	6,682	+256						

2022/23 Combined Schools FTE V.S. SRC

FACILITY	FTE	SRC	Variance	No Issue	Length of Issue		1-2 Yr Increase	How to Address	
					Short Term	Long Term	Non Issue	Accom w/ Exist Ports	Solution Needed
			./-/-						
Pittsville Elem / Middle	329	505	+176	✓					
Mardela Middle / High	691	616	-75			✓			✓
subtotal Combined Schools	1,020	1,121	+101						

* Includes Y3 students at Beaver Run, Chipman, West Salisbury, Pemberton, and Fruitland Primary

Figure 3A

2027/28 Elementary Year 5 FTE V.S. Year 5 SRC

Negative number donates shortage in capacity

	2027		Variance	No Issue	Length of Issue		1-2 Yr Increase	How to Address	
	FTE	SRC			Short Term	Long Term		Accom w/ Exist Ports	Solution Needed
FACILITY			./-				Non Issue		
Beaver Run	718	664	-54	✓					
Chipman Elem	316	384	+68	✓					
Delmar Elem	936	683	-253			✓			✓
East Salisbury	503	424	-79		✓			✓	
Fruitland Primary	561	636	+75			✓		✓	
Fruitland Intermediate	409	378	-31		✓			✓	
Glen Ave	390	470	+80	✓					
North Salisbury	461	506	+45	✓					
Northwestern	390	251	-139			✓			✓
Pemberton	551	523	-28			✓		✓	
Pinehurst	494	467	-27			✓		✓	
Prince Street	963	616	-347			✓			✓
West Salisbury	369	352	-17	✓					
Westside Primary	207	199	-8			✓		✓	
Westside Intermediate	283	414	+131	✓					
Willards Elem	336	362	+26	✓					
*subtotal ELEM:	7,887	7,329	-558						

2027/28 Secondary FTE V.S. SRC

	2027		Variance	No Issue	Length of Issue		1-2 Yr Increase	How to Address	
	FTE	SRC			Short Term	Long Term		Accom w/ Exist Ports	Solution Needed
FACILITY			./-				Non Issue		
Bennett Middle	865	1,114	+249	✓					
Wicomico Middle	894	914	+20	✓					
Salisbury Middle School	754	999	+245			✓		✓	
subtotal MIDDLE:	2,513	3,027	+514						

J.M. Bennett High	1,295	1,496	+201	✓					
Parkside High	1,050	944	-106			✓		✓	
Wicomico High	1,477	1,215	-262			✓		✓	
subtotal HIGH:	3,822	3,655	-167						

subtotal Secondary:	6,335	6,682	+347						
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2027/28 Combined Schools FTE V.S. SRC

	2027		Variance	No Issue	Length of Issue		1-2 Yr Increase	How to Address	
	FTE	SRC			Short Term	Long Term		Accom w/ Exist Ports	Solution Needed
FACILITY			./-				Non Issue		
Pittsville Elem / Middle	328	505	+177	✓					
Mardela Middle / High	712	804	+92	✓					
subtotal Combined Schools	1,040	1,309	+269						

* Includes Y3 students at Chipman and Pemberton

Figure 3B

PRIVATE SCHOOLS & HOME SCHOOLING

WCPS is currently tracking twenty-three (23) private schools and their associated enrollments in conjunction with registered home school students in order to address any potential related public school capacity issues. Both private and home school saw significant increases during the 2021-2022 school year due to COVID and this trend has continued. We are closely monitoring as we could see some of this increase shift back to the public school during the coming school years.

Private school enrollments during the 2022-2023 school year increased by 201 (see figure 4). The four largest private schools within WCPS attendance areas are (1) Salisbury Christian

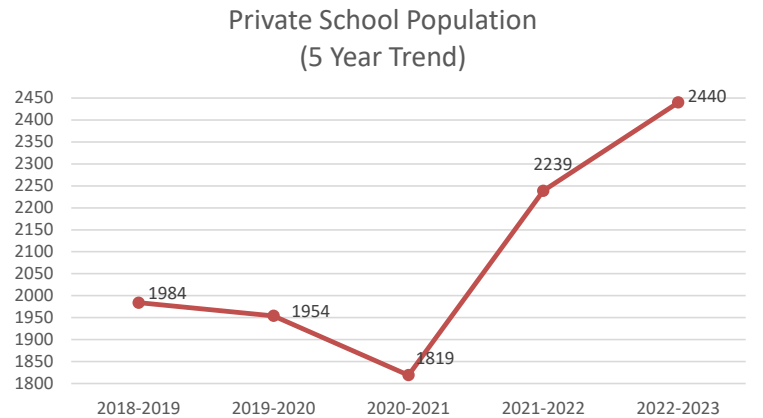


Figure 4

School with 589 students, (2) The Salisbury School with 376, (3) Wicomico Day School with 331 and (4) St. Francis with 258. While the total combined population in private schools reported for last year was 2,440 or 16.4% of our public school enrollment, any shift from private to public could impact our projected plans. It is important to keep in mind that several private schools can potentially impact our public high school enrollment numbers because the facilities do not provide all 12 years of education (see the Non-Public Schools Sheet at the end of the enrollments section). These trends can be seen in figure 5. The drop from 4th to 5th grades can be attributed to students going to Delmar, DE for fifth grade. The rise in enrollments from 8th to 9th grade are the students whom leave private schools after middle school.

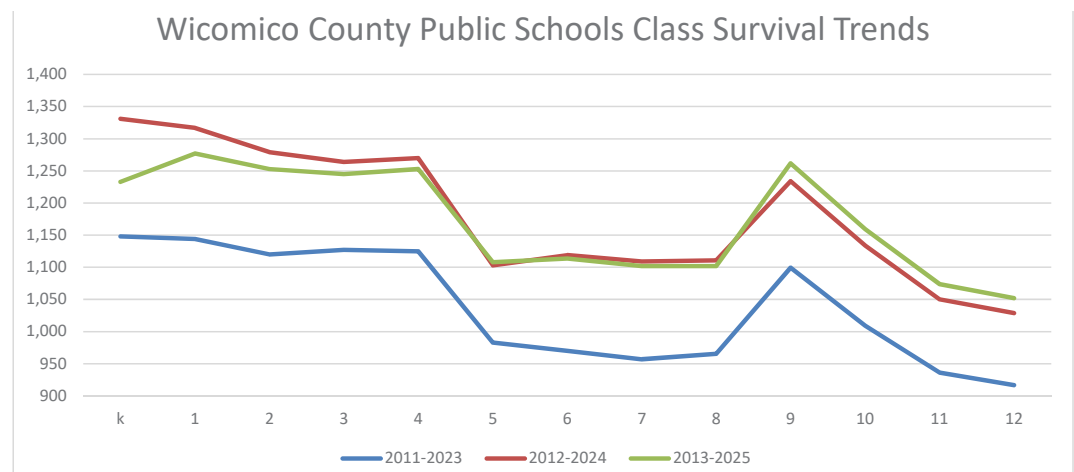


Figure 5

The total home school population for '22-'23 was 831, decrease from the last 2 years increase due to COVID (see figure 6 & 7). A large portion of the home school students are of elementary age (42%). The breakdown for middle and high school percentages were 25% and 33%.

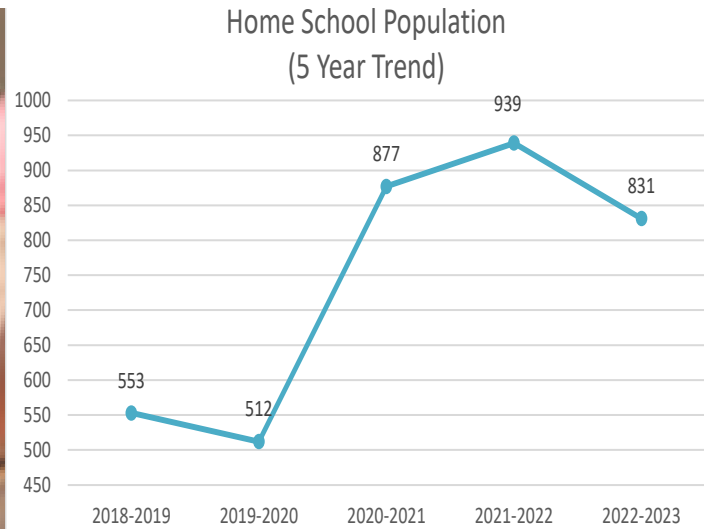
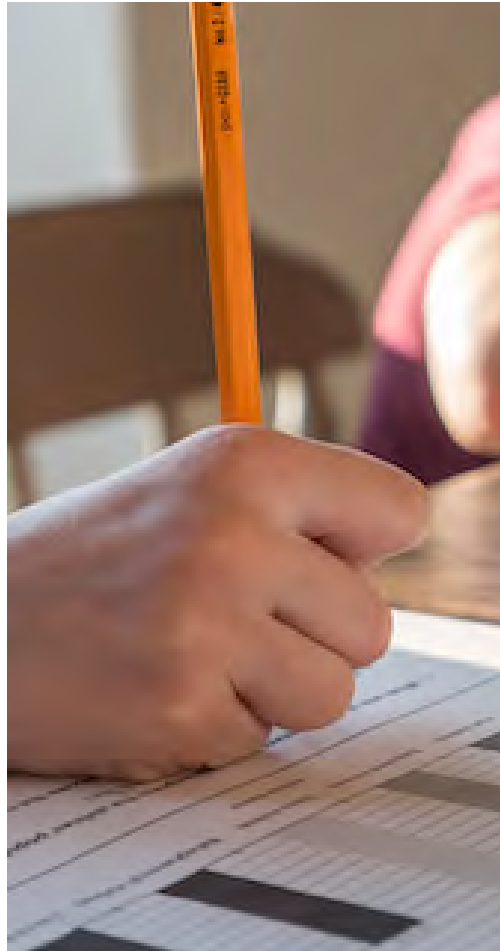
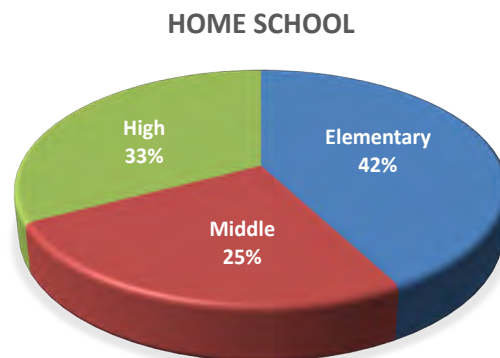


Figure 6



FACILITY	Home School Students		Yr/Yr +/-
	2021-2022	2022-2023	
Beaver Run	32	28	-4
Chipman Elem	11	8	-3
Delmar Elem	25	21	-4
East Salisbury	26	22	-4
Fruitland Primary	18	17	-1
Fruitland Intermediate	32	26	-6
Glen Ave	24	18	-6
North Salisbury	20	18	-2
Northwestern	19	12	-7
Pemberton	36	26	-10
Pinehurst	29	19	-10
Pittsville Elementary	10	8	-2
Prince Street	48	42	-6
West Salisbury	18	17	-1
Westside Primary	18	14	-4
Westside Intermediate	36	37	1
Willards Elem	20	17	-3
subtotal ELEMENTARY:	422	350	-72

Bennett Middle	68	50	-18
Wicomico Middle	75	67	-8
Salisbury Middle School	51	45	-6
Mardela Middle	21	22	1
Pittsville Middle	27	26	-1
subtotal MIDDLE:	242	210	-32

J.M.Bennett High	106	102	-4
Mardela High	22	29	7
Parkside High	69	61	-8
Wicomico High	78	79	1
subtotal HIGH:	275	271	-4

Figure 7

9/30 SUPERINTENDENT VERIFICATION OF ENROLLMENT FORM

6.3



Mohamed Choudhury
State Superintendent of Schools

200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD • msde.maryland.gov

2023 Verification of Enrollment Counts

- A. The summary reports provided by MSDE should be reviewed carefully for completeness and accuracy. The reports will include the data necessary to verify these counts for each school.
- B. All school systems must submit a verification form, signed by the local superintendent of schools that certifies agreement with the summary data report.
- C. Student lists or files that support the reported enrollment data must be maintained in accordance with record retention requirements (Records Retention and Disposition Manual for Public Education in Maryland).

