Current Elementary Boundaries

The map below illustrates the current elementary boundaries in varying shades of color. Middle school boundaries are outlined in orange and high school boundaries are outlined in purple.

Current Middle School Boundaries

The map below illustrates the current middle school boundaries in varying shades of color. Elementary boundaries are outlined in green and high school boundaries are outlined in purple.
Maps & Description

This scenario moves a total of 752 students. A portion of the current CES boundary would move to AES. The remaining CES boundary which currently splits between SMS and BMS, would feed 100% into HMS, and then to OHS. The portion of SRES which currently feeds to HMS would feed to LMS, creating a 100% feeder. A portion of the current ISES boundary would move to LTES. Portions of the current OMES boundary would move to OCES and FTES. Students moved from OMES to OCES would continue to feed BMS with an existing portion of FTES. A portion of the current OCES boundary, east of Old State Road, would move to FTES. The portion of FTES which is currently feeding to OMS would increase, leaving a lower percentage of FTES feeding into BMS.

Elementary Changes

Middle School Changes
### Enrollment—Capacity—Utilization

<table>
<thead>
<tr>
<th>Subdivision</th>
<th>Current</th>
<th>Proposed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Capacity</td>
<td>Enrollment</td>
</tr>
<tr>
<td>ARES</td>
<td>32%</td>
<td>528</td>
</tr>
<tr>
<td>BRES</td>
<td>66%</td>
<td>528</td>
</tr>
<tr>
<td>CRES</td>
<td>0%</td>
<td>528</td>
</tr>
<tr>
<td>ERES</td>
<td>24%</td>
<td>528</td>
</tr>
<tr>
<td>HRES</td>
<td>0%</td>
<td>528</td>
</tr>
<tr>
<td>JRES</td>
<td>0%</td>
<td>528</td>
</tr>
<tr>
<td>LRES</td>
<td>0%</td>
<td>528</td>
</tr>
<tr>
<td>MRES</td>
<td>0%</td>
<td>528</td>
</tr>
<tr>
<td>NRES</td>
<td>0%</td>
<td>528</td>
</tr>
<tr>
<td>ORES</td>
<td>38%</td>
<td>528</td>
</tr>
<tr>
<td>SRES</td>
<td>119%</td>
<td>528</td>
</tr>
<tr>
<td>TRES</td>
<td>85%</td>
<td>528</td>
</tr>
<tr>
<td>WRES</td>
<td>116%</td>
<td>528</td>
</tr>
<tr>
<td>XRES</td>
<td>80%</td>
<td>528</td>
</tr>
</tbody>
</table>

### Change Area Detail

**Scenario A**

- **Strengths**
  - CES no longer splits (100% feeder to HMS)
  - CES utilization allows for expected growth
  - OMES utilization allows for expected growth
  - SRES feeds 100% into LMS (currently splits between HMS and LMS)

- **Challenges**
  - 933 students would be in a East-West-East feeder pattern (CES - HMS - OHS)
  - ACES, SRES, WRES utilization is low
  - AES may reach capacity in three years
  - CES may have increased transportation costs and times associated with feeding to HMS
  - Creates new MS-ES split, HMS to OHS
  - FTES and OCES have high utilization
  - HMS will have a detached attendance boundary (CES)
  - LMS may be over-utilized in the next two years, but enrollment is expected to decline below capacity
  - OCES would have a new low percentage split into HMS
  - SMS still over-utilized

### ABC Committee Comments & Considerations

- Consider the impacts of high utilizations at Title I schools (AES, GOES, OCES, OMES)
- Consider the impacts of high utilizations at schools that currently house special education programs.
This scenario moves a total of 820 students. A portion of the current CES boundary would move to AES. The remaining CES boundary currently splitting between SMS and BMS would feed 100% into HMS, and then to OHS. The portion of SRES which currently feeds to HMS would feed to LMS creating a 100% feeder. A portion of the current LTES boundary would move to ISES. Portions of the current OSES boundary would move to OCES and FTES. Areas moving from OMES to OCES would also move to OMS to maintain the 100% feeder from OCES to OMS. The portion of HES which currently feeds to OMS would feed to SMS, creating a 100% feeder to SMS, but that same area would continue to feed to OOHS. A portion of the current OCES boundary, east of Old State Road, would move to FTES. The portion of FTES which is currently feeding to OMS would increase, leaving a lower percentage of FTES feeding into BMS.

### Elementary Changes

![Elementary Changes Map](image)

**Legend**
- Elementary Boundaries
- High School Boundaries
- School Locations
- HS
- MS
- ES
- Undevelopable Area

Note: Elementary boundaries are symbolized in varying shades of color. Change areas are outlined, prominent, and denoted with a label indicating which school they are proposed to move from and to.