Total Number of Students enrolled	14900
Adjustments	
Prekindergarten	750
Evening High*	0
Part-Time*	5.5
College*	0
Multiple*	0
Dual Enrollment*	0
PTECH*	0
Non-Residents	479
Other Ineligible	64
Total Adjustments	1298.5
Number of Students Eligible for State Aid for Current Expense	13601.5

*Difference between head count and courses eligible for State Aid.

I agree that the data submitted to the Maryland State Department of Education for the 22-Wicomico Enrollment counts are accurate and will be used to calculate State Aid for the Foundation Program purposes. These data may also be used: 1) in the Maryland School Performance Report; 2) for statistical analysis; 3) to calculate pupil/staff ratios and 4) for reporting to other state and federal agencies.

22-Wicomico
Local Education Agency



Signature of Local Superintendent of Schools



Date

Please return this form to:

Matthew W. Dammann, Ed.D.
Office of Performance Reporting and Accountability
Maryland State Department of Education
200 West Baltimore Street
Baltimore, Maryland 21201-2595
matthew.dammann@maryland.gov
Fax: (410) 333-0052

Wes Moore, Governor
Aruna Miller, Lt. Governor

Rebecca L. Flora, AICP, Secretary



3/24/2023

Dr. Micah Stauffer
Superintendent
Wicomico County Public Schools
2424 Northgate Drive, Suite 100
Salisbury, MD 21802

Dear Dr. Stauffer,

Maryland Department of Planning (MDP) is transmitting its annual Public School Enrollment Projections update for your jurisdiction's review, in accordance with the regulations of the Interagency Commission on School Construction (IAC). MDP is requesting your evaluation and written response to our latest school enrollment projections by April 27, 2023. These enrollment projections are being sent prior to preparation and printing of our publication, Public School Enrollment Projections 2023 - 2032. A final version of this document, containing projections for the entire State, each of the 23 counties and Baltimore City, will be posted online on the Maryland Department of Planning's State Data Center's website when it becomes available in late August or early September.

For planning purposes, these data represent a reasonable scenario for the future, given recent and long-term birth, migration and demographic patterns. These public school enrollment projections reflect:

- a) Population Projections: MDP's population projections (total population and school age populations) through 2032 with a 2020 Census baseline. These projections were last revised in December 2022.
- b) Birth Information: This includes actual births for calendar year 2020 from the Maryland Department of Health (MDH), Division of Vital Statistics. We are using birth data provided by MDH geocoded for the mother's jurisdictional address. Births are then estimated for School Year (SY) 2021 using preliminary six-month estimates and are projected for SY 2022 through SY 2027 based on our latest population projections through 2030. Relevant historical and projected birth projections are then reformulated

into “kindergarten and first grade-eligible” births based on current age requirements for these two grades.

c) 2021 preliminary birth data show lower births during the pandemic. We adjusted our birth projections accordingly and this shows lower school enrollment projections in future years. Data from the Centers for Disease Control (CDC) confirm the decline in births which are most likely due to a combination of the pandemic and lower birth rates.

d) Compulsory Attendance Considerations: Increased age of compulsory attendance to age 18 for school year 2022/2023 and beyond as stipulated by legislation passed by the Maryland General Assembly in 2012 (SB362).

e) Private school enrollment: Enrollment was higher in the 2021/22 and 2022/23 school years compared to 2019/20 school year, the year before the pandemic. This increase in private school enrollments will impact public-school enrollments in the short term and if this trend continues, public school enrollments are projected to fall over the long term.

f) Homeschooled children: School enrollment data show a significant increase in the number of homeschooled children in school-year 2020/21 and 2021/22, if this trend continues, public school enrollments would be impacted in future years.

Enclosed are the following materials for your review:

1. Public school enrollments by grade
 - a. Historical enrollments, 2012 - 2022
 - b. Historical 2022 and projected 2023 - 2032 enrollments
2. Historical grade succession ratios
3. Alternative public school enrollment projection scenarios based on the historical grade succession ratios (item 2 above). The ratios selected in preparing the public school enrollment scenarios, item 1b above, are underlined.
4. The ratios of kindergarten-to-births and first grade-to-births, historical and projected. This page also includes birth data transformed from calendar year to kindergarten-eligible births and first grade-to-birth ratios (2023 to 2032), used in preparing the public school enrollment projections (item 1b above).

The Maryland Department of Planning recognizes MSDE K-12 September 2022 enrollment figures as the official enrollment for 2022/23 school year.

We are providing this information electronically to you and your Education Facilities Planner as an aid in your school enrollment planning processes. Projections used in your Educational

Facilities Master Plan (EFMP) must be within five percent of those generated by our Department.

Please send your school system's official written response to MDP's projection. Your reply must include a copy of your enrollment projections.

If the difference between your projections and MDP's is greater than five percent, we will schedule a meeting with you to discuss the differences so that we can agree on the projections to be used in the Educational Facilities Master Plan. If you disagree with MDP's projection, your reply must include an explanation of the methodology you used to prepare your projections.

The deadline for your reply is April 27, 2023, but we are prepared to review your data as soon as possible after submission. Please send electronic copies to MDP in care of Cassandra Malloy at cassandra.malloy@maryland.gov to help expedite the review. You can also mail hardcopies to MDP, but please only do so if you cannot send electronic copies.

If you have any questions or need additional information, please contact Alfred Sundara, Manager, Projections and State Data Center, at alfred.sundara@maryland.gov, or Jill Lemke, Manager, Infrastructure and Development, at Jill.Lemke1@maryland.gov.

Sincerely,



Rebecca L. Flora, AICP

cc: Alex Donahue, IAC
Leisl Ashby, WCPS
Cayla Campbell, WCPS
Jill Lempke, MDP

Wicomico County

Public School Historical Enrollments 2012 - 2022

Grades	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>
Kindergarten	1,331	1,233	1,216	1,194	1,156	1,135	1,131	1,175	943	1,081	1,101
1	1,144	1,317	1,277	1,265	1,210	1,172	1,170	1,197	1,109	1,081	1,200
2	1,150	1,120	1,279	1,253	1,238	1,173	1,150	1,182	1,132	1,114	1,137
3	1,148	1,137	1,127	1,264	1,245	1,244	1,210	1,167	1,117	1,147	1,146
4	1,150	1,139	1,135	1,125	1,270	1,253	1,253	1,231	1,129	1,112	1,180
5	988	979	969	1,004	983	1,103	1,107	1,084	1,062	990	1,021
6	1,006	985	1,012	1,010	998	970	1,120	1,153	1,054	1,073	986
7	996	997	974	1,022	1,011	1,004	957	1,098	1,103	1,053	1,078
8	1,029	992	994	982	1,037	1,011	1,001	971	1,107	1,122	1,034
9	1,081	1,116	1,107	1,132	1,137	1,193	1,161	1,163	1,056	1,298	1,288
10	1,016	962	1,031	1,044	1,058	1,074	1,069	1,071	1,076	955	1,137
11	926	947	905	995	964	993	987	1,013	1,013	945	917
12	913	916	945	913	983	963	987	964	983	977	898
Elementary School (K-5)	6,911	6,925	7,003	7,105	7,102	7,080	7,021	7,036	6,492	6,525	6,785
Middle School (6-8)	3,031	2,974	2,980	3,014	3,046	2,985	3,078	3,222	3,264	3,248	3,098
High School (9-12)	3,936	3,941	3,988	4,084	4,142	4,223	4,204	4,211	4,128	4,175	4,240
Total School Enrollment	13,878	13,840	13,971	14,203	14,290	14,288	14,303	14,469	13,884	13,948	14,123

Data prepared by Maryland Department of Planning

Wicomico County

Public School Enrollment Historical 2022 and Projected 2023 - 2032

Grades	<u>2022</u>	<u>2023</u>	<u>2024</u>	<u>2025</u>	<u>2026</u>	<u>2027</u>	<u>2028</u>	<u>2029</u>	<u>2030</u>	<u>2031</u>	<u>2032</u>
Kindergarten											
1	1,101	1,130	1,130	1,200	1,150	1,160	1,160	1,170	1,190	1,210	1,220
2	1,200	1,150	1,180	1,160	1,230	1,180	1,180	1,200	1,210	1,220	1,240
3	1,137	1,170	1,130	1,150	1,130	1,200	1,150	1,160	1,170	1,180	1,190
4	1,146	1,130	1,180	1,140	1,160	1,140	1,210	1,160	1,170	1,190	1,200
5	1,180	1,150	1,140	1,190	1,140	1,170	1,150	1,220	1,170	1,180	1,190
6	1,021	1,030	1,010	1,000	1,040	1,000	1,030	1,000	1,070	1,020	1,030
7	986	1,030	1,030	1,000	1,000	1,040	1,000	1,020	1,000	1,070	1,020
8	1,078	990	1,030	1,030	1,000	990	1,040	1,000	1,020	1,000	1,060
9	1,034	1,090	1,000	1,030	1,030	1,010	1,000	1,040	1,000	1,030	1,000
10	1,288	1,190	1,250	1,150	1,190	1,190	1,160	1,150	1,200	1,150	1,180
11	1,137	1,210	1,100	1,160	1,060	1,100	1,100	1,070	1,060	1,110	1,070
12	917	1,070	1,120	1,020	1,070	980	1,020	1,020	990	990	1,030
Elementary (K-5)	898	920	1,060	1,120	1,010	1,070	980	1,010	1,010	990	980
Middle School (6-8)	6,785	6,760	6,770	6,840	6,850	6,850	6,880	6,910	6,980	7,000	7,070
High School (9-12)	3,098	3,110	3,060	3,060	3,030	3,040	3,040	3,060	3,020	3,100	3,080
	4,240	4,390	4,530	4,450	4,330	4,340	4,260	4,250	4,260	4,240	4,260
Total School Enrollment	14,123	14,260	14,360	14,350	14,210	14,230	14,180	14,220	14,260	14,340	14,410

All projected figures rounded to nearest ten

Totals are sum of rounded enrollments by grade

Projections prepared by Maryland Department of Planning

Wicomico County Grade Succession Ratios - Historical

Preliminary for LEA Review

Base Year	Ratio Year	G1/K	G2/G1	G3/G2	G4/G3	G5/G4	G6/G5	G7/G6	G8/G7	G9/G8	G10/G9	G11/G10	G12/G11
2021/2022	2022/2023	1.1101	1.0518	1.0287	1.0288	0.9182	0.9960	1.0047	0.9820	1.1480	0.8760	0.9602	0.9503
2020/2021	2021/2022	1.1463	1.0045	1.0133	0.9955	0.8769	1.0104	0.9991	1.0172	1.1725	0.9044	0.8783	0.9645
2019/2020	2020/2021	0.9438	0.9457	0.9450	0.9674	0.8627	0.9723	0.9566	1.0082	1.0875	0.9252	0.9458	0.9704
2018/2019	2019/2020	1.0584	1.0103	1.0148	1.0174	0.8651	1.0416	0.9804	1.0146	1.1618	0.9225	0.9476	0.9767
2017/2018	2018/2019	1.0308	0.9812	1.0315	1.0072	0.8835	1.0154	0.9866	0.9970	1.1484	0.8961	0.9190	0.9940
2016/2017	2017/2018	1.0138	0.9694	1.0048	1.0064	0.8685	0.9868	1.0060	1.0000	1.1504	0.9446	0.9386	0.9990
2015/2016	2016/2017	1.0134	0.9787	0.9936	1.0047	0.8738	0.9940	1.0010	1.0147	1.1578	0.9346	0.9234	0.9879
2014/2015	2015/2016	1.0403	0.9812	0.9883	0.9982	0.8846	1.0423	1.0099	1.0082	1.1388	0.9431	0.9651	1.0088
2013/2014	2014/2015	1.0357	0.9711	1.0063	0.9982	0.8507	1.0337	0.9888	0.9970	1.1159	0.9238	0.9407	0.9979
2012/2013	2013/2014	0.9895	0.9790	0.9887	0.9922	0.8513	0.9970	0.9911	0.9960	1.0845	0.8899	0.9321	0.9892
2011/2012	2012/2013	0.9948	0.9880	0.9983	0.9721	0.8510	1.0080	0.9698	0.9875	1.1064	0.9015	0.9616	1.0133
2010/2011	2011/2012	0.9915	0.9871	1.0251	1.0202	0.8567	1.0128	1.0296	0.9969	1.1203	0.9233	0.9366	0.9942
2009/2010	2010/2011	1.0122	0.9585	1.0071	1.0095	0.8659	0.8702	0.9820	0.9911	1.1167	0.9101	0.9662	0.9380
2008/2009	2009/2010	1.0109	0.9809	1.0096	0.9941	1.0148	0.8754	0.9980	0.9780	1.1150	0.9126	0.9503	0.9422
2007/2008	2008/2009	1.0168	0.9991	1.0270	1.0133	1.0317	0.8905	1.0225	0.9896	1.1554	0.8765	0.9567	0.9959
2006/2007	2007/2008	1.0062	0.9854	1.0424	1.0045	0.9848	0.8696	1.0213	0.9740	1.1213	0.8736	0.9295	0.9640
2005/2006	2006/2007	1.0402	0.9653	1.0176	1.0186	1.0056	0.8653	0.9981	1.0082	1.1129	0.8921	0.9284	0.9351
2004/2005	2005/2006	1.0891	0.9686	1.0218	1.0240	1.0393	0.8934	1.0214	0.9902	1.1041	0.8667	0.9506	0.9340
2003/2004	2004/2005	1.1613	0.9207	1.0286	1.0368	1.0256	0.8994	1.0199	0.9944	1.1494	0.8782	0.9407	0.8865
Most Recent	22-23	1.1101	1.0518	1.0287	1.0288	0.9182	0.9960	1.0047	0.9820	1.1480	0.8760	0.9602	0.9503
Most Recent-1	21-22	1.1463	1.0045	1.0133	0.9955	0.8769	1.0104	0.9991	1.0172	1.1725	0.9044	0.8783	0.9645
Most Recent-2	20-21	0.9438	0.9457	0.9450	0.9674	0.8627	0.9723	0.9566	1.0082	1.0875	0.9252	0.9458	0.9704
Most Recent-3	19-20	1.0584	1.0103	1.0148	1.0174	0.8651	1.0416	0.9804	1.0146	1.1618	0.9225	0.9476	0.9767
Most Recent-4	18-19	1.0308	0.9812	1.0315	1.0072	0.8835	1.0154	0.9866	0.9970	1.1484	0.8961	0.9190	0.9940
Most Recent-5	17-18	1.0138	0.9694	1.0048	1.0064	0.8685	0.9868	1.0060	1.0000	1.1504	0.9446	0.9386	0.9990
Most Recent-6	16-17	1.0134	0.9787	0.9936	1.0047	0.8738	0.9940	1.0010	1.0147	1.1578	0.9346	0.9234	0.9879
Most Recent-7	15-16	1.0403	0.9812	0.9883	0.9982	0.8846	1.0423	1.0099	1.0082	1.1388	0.9431	0.9651	1.0088
Most Recent-8	14-15	1.0357	0.9711	1.0063	0.9982	0.8507	1.0337	0.9888	0.9970	1.1159	0.9238	0.9407	0.9979
Most Recent-9	13-14	0.9895	0.9790	0.9887	0.9922	0.8513	0.9970	0.9911	0.9960	1.0845	0.8899	0.9321	0.9892
Most Recent-10	12-13	0.9948	0.9880	0.9983	0.9721	0.8510	1.0080	0.9698	0.9875	1.1064	0.9015	0.9616	1.0133
Most Recent-11	11-12	0.9915	0.9871	1.0251	1.0202	0.8567	1.0128	1.0296	0.9969	1.1203	0.9233	0.9366	0.9942
Most Recent-12	10-11	1.0122	0.9585	1.0071	1.0095	0.8659	0.8702	0.9820	0.9911	1.1167	0.9101	0.9662	0.9380
Average Last 2	21-23	1.1282	1.0282	1.0210	1.0121	0.8975	1.0032	1.0019	0.9996	1.1602	0.8902	0.9192	0.9574
Average Last 2-1	20-22	1.0451	0.9751	0.9791	0.9815	0.8698	0.9913	0.9778	1.0127	1.1300	0.9148	0.9120	0.9674
Average Last 2-2	19-21	1.0011	0.9780	0.9799	0.9924	0.8639	1.0069	0.9685	1.0114	1.1247	0.9238	0.9467	0.9735
Average Last 2-3	18-20	1.0446	0.9957	1.0232	1.0123	0.8743	1.0285	0.9835	1.0058	1.1551	0.9093	0.9333	0.9853

Data Prepared by Maryland Department of Planning

Wicomico County

Grade Succession Ratios - Historical

Preliminary for LEA Review

Base Year	Ratio Year	G1/K	G2/G1	G3/G2	G4/G3	G5/G4	G6/G5	G7/G6	G8/G7	G9/G8	G10/G9	G11/G10	G12/G11
Average Last 2-4	17-19	1.0223	0.9753	1.0182	1.0068	0.8760	1.0011	0.9963	0.9985	1.1494	0.9203	0.9288	0.9965
Average Last 2-5	16-18	1.0136	0.9740	0.9992	1.0056	0.8711	0.9904	1.0035	1.0073	1.1541	0.9396	0.9310	0.9935
Average Last 2-6	15-17	1.0268	0.9799	0.9909	1.0015	0.8792	1.0182	1.0054	1.0114	1.1483	0.9389	0.9442	0.9984
Average Last 2-7	14-16	1.0380	0.9762	0.9973	0.9982	0.8677	1.0380	0.9994	1.0026	1.1274	0.9335	0.9529	1.0034
Average Last 2-8	13-15	1.0126	0.9751	0.9975	0.9952	0.8510	1.0153	0.9899	0.9965	1.1002	0.9069	0.9364	0.9935
Average Last 2-9	12-14	0.9921	0.9835	0.9935	0.9821	0.8511	1.0025	0.9804	0.9918	1.0955	0.8957	0.9468	1.0013
Average Last 3	20-23	1.0668	1.0007	0.9957	0.9972	0.8859	0.9929	0.9868	1.0025	1.1360	0.9018	0.9281	0.9617
Average Last 3-1	19-22	1.0495	0.9868	0.9910	0.9934	0.8682	1.0081	0.9787	1.0134	1.1406	0.9173	0.9239	0.9705
Average Last 3-2	18-21	1.0110	0.9791	0.9971	0.9973	0.8704	1.0098	0.9745	1.0066	1.1326	0.9146	0.9375	0.9803
Average Last 3-3	17-20	1.0343	0.9870	1.0171	1.0103	0.8724	1.0146	0.9910	1.0039	1.1535	0.9210	0.9351	0.9899
Average Last 3-4	16-19	1.0194	0.9764	1.0100	1.0061	0.8753	0.9987	0.9979	1.0039	1.1522	0.9251	0.9270	0.9936
Average Last 3-5	15-18	1.0225	0.9764	0.9956	1.0031	0.8756	1.0077	1.0056	1.0076	1.1490	0.9408	0.9423	0.9986
Average Last 3-6	14-17	1.0298	0.9770	0.9960	1.0004	0.8697	1.0233	0.9999	1.0066	1.1375	0.9339	0.9431	0.9982
Average Last 3-7	13-16	1.0218	0.9771	0.9944	0.9962	0.8622	1.0243	0.9966	1.0004	1.1131	0.9189	0.9460	0.9986
Average Last 3-8	12-15	1.0066	0.9794	0.9977	0.9875	0.8510	1.0129	0.9832	0.9935	1.1023	0.9051	0.9448	1.0001
Average Last 3-9	11-14	0.9919	0.9847	1.0040	0.9948	0.8530	1.0059	0.9968	0.9935	1.1038	0.9049	0.9434	0.9989
Average Last 4	19-23	1.0647	1.0031	1.0004	1.0023	0.8807	1.0050	0.9852	1.0055	1.1425	0.9070	0.9330	0.9655
Average Last 4-1	18-22	1.0448	0.9854	1.0011	0.9969	0.8720	1.0099	0.9807	1.0093	1.1426	0.9120	0.9227	0.9764
Average Last 4-2	17-21	1.0117	0.9767	0.9990	0.9996	0.8700	1.0040	0.9824	1.0050	1.1370	0.9221	0.9378	0.9850
Average Last 4-3	16-20	1.0291	0.9849	1.0112	1.0089	0.8727	1.0094	0.9935	1.0066	1.1546	0.9244	0.9321	0.9894
Average Last 4-4	15-19	1.0246	0.9776	1.0046	1.0042	0.8776	1.0096	1.0009	1.0050	1.1489	0.9296	0.9365	0.9974
Average Last 4-5	14-18	1.0258	0.9751	0.9982	1.0019	0.8694	1.0142	1.0014	1.0050	1.1408	0.9365	0.9419	0.9984
Average Last 4-6	13-17	1.0197	0.9775	0.9942	0.9983	0.8651	1.0168	0.9977	1.0040	1.1243	0.9229	0.9403	0.9960
Average Last 4-7	12-16	1.0151	0.9798	0.9954	0.9902	0.8594	1.0202	0.9899	0.9972	1.1114	0.9146	0.9499	1.0023
Average Last 4-8	11-15	1.0029	0.9813	1.0046	0.9957	0.8524	1.0129	0.9948	0.9944	1.1068	0.9096	0.9428	0.9986
Average Last 4-9	10-14	0.9970	0.9781	1.0048	0.9985	0.8562	0.9720	0.9931	0.9929	1.1070	0.9062	0.9491	0.9837
Average Last 5	18-23	1.0579	0.9987	1.0067	1.0033	0.8813	1.0071	0.9855	1.0038	1.1436	0.9048	0.9302	0.9712
Average Last 5-1	17-22	1.0386	0.9822	1.0019	0.9988	0.8713	1.0053	0.9857	1.0074	1.1441	0.9185	0.9259	0.9809
Average Last 5-3	15-20	1.0121	0.9771	0.9980	1.0006	0.8707	1.0020	0.9861	1.0069	1.1412	0.9246	0.9349	0.9856
Average Last 5-4	14-19	1.0313	0.9842	1.0066	1.0068	0.8751	1.0160	0.9968	1.0069	1.1515	0.9282	0.9387	0.9933
Average Last 5-4	14-19	1.0268	0.9763	1.0049	1.0030	0.8722	1.0144	0.9985	1.0034	1.1423	0.9284	0.9374	0.9975
Average Last 5-5	13-18	1.0185	0.9759	0.9963	1.0000	0.8658	1.0108	0.9994	1.0032	1.1295	0.9272	0.9400	0.9966
Average Last 5-6	12-17	1.0147	0.9796	0.9950	0.9931	0.8623	1.0150	0.9921	1.0007	1.1207	0.9186	0.9446	0.9994
Average Last 5-7	11-16	1.0103	0.9813	1.0013	0.9962	0.8589	1.0188	0.9978	0.9971	1.1132	0.9163	0.9472	1.0007
Average Last 5-8	10-15	1.0047	0.9767	1.0051	0.9984	0.8551	0.9843	0.9923	0.9937	1.1088	0.9097	0.9474	0.9865

Data Prepared by Maryland Department of Planning

Wicomico County Assumptions: Kindergarten-Derived; Grade Succession - 52 Types

Preliminary for LEA Review

Grades	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
Most Recent (22-23)	14,123	14,322	14,559	14,663	14,731	14,902	15,038	15,284	15,527	15,699	15,879
Most Recent-1 (21-22)	14,123	14,190	14,286	14,331	14,307	14,361	14,343	14,446	14,530	14,602	14,705
Most Recent-2 (20-21)	14,123	13,924	13,755	13,480	13,123	12,922	12,665	12,568	12,483	12,412	12,397
Most Recent-3 (19-20)	14,123	14,323	14,534	14,613	14,605	14,686	14,694	14,853	14,953	15,057	15,173
Most Recent-4 (18-19)	14,123	14,213	14,308	14,303	14,245	14,287	14,276	14,402	14,494	14,567	14,665
Most Recent-5 (17-18)	14,123	14,235	14,339	14,329	14,196	14,167	14,083	14,122	14,153	14,184	14,243
Most Recent-6 (16-17)	14,123	14,223	14,326	14,331	14,228	14,221	14,143	14,189	14,223	14,252	14,309
Most Recent-7 (15-16)	14,123	14,334	14,535	14,591	14,529	14,583	14,564	14,666	14,702	14,719	14,774
Most Recent-8 (14-15)	14,123	14,175	14,226	14,160	14,005	13,978	13,898	13,957	13,962	13,992	14,053
Most Recent-9 (13-14)	14,123	14,028	13,949	13,774	13,549	13,475	13,356	13,365	13,362	13,381	13,435
Most Recent-10 (12-13)	14,123	14,100	14,075	13,905	13,671	13,577	13,439	13,458	13,452	13,468	13,537
Most Recent-11 (11-12)	14,123	14,262	14,402	14,433	14,367	14,425	14,437	14,545	14,619	14,706	14,807
Most Recent-12 (10-11)	14,123	13,968	13,862	13,619	13,298	13,108	12,895	12,821	12,848	12,874	12,926
Average Last 2 (21-23)	14,123	14,256	14,422	14,496	14,517	14,630	14,689	14,863	15,026	15,148	15,288
Average Last 2-1 (20-22)	14,123	14,057	14,018	13,899	13,705	13,625	13,480	13,475	13,466	13,460	13,500
Average Last 2-2 (19-21)	14,123	14,124	14,141	14,039	13,848	13,779	13,644	13,664	13,660	13,666	13,709
Average Last 2-3 (18-20)	14,123	14,268	14,421	14,458	14,425	14,486	14,485	14,627	14,724	14,812	14,919
Average Last 2-4 (17-19)	14,123	14,224	14,323	14,315	14,219	14,225	14,178	14,261	14,323	14,375	14,455
Average Last 2-5 (16-18)	14,123	14,229	14,332	14,330	14,212	14,194	14,113	14,156	14,189	14,219	14,277
Average Last 2-6 (15-17)	14,123	14,279	14,430	14,461	14,379	14,402	14,353	14,426	14,461	14,485	14,541
Average Last 2-7 (14-16)	14,123	14,254	14,380	14,374	14,264	14,276	14,226	14,305	14,325	14,349	14,407
Average Last 2-8 (13-15)	14,123	14,101	14,087	13,966	13,775	13,724	13,624	13,657	13,658	13,682	13,739
Average Last 2-9 (12-14)	14,123	14,064	14,012	13,839	13,610	13,526	13,398	13,412	13,408	13,425	13,487
Average Last 3 (20-23)	14,123	14,146	14,197	14,149	14,037	14,036	13,980	14,054	14,123	14,173	14,255
Average Last 3-1 (19-22)	14,123	14,146	14,189	14,135	14,000	13,971	13,875	13,921	13,945	13,972	14,034
Average Last 3-2 (18-21)	14,123	14,153	14,197	14,126	13,979	13,946	13,852	13,906	13,934	13,962	14,022

Data Prepared by Maryland Department of Planning

Grades	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
Average Last 3-3 (17-20)	14,123	14,257	14,394	14,415	14,348	14,379	14,350	14,458	14,532	14,601	14,692
Average Last 3-4 (16-19)	14,123	14,224	14,324	14,320	14,222	14,223	14,166	14,237	14,290	14,335	14,407
Average Last 3-5 (15-18)	14,123	14,264	14,400	14,417	14,318	14,324	14,263	14,325	14,359	14,385	14,442
Average Last 3-6 (14-17)	14,123	14,244	14,362	14,360	14,253	14,260	14,200	14,268	14,293	14,319	14,376
Average Last 3-7 (13-16)	14,123	14,179	14,235	14,171	14,021	14,002	13,927	13,981	13,992	14,014	14,070
Average Last 3-8 (12-15)	14,123	14,101	14,083	13,946	13,740	13,675	13,563	13,591	13,589	13,611	13,672
Average Last 3-9 (11-14)	14,123	14,130	14,141	14,035	13,858	13,820	13,736	13,779	13,798	13,837	13,910
Average Last 4 (19-23)	14,123	14,190	14,281	14,265	14,178	14,197	14,157	14,251	14,327	14,389	14,479
Average Last 4-1 (18-22)	14,123	14,163	14,219	14,177	14,061	14,049	13,974	14,040	14,081	14,120	14,191
Average Last 4-2 (17-21)	14,123	14,174	14,233	14,177	14,033	14,001	13,910	13,960	13,989	14,018	14,078
Average Last 4-3 (16-20)	14,123	14,248	14,377	14,394	14,318	14,339	14,298	14,391	14,455	14,514	14,596
Average Last 4-4 (15-19)	14,123	14,251	14,376	14,387	14,298	14,313	14,265	14,343	14,392	14,430	14,498
Average Last 4-5 (14-18)	14,123	14,242	14,356	14,352	14,239	14,237	14,172	14,232	14,259	14,286	14,344
Average Last 4-6 (13-17)	14,123	14,190	14,258	14,211	14,073	14,058	13,982	14,034	14,050	14,074	14,131
Average Last 4-7 (12-16)	14,123	14,159	14,195	14,104	13,932	13,894	13,803	13,847	13,854	13,874	13,934
Average Last 4-8 (11-15)	14,123	14,141	14,162	14,066	13,895	13,859	13,776	13,823	13,839	13,876	13,946
Average Last 4-9 (10-14)	14,123	14,090	14,072	13,932	13,720	13,644	13,528	13,541	13,563	13,598	13,666
Average Last 5 (18-23)	14,123	14,195	14,287	14,273	14,192	14,215	14,181	14,281	14,361	14,426	14,517
Average Last 5-1 (17-22)	14,123	14,177	14,243	14,207	14,088	14,073	13,996	14,057	14,096	14,133	14,202
Average Last 5-2 (16-21)	14,123	14,184	14,251	14,208	14,072	14,045	13,956	14,006	14,035	14,064	14,124
Average Last 5-3 (15-20)	14,123	14,266	14,408	14,433	14,360	14,388	14,351	14,445	14,504	14,555	14,632
Average Last 5-4 (14-19)	14,123	14,236	14,346	14,342	14,240	14,246	14,191	14,265	14,305	14,342	14,409
Average Last 5-5 (13-18)	14,123	14,199	14,274	14,235	14,098	14,080	14,003	14,052	14,072	14,097	14,154
Average Last 5-6 (12-17)	14,123	14,172	14,221	14,149	13,992	13,960	13,871	13,916	13,928	13,950	14,009
Average Last 5-7 (11-16)	14,123	14,180	14,236	14,170	14,019	14,000	13,928	13,985	14,004	14,037	14,105
Average Last 5-8 (10-15)	14,123	14,107	14,103	13,978	13,777	13,711	13,602	13,624	13,642	13,677	13,744

Wicomico County

1st Grade

Base Year	Births		Ratio		Ratio Enrollment to Births		Ratio		Ratio Enrollment to Births	
			Year	Enrollment	Year	Enrollment	Year	Enrollment	Year	Enrollment
1998	940	2003	961	1.0223	2004	1,116	2004	1,116	1.1872	
1999	1,036	2004	1,032	0.9961	2005	1,124	2005	1,124	1.0849	
2000	1,077	2005	1,119	1.0390	2006	1,164	2006	1,164	1.0808	
2001	1,064	2006	1,137	1.0686	2007	1,144	2007	1,144	1.0752	
2002	1,146	2007	1,133	0.9887	2008	1,152	2008	1,152	1.0052	
2003	1,129	2008	1,191	1.0549	2009	1,204	2009	1,204	1.0664	
2004	1,166	2009	1,151	0.9871	2010	1,165	2010	1,165	0.9991	
2005	1,242	2010	1,174	0.9452	2011	1,164	2011	1,164	0.9372	
2006	1,259	2011	1,150	0.9134	2012	1,144	2012	1,144	0.9087	
2007	1,377	2012	1,331	0.9666	2013	1,317	2013	1,317	0.9564	
2008	1,349	2013	1,233	0.9140	2014	1,277	2014	1,277	0.9466	
2009	1,311	2014	1,216	0.9275	2015	1,265	2015	1,265	0.9649	
2010	1,269	2015	1,194	0.9409	2016	1,210	2016	1,210	0.9535	
2011	1,275	2016	1,156	0.9067	2017	1,172	2017	1,172	0.9192	
2012	1,255	2017	1,135	0.9044	2018	1,170	2018	1,170	0.9323	
2013	1,166	2018	1,131	0.9700	2019	1,197	2019	1,197	1.0266	
2014	1,193	2019	1,175	0.9849	2020	1,109	2020	1,109	0.9296	
2015	1,213	2020	943	0.7774	2021	1,081	2021	1,081	0.8912	
2016	1,308	2021	1,081	0.8265	2022	1,200	2022	1,200	0.9174	
2017	1,227	2022	1,101	0.8973	2023	1,150	2023	1,150	0.9400	
2018	1,256	2023	1,130	0.9000	2024	1,180	2024	1,180	0.9400	
2019	1,230	2024	1,130	0.9200	2025	1,160	2025	1,160	0.9400	
2020	1,307	2025	1,200	0.9200	2026	1,230	2026	1,230	0.9400	
2021	1,250	2026	1,150	0.9200	2027	1,180	2027	1,180	0.9400	
2022	1,260	2027	1,160	0.9200	2028	1,180	2028	1,180	0.9400	
2023	1,280	2028	1,160	0.9100	2029	1,200	2029	1,200	0.9400	
2024	1,290	2029	1,170	0.9100	2030	1,210	2030	1,210	0.9400	
2025	1,310	2030	1,190	0.9100	2031	1,220	2031	1,220	0.9300	
2026	1,330	2031	1,210	0.9100	2032	1,240	2032	1,240	0.9300	
2027	1,340	2032	1,220	0.9100						
Projected Values are underlined										
Average Ratios										
Most Recent (22-23)(Births 17-18)										
Average Last 3-3 (17-20)(Births 12-15)										
0.9531										
Most Recent-1 (21-22)(Births 16-17)										
Average Last 3-4 (16-19)(Births 11-14)										
0.9270										
Most Recent-2 (20-21)(Births 15-16)										
Average Last 3-5 (15-18)(Births 10-13)										
0.9173										
Most Recent-3 (19-20)(Births 14-15)										
Average Last 3-6 (14-17)(Births 09-12)										
0.9250										
Most Recent-4 (18-19)(Births 13-14)										
Average Last 3-7 (13-16)(Births 08-11)										
0.9275										
Most Recent-5 (17-18)(Births 12-13)										
Average Last 3-8 (12-15)(Births 07-10)										
0.9360										
Most Recent-6 (16-17)(Births 11-12)										
Average Last 3-9 (11-14)(Births 06-09)										
0.9313										
Most Recent-7 (15-16)(Births 10-11)										
Average Last 4 (19-23)(Births 14-18)										
0.8715										
Most Recent-8 (14-15)(Births 09-10)										
Average Last 4-1 (18-22)(Births 13-17)										
0.8897										
Most Recent-9 (13-14)(Births 08-09)										
Average Last 4-2 (17-21)(Births 12-16)										
0.9092										
Most Recent-10 (12-13)(Births 07-08)										
Average Last 4-3 (16-20)(Births 11-15)										
0.9415										
Most Recent-11 (11-12)(Births 06-07)										
Average Last 4-4 (15-19)(Births 10-14)										
0.9305										
Most Recent-12 (10-11)(Births 05-06)										
Average Last 4-5 (14-18)(Births 09-13)										
0.9199										
Average Last 2 (21-23)(Births 16-18)										
Average Last 4-6 (13-17)(Births 08-12)										
0.9223										
Average Last 2-1 (20-22)(Births 15-17)										
Average Last 4-7 (12-16)(Births 07-11)										
0.9373										
Average Last 2-2 (19-21)(Births 14-16)										
Average Last 4-8 (11-15)(Births 06-10)										
0.9304										
Average Last 2-3 (18-20)(Births 13-15)										
Average Last 4-9 (10-14)(Births 05-09)										
0.9348										
Average Last 2-4 (17-19)(Births 12-14)										
Average Last 5 (16-23)(Births 13-18)										
0.8912										
Average Last 2-5 (16-18)(Births 11-13)										
Average Last 5-1 (17-22)(Births 12-17)										
0.8926										
Average Last 2-6 (15-17)(Births 10-12)										
Average Last 5-2 (16-21)(Births 11-16)										
0.9087										
Average Last 2-7 (14-16)(Births 09-11)										
Average Last 5-3 (15-20)(Births 10-15)										
0.9414										
Average Last 2-8 (13-15)(Births 08-10)										
Average Last 5-4 (14-19)(Births 09-14)										
0.9299										
Average Last 2-9 (12-14)(Births 07-09)										
Average Last 5-5 (13-18)(Births 08-13)										
0.9187										
Average Last 3 (20-23)(Births 15-18)										
Average Last 5-6 (12-17)(Births 07-12)										
0.9311										
Average Last 3-1 (19-22)(Births 14-17)										
Average Last 5-7 (11-16)(Births 06-11)										
0.9325										
Average Last 3-2 (18-21)(Births 13-16)										
Average Last 5-8 (10-15)(Births 05-10)										
0.9334										
Data Prepared by the Maryland Department of Planning										

BOARD OF EDUCATION OF WICOMICO COUNTY



MICAH C. STAUFFER, Ed.D.
SUPERINTENDENT OF SCHOOLS

P.O. Box 1538
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April 6, 2023

Rebecca L. Flora, AICP
c/o Cassandra Malloy
Maryland Department of Planning
301 West Preston Street, Suite 1101
Baltimore, MD 21201-2305

Dear Ms. Flora:

We are in receipt of the latest public school enrollment projections for Wicomico County from the Maryland Department of Planning (MDP) and have attached a copy of our enrollment projections as requested.

You will note that our enrollment projections are within the five percent acceptable range. Therefore, we are in agreement with MDP's projected enrollment figures.

Sincerely,

Micah C. Stauffer, Ed.D.
Superintendent of Schools

Enclosure

Cc: Dr. Brian Raygor
Ms. Leisl Ashby, AIA

WCPS FTE PROJECTED ENROLLMENT

6.6

FTE ENROLLMENT PROJECTIONS BY GRADE

LEA: Wicomico County DATE: September 30, 2022

SCHOOL: Beaver Run Elementary School

ENROLLMENTS AS OF SEPTEMBER 30TH											
S.R.C. 544	ACTUAL	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	YEAR 7	YEAR 8	YEAR 9	YEAR 10
B.D.C. 551	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
Y-3	17	0	0	0	0	0	0	0	0	0	0
Pre-K	100	120	120	120	120	120	120	140	140	140	140
KINDERGARTEN	184	186	189	189	190	193	195	198	201	202	202
1st	202	200	201	205	205	206	210	211	215	218	219
2nd	166	198	195	197	200	200	202	205	207	210	213
3rd											
4th											
5th											
6th											
7th											
8th											
9th											
10th											
11th											
12th											
TOTAL w/out Pre-K	552	583	585	591	595	600	606	614	622	630	635
TOTAL with Pre-K	652	703	705	711	715	720	726	754	762	770	775

TOTAL w/out Pre-K is the sum of K-12

TOTAL w/ Pre-K is the sum of Pre-K-12 (Y-3 is not included)

FTE ENROLLMENT PROJECTIONS BY GRADE

LEA: Wicomico County DATE: September 30, 2022

SCHOOL: Charles H. Chipman Elementary School

ENROLLMENTS AS OF SEPTEMBER 30TH											
S.R.C. 384	ACTUAL	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	YEAR 7	YEAR 8	YEAR 9	YEAR 10
B.D.C. 389	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
Y-3	34	15	15	15	15	15	15	15	15	15	15
Pre-K	59	80	80	80	80	80	80	80	80	80	80
KINDERGARTEN	99	102	104	104	105	106	107	109	111	111	111
1st	104	97	100	101	101	102	104	105	106	108	109
2nd											
3rd											
4th											
5th											
6th											
7th											
8th											
9th											
10th											
11th											
12th											
TOTAL w/out Pre-K	203	199	204	205	206	209	211	214	217	219	220
TOTAL w/ Pre-K	262	279	284	285	286	289	291	294	297	299	300

TOTAL w/out Pre-K is the sum of K-12

TOTAL w/ Pre-K is the sum of Pre-K-12 (Y-3 is not included)

FTE ENROLLMENT PROJECTIONS BY GRADE

LEA: Wicomico County DATE: September 30, 2022

SCHOOL: Delmar Elementary School

ENROLLMENTS AS OF SEPTEMBER 30TH											
S.R.C. 683 B.D.C. 648	ACTUAL 2022	YEAR 1 2023	YEAR 2 2024	YEAR 3 2025	YEAR 4 2026	YEAR 5 2027	YEAR 6 2028	YEAR 7 2029	YEAR 8 2030	YEAR 9 2031	YEAR 10 2032
Y-3	0	0	0	0	0	0	0	0	0	0	0
Pre-K	57	60	80	80	80	80	80	80	80	80	80
KINDERGARTEN	139	159	161	161	163	165	167	169	172	173	173
1st	188	151	172	175	175	176	179	181	183	186	188
2nd	165	193	155	177	180	180	181	184	186	189	192
3rd	145	150	176	141	161	163	163	165	167	169	171
4th	164	150	155	182	146	167	170	170	171	174	175
5th											
6th											
7th											
8th											
9th											
10th											
11th											
12th											
TOTAL w/out Pre-K	801	803	820	837	825	852	860	869	879	890	899
TOTAL w/ Pre-K	858	863	900	917	905	932	940	949	959	970	979

TOTAL w/out Pre-K is the sum of K-12

TOTAL w/ Pre-K is the sum of Pre-K-12 (Y-3 is not included)

FTE ENROLLMENT PROJECTIONS BY GRADE

LEA: Wicomico County DATE: September 30, 2022

SCHOOL: <u>East Salisbury Elementary School</u>		Feeder %
	Beaver Run	100.0%

ENROLLMENTS AS OF SEPTEMBER 30TH											
S.R.C. 424	ACTUAL	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	YEAR 7	YEAR 8	YEAR 9	YEAR 10
B.D.C. 447	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
Y-3											
Pre-K											
KINDERGARTEN											
1st											
2nd											
3rd	147	142	169	167	168	171	171	172	175	176	179
4th	146	149	144	171	169	170	173	173	175	177	179
5th	128	151	154	148	176	174	176	179	179	180	183
6th											
7th											
8th											
9th											
10th											
11th											
12th											
TOTAL	421	441	466	486	513	516	520	524	528	534	541

FTE ENROLLMENT PROJECTIONS BY GRADE

LEA: Wicomico County DATE: September 30, 2022

SCHOOL: Fruitland Primary School

ENROLLMENTS AS OF SEPTEMBER 30TH											
S.R.C. 474 B.D.C. 461	ACTUAL 2022	YEAR 1 2023	YEAR 2 2024	YEAR 3 2025	YEAR 4 2026	YEAR 5 2027	YEAR 6 2028	YEAR 7 2029	YEAR 8 2030	YEAR 9 2031	YEAR 10 2032
Y-3	34	0	0	0	0	0	0	0	0	0	0
Pre-K	75	120	120	120	120	160	160	160	160	160	160
KINDERGARTEN	135	122	124	124	125	127	128	130	132	133	133
1st	109	153	138	141	141	142	144	145	147	150	148
2nd	122	114	160	145	147	147	148	151	152	154	157
3rd											
4th											
5th											
6th											
7th											
8th											
9th											
10th											
11th											
12th											
TOTAL w/out Pre-K	366	389	423	410	413	416	421	426	432	437	438
TOTAL w/ Pre-K	441	509	543	530	533	576	581	586	592	597	598

TOTAL w/out Pre-K is the sum of K-12

TOTAL w/ Pre-K is the sum of Pre-K-12 (Y-3 is not included)

FTE ENROLLMENT PROJECTIONS BY GRADE

LEA: **Wicomico County** **DATE:** **September 30, 2022**

SCHOOL: Fruitland Intermediate School

	Feeder %
Fruitland Primary	100.0%

ENROLLMENTS AS OF SEPTEMBER 30TH											
S.R.C. 378	ACTUAL	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	YEAR 7	YEAR 8	YEAR 9	YEAR 10
B.D.C. 322	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
Y-3											
Pre-K											
KINDERGARTEN											
1st											
2nd											
3rd	112	111	103	145	131	133	133	134	137	138	140
4th	130	115	113	106	149	135	137	137	138	140	141
5th	151	131	116	115	107	150	136	138	138	139	142
6th											
7th											
8th											
9th											
10th											
11th											
12th											
TOTAL	393	357	333	366	387	418	406	410	413	417	423

FTE ENROLLMENT PROJECTIONS BY GRADE

LEA: Wicomico County DATE: September 30, 2022

SCHOOL: <u>Glen Avenue Elementary School</u>	Feeder %	
	Chipman	100.0%

ENROLLMENTS AS OF SEPTEMBER 30TH											
S.R.C. 470 B.D.C. 414	ACTUAL 2022	YEAR 1 2023	YEAR 2 2024	YEAR 3 2025	YEAR 4 2026	YEAR 5 2027	YEAR 6 2028	YEAR 7 2029	YEAR 8 2030	YEAR 9 2031	YEAR 10 2032
Y-3											
Pre-K											
KINDERGARTEN											
1st											
2nd	91	105	98	101	103	103	103	105	106	108	109
3rd	96	92	106	99	102	103	103	104	106	107	108
4th	103	92	88	102	95	98	99	99	100	102	102
5th	89	105	94	90	104	97	100	102	102	103	104
6th											
7th											
8th											
9th											
10th											
11th											
12th											
TOTAL	379	395	386	392	403	401	406	410	414	419	424

FTE ENROLLMENT PROJECTIONS BY GRADE

LEA: Wicomico County DATE: September 30, 2022

SCHOOL: West Salisbury Elementary School

ENROLLMENTS AS OF SEPTEMBER 30TH											
S.R.C. 352	ACTUAL	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	YEAR 7	YEAR 8	YEAR 9	YEAR 10
B.D.C. 350	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
Y-3	15	0	0	0	0	0	0	0	0	0	0
Pre-K	67	100	100	100	100	100	100	100	100	100	100
KINDERGARTEN	80	84	85	85	86	88	88	90	91	92	92
1st	99	88	93	95	95	95	97	98	99	101	101
2nd	100	99	89	93	95	95	95	97	98	99	101
3rd											
4th											
5th											
6th											
7th											
8th											
9th											
10th											
11th											
12th											
TOTAL w/out Pre-K	279	272	267	273	275	278	280	284	288	291	294
TOTAL w/ Pre-K	346	372	367	373	375	378	380	384	388	391	394

TOTAL w/out Pre-K is the sum of K-12

TOTAL w/ Pre-K is the sum of Pre-K-12 (Y-3 is not included)

FTE ENROLLMENT PROJECTIONS BY GRADE

LEA: Wicomico County DATE: September 30, 2022

SCHOOL: <u>North Salisbury Elementary School</u>			Feeder %
	West Salisbury		100.0%

ENROLLMENTS AS OF SEPTEMBER 30TH											
S.R.C. 506	ACTUAL	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	YEAR 7	YEAR 8	YEAR 9	YEAR 10
B.D.C. 552	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
Y-3											
Pre-K											
KINDERGARTEN											
1st											
2nd											
3rd	161	164	162	145	153	155	155	156	159	160	163
4th	171	167	170	168	150	158	161	161	162	165	166
5th	173	179	174	177	176	157	165	168	168	169	172
6th											
7th											
8th											
9th											
10th											
11th											
12th											
TOTAL	505	509	507	491	479	470	481	485	489	494	500

FTE ENROLLMENT PROJECTIONS BY GRADE

LEA: Wicomico County DATE: September 30, 2022

SCHOOL: Northwestern Elementary School

ENROLLMENTS AS OF SEPTEMBER 30TH											
S.R.C. 251 B.D.C. 274	ACTUAL	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	YEAR 7	YEAR 8	YEAR 9	YEAR 10
	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
Y-3	0	0	0	0	0	0	0	0	0	0	0
Pre-K	34	40	40	40	40	40	40	40	40	40	40
KINDERGARTEN	49	52	53	53	53	54	54	55	56	56	56
1st	50	50	53	54	54	54	55	56	57	57	58
2nd	58	51	51	54	55	55	56	57	57	58	59
3rd	50	60	53	53	56	57	57	57	58	59	60
4th	48	53	63	56	56	59	60	60	61	62	62
5th	52	50	56	66	58	59	62	63	63	64	65
6th											
7th											
8th											
9th											
10th											
11th											
12th											
TOTAL w/out Pre-K	307	316	329	336	333	339	345	348	352	356	360
TOTAL w/ Pre-K	341	356	369	376	373	379	385	388	392	396	400

TOTAL w/out Pre-K is the sum of K-12

TOTAL w/ Pre-K is the sum of Pre-K-12 (Y-3 is not included)

FTE ENROLLMENT PROJECTIONS BY GRADE

LEA: Wicomico County DATE: September 30, 2022

SCHOOL: Pemberton Elementary School

ENROLLMENTS AS OF SEPTEMBER 30TH											
S.R.C. 523 B.D.C. 575	ACTUAL 2022	YEAR 1 2023	YEAR 2 2024	YEAR 3 2025	YEAR 4 2026	YEAR 5 2027	YEAR 6 2028	YEAR 7 2029	YEAR 8 2030	YEAR 9 2031	YEAR 10 2032
Y-3	17	15	15	15	15	15	15	15	15	15	15
Pre-K	73	80	80	80	80	80	80	80	80	80	80
KINDERGARTEN	84	84	86	86	86	88	88	90	91	92	92
1st	79	82	82	84	84	84	86	86	88	89	90
2nd	78	75	77	78	79	79	80	81	81	83	84
3rd	76	68	66	68	68	69	69	70	71	72	73
4th	62	71	64	62	64	64	65	65	66	67	67
5th	77	64	74	66	64	66	66	67	67	68	69
6th											
7th											
8th											
9th											
10th											
11th											
12th											
TOTAL w/out Pre-K	456	445	449	443	445	450	454	459	464	469	474
TOTAL w/ Pre-K	529	525	529	523	525	530	534	539	544	549	554

TOTAL w/out Pre-K is the sum of K-12

TOTAL w/ Pre-K is the sum of Pre-K-12 (Y-3 is not included)

FTE ENROLLMENT PROJECTIONS BY GRADE

LEA: Wicomico County DATE: September 30, 2022

SCHOOL: Pinehurst Elementary School

ENROLLMENTS AS OF SEPTEMBER 30TH											
S.R.C. 467	ACTUAL	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	YEAR 7	YEAR 8	YEAR 9	YEAR 10
B.D.C. 452	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
Y-3	0	0	0	0	0	0	0	0	0	0	0
Pre-K	40	60	60	60	60	60	60	60	60	60	60
KINDERGARTEN	73	75	77	77	77	78	79	80	81	82	82
1st	79	76	79	80	80	80	82	82	84	85	86
2nd	76	80	77	79	80	80	81	82	83	84	86
3rd	78	69	72	70	72	73	73	74	75	75	76
4th	85	71	63	66	63	65	67	67	67	68	69
5th	55	85	71	63	66	63	65	66	66	67	68
6th											
7th											
8th											
9th											
10th											
11th											
12th											
TOTAL w/out Pre-K	446	456	438	434	438	441	447	451	456	462	466
TOTAL w/ Pre-K	486	516	498	494	498	501	507	511	516	522	526

TOTAL w/out Pre-K is the sum of K-12

TOTAL w/ Pre-K is the sum of Pre-K-12 (Y-3 is not included)

FTE ENROLLMENT PROJECTIONS BY GRADE

LEA: Wicomico County DATE: September 30, 2022

SCHOOL: <u>Pittsville Elementary School</u>			Feeder %
	Willards		100.0%

ENROLLMENTS AS OF SEPTEMBER 30TH											
S.R.C. 207	ACTUAL	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	YEAR 7	YEAR 8	YEAR 9	YEAR 10
B.D.C. 638*	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
Y-3											
Pre-K											
KINDERGARTEN											
1st											
2nd											
3rd											
4th	64	64	64	65	70	67	68	68	68	69	70
5th	70	66	66	66	67	72	69	70	70	71	72
6th											
7th											
8th											
9th											
10th											
11th											
12th											
TOTAL	134	130	130	131	137	139	137	138	139	140	142

*Total for Elementary and Middle

FTE ENROLLMENT PROJECTIONS BY GRADE

LEA: Wicomico County DATE: September 30, 2022

SCHOOL: Prince Street Elementary School

ENROLLMENTS AS OF SEPTEMBER 30TH											
S.R.C. 616 B.D.C. 548	ACTUAL 2022	YEAR 1 2023	YEAR 2 2024	YEAR 3 2025	YEAR 4 2026	YEAR 5 2027	YEAR 6 2028	YEAR 7 2029	YEAR 8 2030	YEAR 9 2031	YEAR 10 2032
Y-3	0	0	0	0	0	0	0	0	0	0	0
Pre-K	78	100	100	100	120	120	120	120	120	120	120
KINDERGARTEN	123	121	123	123	124	126	127	129	131	132	132
1st	134	136	134	136	136	137	139	140	142	144	146
2nd	139	141	143	141	143	143	144	146	148	150	152
3rd	128	148	150	152	150	152	152	153	156	157	159
4th	126	129	149	151	154	151	153	153	155	157	158
5th	126	132	135	156	158	160	158	160	160	161	164
6th											
7th											
8th											
9th											
10th											
11th											
12th											
TOTAL w/out Pre-K	776	806	834	859	864	869	873	882	891	902	911
TOTAL w/ Pre-K	854	906	934	959	984	989	993	1002	1011	1022	1031

TOTAL w/out Pre-K is the sum of K-12

TOTAL w/ Pre-K is the sum of Pre-K-12 (Y-3 is not included)

FTE ENROLLMENT PROJECTIONS BY GRADE

LEA: Wicomico County DATE: September 30, 2022

SCHOOL: <u>Westside Intermediate School</u>	Feeder %	
	Westside Primary	100.0%

ENROLLMENTS AS OF SEPTEMBER 30TH											
S.R.C. 414	ACTUAL	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	YEAR 7	YEAR 8	YEAR 9	YEAR 10
B.D.C. 460	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
Y-3											
Pre-K											
KINDERGARTEN											
1st											
2nd	76	86	72	76	78	78	78	79	80	81	83
3rd	86	71	81	67	72	73	73	73	75	75	76
4th	81	87	72	82	68	73	74	74	74	76	76
5th	100	81	87	72	82	68	72	74	74	74	75
6th											
7th											
8th											
9th											
10th											
11th											
12th											
TOTAL	343	325	312	298	299	291	297	300	303	306	311

FTE ENROLLMENT PROJECTIONS BY GRADE

LEA: Wicomico County DATE: September 30, 2022

SCHOOL: Westside Primary School

ENROLLMENTS AS OF SEPTEMBER 30TH											
S.R.C. 199	ACTUAL	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	YEAR 7	YEAR 8	YEAR 9	YEAR 10
B.D.C. 223	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
Y-3	0	0	0	0	0	0	0	0	0	0	0
Pre-K	38	40	40	40	40	40	40	40	40	40	40
KINDERGARTEN	65	69	70	70	71	72	73	74	75	76	76
1st	89	74	79	80	80	81	82	83	84	85	86
2nd											
3rd											
4th											
5th											
6th											
7th											
8th											
9th											
10th											
11th											
12th											
TOTAL w/out Pre-K	154	143	149	151	151	153	155	157	159	161	161
TOTAL w/ Pre-K	192	183	189	191	191	193	195	197	199	201	201

TOTAL w/out Pre-K is the sum of K-12

TOTAL w/ Pre-K is the sum of Pre-K-12 (Y-3 is not included)

FTE ENROLLMENT PROJECTIONS BY GRADE

LEA: Wicomico County DATE: September 30, 2022

SCHOOL: Willards Elementary School

ENROLLMENTS AS OF SEPTEMBER 30TH											
S.R.C. 362 B.D.C. 361	ACTUAL 2022	YEAR 1 2023	YEAR 2 2024	YEAR 3 2025	YEAR 4 2026	YEAR 5 2027	YEAR 6 2028	YEAR 7 2029	YEAR 8 2030	YEAR 9 2031	YEAR 10 2032
Y-3	0	0	0	0	0	0	0	0	0	0	0
Pre-K	39	40	40	40	40	40	60	60	60	60	60
KINDERGARTEN	70	67	68	68	68	70	70	71	72	73	73
1st	67	72	69	70	70	71	72	73	74	75	75
2nd	66	67	72	69	70	70	71	72	72	73	75
3rd	67	67	68	74	70	71	71	72	73	74	75
4th											
5th											
6th											
7th											
8th											
9th											
10th											
11th											
12th											
TOTAL w/out Pre-K	270	273	277	281	279	282	284	287	291	295	298
TOTAL w/ Pre-K	309	313	317	321	319	322	344	347	351	355	358

TOTAL w/out Pre-K is the sum of K-12

TOTAL w/ Pre-K is the sum of Pre-K-12 (Y-3 is not included)

FTE ENROLLMENT PROJECTIONS BY GRADE

LEA: Wicomico County DATE: September 30, 2022

SCHOOL: Bennett Middle School

	Feeder %
Fruitland Int.	100.0%
Glen Avenue	7.0%
Pemberton	0.0%
Pinehurst	70.0%
Prince Street	75.0%

ENROLLMENTS AS OF SEPTEMBER 30TH											
S.R.C. 1114	ACTUAL	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	YEAR 7	YEAR 8	YEAR 9	YEAR 10
B.D.C. 988	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
Y-3											
Pre-K											
KINDERGARTEN											
1st											
2nd											
3rd											
4th											
5th											
6th	280	305	312	287	296	293	338	323	328	328	330
7th	316	274	299	305	281	290	287	331	316	321	321
8th	310	316	275	299	306	282	290	287	331	316	321
9th											
10th											
11th											
12th											
TOTAL	906	896	885	892	883	865	915	941	975	965	973

FTE ENROLLMENT PROJECTIONS BY GRADE

LEA: Wicomico County DATE: September 30, 2022

SCHOOL: <u>Mardela Middle School</u>		Feeder %
	Northwestern	100.0%
	Westside Int.	39.0%

ENROLLMENTS AS OF SEPTEMBER 30TH											
S.R.C. 186	ACTUAL	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	YEAR 7	YEAR 8	YEAR 9	YEAR 10
B.D.C. 616*	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
Y-3											
Pre-K											
KINDERGARTEN											
1st											
2nd											
3rd											
4th											
5th											
6th	85	101	91	99	105	100	95	100	102	102	103
7th	124	89	106	95	104	110	105	99	105	107	107
8th	97	124	89	106	95	104	110	105	99	105	107
9th											
10th											
11th											
12th											
TOTAL	306	314	286	300	304	314	310	305	307	314	317

*Total for Middle and High School

FTE ENROLLMENT PROJECTIONS BY GRADE

LEA: Wicomico County DATE: September 30, 2022

SCHOOL: Pittsville Middle School

	Feeder %
Pittsville Elem	100.0%

ENROLLMENTS AS OF SEPTEMBER 30TH											
S.R.C. 298 B.D.C. 638*	ACTUAL	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	YEAR 7	YEAR 8	YEAR 9	YEAR 10
	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
Y-3											
Pre-K											
KINDERGARTEN											
1st											
2nd											
3rd											
4th											
5th											
6th	57	68	65	64	64	65	70	67	68	68	69
7th	64	55	66	63	62	62	63	68	65	66	66
8th	74	64	55	66	63	62	62	63	68	65	66
9th											
10th											
11th											
12th											
TOTAL	195	187	186	193	189	190	196	199	202	200	201

*Total for Elementary and Middle

FTE ENROLLMENT PROJECTIONS BY GRADE

LEA: Wicomico County DATE: September 30, 2022

SCHOOL: Salisbury Middle School

	Feeder %
Glen Ave.	48.5%
Pemberton	100.0%
Pinehurst	30.0%
N. Salisbury	53.0%
Westside Int.	61.0%

ENROLLMENTS AS OF SEPTEMBER 30TH											
S.R.C. 999	ACTUAL	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	YEAR 7	YEAR 8	YEAR 9	YEAR 10
B.D.C. 999	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
Y-3											
Pre-K											
KINDERGARTEN											
1st											
2nd											
3rd											
4th											
5th											
6th	295	272	267	269	251	260	241	250	254	254	256
7th	307	288	265	261	262	245	254	235	244	248	248
8th	271	291	273	252	247	249	232	241	223	231	235
9th											
10th											
11th											
12th											
TOTAL	873	851	806	781	760	754	727	726	721	733	739

FTE ENROLLMENT PROJECTIONS BY GRADE

LEA: Wicomico County DATE: September 30, 2022

SCHOOL: Wicomico Middle School

	Feeder %
E. Salisbury	100.0%
Glen Ave.	44.5%
N. Salisbury	47.0%
Prince Street	25.0%

ENROLLMENTS AS OF SEPTEMBER 30TH											
S.R.C. 914	ACTUAL	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	YEAR 7	YEAR 8	YEAR 9	YEAR 10
B.D.C. 990	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
Y-3											
Pre-K											
KINDERGARTEN											
1st											
2nd											
3rd											
4th											
5th											
6th	269	255	286	284	283	314	302	307	312	312	315
7th	267	273	259	291	288	287	319	306	312	317	317
8th	283	272	278	264	296	293	292	325	312	318	323
9th											
10th											
11th											
12th											
TOTAL	819	800	824	838	867	894	913	938	936	947	955

FTE ENROLLMENT PROJECTIONS BY GRADE

LEA: Wicomico County DATE: September 30, 2022

SCHOOL: <u>James M. Bennett High School</u>		Feeder %
	Bennett Middle	64.0%
	Salisbury Middle	48.0%

ENROLLMENTS AS OF SEPTEMBER 30TH											
S.R.C. 1496	ACTUAL	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	YEAR 7	YEAR 8	YEAR 9	YEAR 10
B.D.C. 1496	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
Y-3											
Pre-K											
KINDERGARTEN											
1st											
2nd											
3rd											
4th											
5th											
6th											
7th											
8th											
9th	427	403	420	376	383	386	368	364	367	391	384
10th	353	367	346	361	324	329	332	316	313	316	337
11th	291	311	324	305	318	285	290	292	279	276	278
12th	272	270	289	300	283	295	265	269	271	259	256
TOTAL	1343	1351	1379	1343	1308	1295	1254	1242	1231	1242	1256

FTE ENROLLMENT PROJECTIONS BY GRADE

LEA: Wicomico County DATE: September 30, 2022

SCHOOL:	<u>Mardela High School</u>	Feeder %	
		Mardela Middle	100.0%

ENROLLMENTS AS OF SEPTEMBER 30TH											
S.R.C. 430	ACTUAL	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	YEAR 7	YEAR 8	YEAR 9	YEAR 10
B.D.C. 616*	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
Y-3											
Pre-K											
KINDERGARTEN											
1st											
2nd											
3rd											
4th											
5th											
6th											
7th											
8th											
9th	118	101	129	92	110	99	108	114	109	103	109
10th	91	110	94	120	86	103	92	101	107	102	96
11th	94	88	107	91	116	84	99	89	98	103	99
12th	82	91	86	104	88	113	81	97	87	95	100
TOTAL	385	390	415	407	401	398	381	401	400	403	404

*Total for Middle and High School

FTE ENROLLMENT PROJECTIONS BY GRADE

LEA: Wicomico County DATE: September 30, 2022

SCHOOL: Parkside High School

	Feeder %
Bennett Middle	36.0%
Pittsville Middle	100.0%
Salisbury Middle	26.0%
Wicomico Middle	13.0%

ENROLLMENTS AS OF SEPTEMBER 30TH											
S.R.C. 944 B.D.C. 893	ACTUAL 2022	YEAR 1 2023	YEAR 2 2024	YEAR 3 2025	YEAR 4 2026	YEAR 5 2027	YEAR 6 2028	YEAR 7 2029	YEAR 8 2030	YEAR 9 2031	YEAR 10 2032
Y-3											
Pre-K											
KINDERGARTEN											
1st											
2nd											
3rd											
4th											
5th											
6th											
7th											
8th											
9th	331	306	302	273	286	288	278	277	283	299	293
10th	319	303	280	276	250	261	263	255	254	260	274
11th	278	315	299	276	273	247	258	260	251	250	256
12th	232	260	294	280	258	255	230	241	243	235	234
TOTAL	1160	1184	1175	1105	1066	1050	1030	1033	1031	1044	1057

FTE ENROLLMENT PROJECTIONS BY GRADE

LEA: Wicomico County DATE: September 30, 2022

SCHOOL: <u>Wicomico High School</u>		Feeder %
	Salisbury Middle	26.0%
	Wicomico Middle	87.0%

ENROLLMENTS AS OF SEPTEMBER 30TH											
S.R.C. 1215	ACTUAL	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	YEAR 7	YEAR 8	YEAR 9	YEAR 10
B.D.C. 1185	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
Y-3											
Pre-K											
KINDERGARTEN											
1st											
2nd											
3rd											
4th											
5th											
6th											
7th											
8th											
9th	409	401	395	396	374	408	405	399	437	417	426
10th	371	389	381	376	377	355	387	385	379	415	396
11th	249	352	368	361	356	357	336	367	365	359	394
12th	296	250	353	370	363	358	359	338	369	366	361
TOTAL	1325	1391	1498	1503	1469	1477	1487	1488	1549	1558	1577

FTE ENROLLMENT PROJECTIONS BY GRADE

LEA: Wicomico County DATE: September 30, 2022

ENROLLMENTS AS OF SEPTEMBER 30TH											
	ACTUAL	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	YEAR 7	YEAR 8	YEAR 9	YEAR 10
	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
Y-3	117	30	30	30	30	30	30	30	30	30	30
Pre-K	660	840	860	860	880	920	940	960	960	960	960
KINDERGARTEN	1101	1122	1140	1140	1149	1167	1176	1194	1213	1222	1222
1st	1200	1179	1200	1220	1220	1230	1249	1259	1278	1298	1305
2nd	1137	1209	1189	1210	1230	1230	1240	1259	1269	1289	1309
3rd	1146	1141	1206	1180	1202	1222	1222	1232	1251	1261	1280
4th	1180	1149	1146	1211	1184	1207	1227	1227	1237	1256	1266
5th	1021	1043	1026	1020	1058	1067	1070	1087	1087	1096	1113
6th	986	1001	1020	1003	999	1033	1046	1047	1064	1064	1073
7th	1078	980	995	1014	998	994	1028	1040	1042	1059	1059
8th	1035	1068	970	987	1007	990	987	1021	1034	1036	1053
9th	1285	1210	1245	1138	1152	1179	1159	1154	1197	1210	1213
10th	1134	1169	1102	1133	1037	1049	1074	1057	1052	1093	1103
11th	912	1065	1098	1034	1063	972	984	1008	992	988	1027
12th	882	872	1022	1054	993	1021	935	945	970	955	951
Evening High School	26	100	100	100	100	100	100	100	100	100	100
TOTAL w/out Pre-K	14,123	14,308	14,460	14,443	14,391	14,461	14,497	14,632	14,787	14,928	15,074
TOTAL w/ Pre-K	14,757	15,048	15,220	15,203	15,171	15,281	15,337	15,492	15,647	15,788	15,934

MDP Projection	14,123	14,260	14,360	14,350	14,210	14,230	14,180	14,220	14,260	14,340	14,410
Difference	0	48	100	93	181	231	317	412	527	588	664
Diff. / MDP Proj.	0.00%	0.34%	0.70%	0.65%	1.27%	1.62%	2.24%	2.89%	3.70%	4.10%	4.61%

TOTAL w/out Pre-K is the sum of K-12 + Evening High School

TOTAL w/ Pre-K is the sum of Pre-K-12 (Y-3 and Evening High School are not included)

Difference = Total w/out Pre-K - MDP Projections

Wes Moore, Governor
Aruna Miller, Lt. Governor

Rebecca L. Flora, AICP, Secretary



5/5/2023

Dr. Micah Stauffer
Superintendent
Wicomico County Public Schools
2424 Northgate Drive, Suite 100
Salisbury, MD 21802

Dear Dr. Stauffer,

Thank you for submitting the Wicomico County Public Schools enrollment projections for 2023-2032, in accordance with the regulations of the Interagency Commission on School Construction (IAC).

The Maryland Department of Planning reviewed your submission and compared your data to the school enrollment projections generated by the State Data Center (see attached) and have found the difference to be less than five percent for the years 2023-2032. Therefore, your projections can be used to prepare your 2023 Educational Facilities Master Plan (EFMP) and 2024 Capital Improvement Program submissions.

When preparing your EFMP submission, please ensure the 2022 actual enrollment on your calculation worksheet is consistent with the official enrollment figure generated by the Maryland State Department of Education. The Maryland Department of Planning recognizes the Maryland State Department of Education's K-12 enrollment figure as the official enrollment for the 2022/2023 school year.

We look forward to receiving your EFMP in July. A copy of this letter and its attachment should be included in the plan. If you have any questions or concerns, please don't hesitate to contact me at jill.lemke1@maryland.gov or (410) 767-7179.

Sincerely,

Jill Lemke
Manager of Infrastructure and Development

cc: Leisl Ashby, WCPS
Cayla Campbell, WCPS

Comparison of School Enrollment Projections												
Jurisdiction	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	
Wicomico	14,123	14,308	14,460	14,443	14,391	14,461	14,497	14,632	14,787	14,928	15,074	
MDP	14,123	14,260	14,360	14,350	14,210	14,230	14,180	14,220	14,260	14,340	14,410	
Diff	0	48	100	93	181	231	317	412	527	588	664	
% Diff	0.00%	0.34%	0.70%	0.65%	1.27%	1.62%	2.24%	2.90%	3.70%	4.10%	4.61%	

WCBOE HEADCOUNT / FTE SPREADSHEET

6.8

Wicomico County Public Schools Enrollment

Date: September 30, 2022

ELEM	Y3	HT Pre-K**	FT Pre-K	K	1st	2nd	3rd	4th	5th	Enrollment Headcount*	Enrollment F.T.E.**
1 Beaver Run	17		100	184	202	166				669	Current
14 Chipman Elem	34		59	99	104					296	652.0
2 Delmar Elem			57	139	188	165	145	164		858	262.0
3 East Salisbury							147	146	128	421	858.0
4 Fruitland Primary	34		75	135	109	122				475	421.0
5 Fruitland Intermediate							112	130	151	393	441.0
6 Glen Ave						91	96	103	89	379	393.0
7 North Salisbury							161	171	173	505	379.0
8 Northwestern			34	49	50	58	50	48	52	341	505.0
9 Penberton	17		73	84	79	78	76	62	77	546	341.0
10 Pinchurst			40	73	79	76	78	85	55	486	529.0
11 Pittsville Elem / Middle***								64	70	134	486.0
13 Prince Street			78	123	134	139	128	126	126	854	134.0
16 West Salisbury	15		67	80	99	100				361	854.0
17 Westside Primary			38	65	89					192	346.0
18 Westside Intermediate						76	86	81	100	343	192.0
19 Willards Elem			39	70	67	66	67			309	343.0
subtotal ELEM:	117	0	660	1101	1200	1137	1146	1180	1021	7,562	309.0
MID							6th	7th	8th		7,445.0
40 Bennett Middle							280	316	310	906	906
45 Wicomico Middle							269	267	283	819	819
49 Salisbury Middle School							295	307	271	873	873
42 Mardela Middle / High****							85	124	97	306	306
11 Pittsville Elem / Middle***							57	64	74	195	195
subtotal MIDDLE:							986	1078	1035	3,099	3099
HIGH						9th	10th	11th	12th		
41 J.M.Bennett High						427	353	291	272	1,343	1343
42 Mardela Middle / High****						118	91	94	82	385	385
43 Parkside High						331	319	278	232	1,160	1160
46 Wicomico High						409	371	249	296	1,325	1325
Wicomico Evening HS						2	3	5	16	26	**
subtotal HIGH:						1287	1137	917	898	4,239	4213

Notes:				
* Headcount calculation includes ALL students Y3 - 12 & Evening HS				
** F.T.E calculation excludes Y3 & Evening HS students and counts each Half Time Pre-K student as .5				
*** Pittsville Totals	HC	FTE		
**** Mardela Totals	329	329.0		
	691	691.0		

H.C.	F.T.E.
Current	Current
7,562	7,445.0
7,338	7,312
14,900	14,757.0
Subtotal Elementary:	
Subtotal Secondary (Middle+High):	
Grand Total:	

NON-PUBLIC SCHOOL SHEET

6.9

School Name	Grades Served		FY23 Enroll	Accreditations
A Step Ahead Learning Center	18 mos - 4 yrs	TOTAL	11	Just opened March, 2022
		PK3	2	None yet - close to MD Excels
		PK4	2	
Asbury Child Development Center	Ages 2 - K	TOTAL	160	Certificate of Approval from MSDE
		PK3	48	
		PK4	42	
		K	16	
Building Blocks Early Learning Center	0 - 11 yr	TOTAL	47	Almost MD Excels Level 3 - waiting on visit
(Sister to Gods Little Angels Learning Center)		PK3	13	
		PK4	14	
		K	1	
		1st-14yr	0	
Bundles of Joy	6 wks - 1st	TOTAL	127	Child Care Licensed
		PK3	20	Accreditation from MSDE
		PK4	10	
	combined this year FY23	K & 1st	11	
		1st		*enrollments include after care
Corner Campus	6 wks - PK4	TOTAL	65-70	Certificate of Approval from MSDE
		PK3	10	MD Excels Level 5 Accreditation
		PK4	15	
Deimarva Early Learning Center	6 weeks - PK4	TOTAL	112	Certificate of Approval from MSDE
(Formerly Tender Heart Childcare)		PK3	28	MD Excels Level 5 Accreditation
		PK4	16	
Faith Baptist	PK3 - 12th	TOTAL	131	Church exempt school registered with State Board of Education
		PK3	0	Use Iowa testing
		PK4	10	
		K	12	
		1st-6th	84	
		7th-12th	25	
Gods Little Angels Learning Center	0 - 11 yr	TOTAL	42	Accreditation with MSDE
(Sister to Building Blocks Early Learning Center)		PK3	12	MD Excels Level 5
		PK4	9	
		K	5	
		1st-11yr	0	
Heights to Heights Learning Center	6 wks - PK4	TOTAL	47	MD Excels Level 1
		PK3	12	
		PK4	3	
Impact Child Development	6 wks - PK4	TOTAL	47	Certificate of Approval from MSDE
		PK3	3	
		PK4	9	
Kiddie Campus	2 yr - 4 yr (all day)	TOTAL	19	MD Excels Level 1
		PK3	7	
		PK4	10	
Lighthouse Christian	6 wks - K	TOTAL	109	None
		PK3	27	
		PK4	9	
		K	0	*enrollments include after care
Northwood Early Learning Center	6 wks - PK4	TOTAL	75	Maryland Excels Level 3
		PK3	19	
		PK4	5	
Salisbury Baptist Academy	K - 12th	TOTAL	68	Registered to operate with MSDE
		K	3	Accreditation with American Baptist Association
	12th gr = 0	1st-11th	65	Use Standford testing
Salisbury Christian School	PK3 -12th	TOTAL	589	Certificate of Approval from MD. State Bd. of Education/
		PK3	16	Accreditation Middle State Association of Colleges & Schools (MSA)/
		PK4	37	Association of Christian Schools International (ACSI)
		K	42	
		1st-12th	494	
Salisbury Learning Center	6 wks - 14 yrs	TOTAL	60	MD Excels
		PK3	8	Certificate of Approval from MSDE
		PK4	9	MSDE Accreditation soon for PK expansion in March, 2023
		K	2	- couldn't get in Kindergarten in school
		1st-14yr	26	
Stepping Stones Early Learning Center	6 wks - Age 5	TOTAL	64	MD Excels Level 1
		PK3	19	MSDE Early Childhood Education through Ofc of Childcare (OCC)
		PK4	20	
Stepping Stones Learning Academy	PK-12th	TOTAL	130	Nat'l Council for Private Schools/ Regional Council for Private Schools
		PK	10	Mid-State Association of Colleges & Schools Commission (MSACESS)
		K	10	MD Excels (Basic) - applied for higher
		1st-12th	110	Certificate of Approval from MSDE / NCPSA / Middle States Association
St. Francis de Sales Catholic School	PK3 - 8th	TOTAL	258	Registered to operate with MSDE (Preschool & Before/After Care only)
		PK3	16	Middle State Association
		PK4	26	
		K	25	
		1st-8th	191	
The Salisbury School	PK3 - 12th	TOTAL	376	Certificate of Approval from MSDE / Middle State Association /
		PK3	20	National Association of MD Independent Schools
		PK4	22	Use Educational Records Comprehensive Bureau (ERB)
		K	19	
		1st-12th	315	
Wicomico Day School	6 wks - 8th	TOTAL	331	Certificate of Approval from MSDE
		PK3	39	Child Care Licensed
		PK4	43	
		K	27	
		1st-8th	161	
Wor-Wic's Jordan Center	Ages 2-5 (yr round)	TOTAL	50	MSDE Certification
(Summer program -		PK3	16	NAEYC (National Assoc for the Education of Young Children)
School ages 5-12)		PK4	10	MD Excels - Level 5
		K	7	

7 Facility Needs

FACILITY NEEDS SECTIONS

The supporting data provided throughout the EFMP in conjunction with previous capital improvement plan (CIP) priorities, provide a glimpse of the current status of WCPS facilities and becomes an effective tool to help guide and direct future work with regard to our school facilities. The Facility Needs chapter of this report is divided into two main sections. The “General Planning Guidelines” section and the “Future Facility Needs” section.

The projects listed within this section are indicative of what capital projects may be undertaken during the upcoming fiscal year and the subsequent 5-8 projected years should adequate funding be available. These 10-15 chosen projects are most critical, however, they are only a small sample of the 85+ identified projects that can be found listed within the EFMP. To see all identified projects review the Facility Need Report - by School, which can be found behind each schools scorecard in the Facility Inventory section of the EFMP.

GENERAL PLANNING GUIDELINES

This section provides general planning guidelines that influence the approach to and implementation of most facility projects.

FUTURE FACILITY NEEDS

This section is broken down into two sub-sections:

Projected Enrollment: This sub-section deals with the overcrowding issues that are identified within the Enrollment & Capacity section of the EFMP.

Capital Expenditure Project Categories: This sub-section deals with the issues identified within the Facility Inventory section of the EFMP.

1. Community Input:
 - Utilize a community inclusive approach to develop and update the Educational Facilities Master Plan (EFMP).
2. School Attendance Area balancing:
 - Annually assess school space utilization issues and consider implementing small annual adjustments to specific school attendance areas to re-balance enrollment and capacity.
 - Consider a more comprehensive realignment approximately every 5 years to balance any major disparities in enrollments and/or capacities which have developed.
3. School Site Circulation:
 - Continue re-developing existing school sites to improve vehicular and pedestrian circulation patterns.
4. Security:
 - Continue to improve and enhance the security aspects at all schools. Include improvements and upgrades for lighting, surveillance, alarms and monitoring. Increase the use of or provide more controlled/secure access points.
5. Increased Student Capacity:
 - Expand existing facilities to increase capacity where possible as part of any modernization and/or renovation program.
 - Consider student attendance boundary adjustments as an acceptable approach to balancing enrollments with capacity.
6. Special Accommodations:
 - Consider designing flexible spaces for various program uses when designing new and/or renovated schools.
 - Consider designing all new elementary schools to accommodate Title One program requirements.
 - Plan for and provide appropriate Special Education facility accommodations along with the necessary support space as part of the educational specifications for any new and/or renovated full-service school.
7. Energy Use:
 - Continue efforts to upgrade and improve the energy/building automation management systems in the schools where practical.
 - Continue to use best-practices in design and construction to address energy efficiency.
 - Explore performance-based contracting as a viable way to implement.
8. Code Compliance:
 - Integrate within the scope of any renovation, modernization or systemic replacement project a review of any outstanding life safety, regulatory, and included as part of the project. The plan should endeavor to address the goals of the strategic plan by supporting the concept of a safe and secure learning environment.

9. Community Use:
 - When planning school facilities, consideration should include additional square footage to support neighborhood and community use of the facility.
10. Facility Impact Procedures:
 - Continue the process of “change management” control procedures to budget and manage the introduction or consideration of any school-based initiatives, programs or staff changes, facility improvements or building/site modifications to any of the Board’s physical assets.
 - No program or initiative should be implemented unless funding and/or space are available to support such a program.
11. High Performance Schools:
 - Continue to use the principles of high performance school design and sustainable “green building” strategies to influence design considerations.
12. Capital Improvement and Renewal Planning:
 - Utilize best practices in building and equipment life cycle analysis when planning capital renewal and replacement projects.
 - Consider integrating the concepts of Facility Condition Index (FCI) and Facility Quality Index (FQI) into the planning models when analyzing facilities.
 - When at all possible, consideration should be made so that no school is allowed to operate longer than 16-20 years without being identified in the Capital Improvement Plan as a candidate for a systemic renewal or renovation program.
 - Pending funding availability, no school should be allowed to continue in service as a school facility for students beyond 50 years without undergoing a major renovation, upgrade or modernization project.
13. Facility Master Plan Coordination:
 - Develop future educational facilities within the guidelines of Wicomico County’s Comprehensive Plan.
14. Land Bank Strategy:
 - Begin efforts in designating strategically located properties throughout the county in order to help address future potential school construction needs in coordination with Wicomico County Planning & Zoning and applicable city or town councils.
 - Exploration should be made into the feasibility and potential viability of acreage “set-a-sides” or “fees” from area developers as part of the planning process which could be used for future school projects.
 - Property acquisitions should be for the long term and must be consistent with the concepts of smart growth and integrate the needs of Recreation and Parks as might be applicable.

PROJECTED ENROLLMENTS

(see the Enrollments & Capacity section for a full analysis)

Immediate Projected Enrollment Needs:

To be handled with portables

- a. **Prince Street Elementary** - Senior Leadership will investigate necessary enrollment changes based upon fall 2023 enrollments.
- b. **Northwestern Elementary** - 1 classroom portable in 2023 & 2024.

Forecasted Projected Enrollment Needs:

If handled with portables

1. High school capacity remains a concern as the enrollment bubble exits the middle schools and enters the high schools. Capacity will be monitored as we move into the 2024 school year.
2. **Wicomico High** - Enrollments should be monitored closely as possible program (Interactive Media, VPA, etc.) increases are evaluated. 1 classroom portable in 2023.

If handled by brick and mortar addition

Mardela Middle / High - An addition and renovation project is under construction which will increase the SRC.

If handled by enrollment balancing

- a. N/A at this time.

*Note: The following schools were identified in the enrollments section of the EFMP as needing solutions but are not addressed above (see reason below).

- a. **Delmar** - Capacity solutions are dependent upon the Bi-State Agreement.

CAPITAL EXPENDITURE PROJECT CATEGORIES

(see the Facility Inventory section for a full analysis)

Figure 1 is a breakdown of the projected Capital Project needs (identified throughout the EFMP) over the next five years. The projects are broken down into four sub-categories; **Systemic** (1-2 systemics), **Limited Renovation** (min 5 combined systemics), **Major Capital Improvements** (major renovations, replacement schools, and additions) and **Initiatives**. Note that major capital improvements is as defined by the State and is not based on project costs.

SYSTEMIC	
Parkside High School	Roof Initiative & CTE HVAC
Westside Intermediate	HVAC
Salisbury Middle	HVAC
Wicomico Middle	HVAC
Fruitland Intermediate	HVAC
Wicomico High	Windows + Doors

LIMITED RENOVATION	

MAJOR CAPITAL IMPROVEMENT	
Mardela Middle/High	Major Renovation and Addition
Fruitland Primary	Replacement

INITIATIVES	
Transitional Pre-K and K	Study
Alternative Education Program	Study

Figure 1

Facility Needs Summary

LEA: WICOMICO COUNTY

DATE: 5.11.2023

	EXISTING AND / OR PROPOSED SCHOOL	TYPE OF PROJECT	GRADES	SRC	ENROLLMENTS			JUSTIFICATION FOR PROJECT	PLANNING REQUEST YEAR -FY-
					Actual 9/30/2022 FTE	5th Year Proj. FTE			
1	Fruitland Primary	Major Capital - A/E Hire Underway	PK-2	474	441	576		FQ / Enrollment / Age	24 - Approved
2									
3									
4									
5									
6									
7									