### Middle School Changes

![Middle School Changes Map](image)

**Legend**
- Elementary Boundaries
- High School Boundaries
- School Locations
- HS
- MS
- ES
- Undevelopable Area

Note: Middle school boundaries are symbolized in varying shades of color. Change areas are outlined, prominent, and denoted with a label indicating which school they are proposed to move from and to.
**Change Area Detail**

**Current**

- **CURRENT ES**
  - New ES
  - Current MS
  - New MS

- **ENROLLMENT**
  - ES STUDENTS
  - MS STUDENTS
  - IMPACTED

**Proposed**

- **CURRENT ES**
  - New ES
  - Current MS
  - New MS

- **ENROLLMENT**
  - ES STUDENTS
  - MS STUDENTS
  - IMPACTED

**Current Proposed**

<table>
<thead>
<tr>
<th>Existing Units</th>
<th>Single Family</th>
<th>Multi-Family</th>
<th>Planned New Units</th>
<th>Single Family</th>
<th>Multi-Family</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single Family</td>
<td>Multi-Family</td>
<td>Utilization</td>
<td>Single Family</td>
<td>Multi-Family</td>
<td>Utilization</td>
</tr>
<tr>
<td>Single Family</td>
<td>Multi-Family</td>
<td>Capacity</td>
<td>Single Family</td>
<td>Multi-Family</td>
<td>Capacity</td>
</tr>
</tbody>
</table>

**Strengths**

- AES utilization allows for expected growth
- CES no longer splits (100% feeder to HMS)
- HES feeds 100% into SMS (current splits between SMS and OMS)
- OMES utilization allows for expected growth
- SRES feeds 100% into LMS (current splits between HMS and LMS)
- Students moving from BMS to OMS may have decreased transportation costs and times associated with feeding to OMS

**Challenges**

- 1,213 students would be in a East-West-East feeder pattern (CES, HMS, OHS)
- ACES, SRES, and WRES utilization is low
- CES may exceed capacity within three years
- CES may have increased transportation costs and times associated with feeding to HMS
- Creates new MS-ES split, SMS to OHS
- FTES, ISES, and OCES have high utilization
- HMS will have a detached attendance zone (CES)
- LMS may be over-utilized in the next two years, but enrollment is expected to decline below capacity
- SMS still over-utilized

**ABC Committee Comments & Considerations**

- Overall best scenario for elementary feeder patterns (no low-percentage splits)
- Consider the impacts of high utilizations at Title I schools (AES, GOES, OCES, OMES)
- Consider the impacts of high utilizations at schools that currently house special education programs.
This scenario moves a total of 652 students. A portion of the current CES boundary would move to AES. The remaining CES boundary currently feeding SMS and BMS would feed 100% into SMS, and then to OHS. The portion of SRES which currently feeds to HMS would feed to LMS creating a 100% feeder. The portion of HES which is west of US 23, currently feeding into SMS, would feed into HMS; the remainder of HES continues to split between SMS and OMS. Portions of the current OMES boundary would move to OCES and FTES. Students moved from OMES to OCES would continue to feed to BMS, creating a split at OCES between BMS and OMS. The students moving from OMES to FTES would continue to feed to BMS. A portion of the current FTES boundary would move to WCES.

**Elementary Changes**

**Middle School Changes**
### Olentangy Local School District: Attendance Boundary Committee

- **FOR CONSIDERATION**

### Change Area Detail

<table>
<thead>
<tr>
<th>CURRENT ES</th>
<th>NEW ES</th>
<th>CURRENT MS</th>
<th>NEW MS</th>
<th>K-12 STUDENTS IMPACTED</th>
<th>MOE STUDENTS IMPACTED</th>
<th>SINGLE FAMILY SUBDIVISIONS MOVED</th>
<th>MULTI FAMILY SUBDIVISIONS MOVED</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHESHIRE</td>
<td>ARROWHEAD</td>
<td>30</td>
<td>CHESTER CREEK, CHESTER CROSSING (SOUTH)</td>
<td>2</td>
<td>LANDINGS AT GLENROSE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FREEDOM TRAIL</td>
<td>WALNUT CREEK</td>
<td>24</td>
<td>NEXOS, THE MIDDLES AT BAILE YEOMAN, SHORES PLACE</td>
<td>3</td>
<td>VILLAGE AT BAILEY STATION</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHESHIRE CROSSING</td>
<td>OAK CREEK</td>
<td>35</td>
<td>PRESTIGE COMMONS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LIBERTY</td>
<td>45</td>
<td>BOWBOWER, BOWBOWER AT POLARIS, NORTHERN PLAZA APARTMENTS/TOWNHOMES, THE SUITES AT POLARIS, WALKER PARK</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>136</td>
<td>HYATTS</td>
<td>136</td>
<td>BIG BEAUTY FARMS, BOWMINER AT WINDWOOD, CAMPBELL LAKES, THE GREENS AT WINDWOOD (WINDWOOD)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>100</td>
<td>ARMS LIBERTY</td>
<td>136</td>
<td>BOWMINER, BOWMINER AT WINDWOOD, CAMPBELL LAKES, THE GREENS AT WINDWOOD, WINDWOOD</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>136</td>
<td>ARMS LIBERTY</td>
<td>136</td>
<td>BOWMINER, BOWMINER AT WINDWOOD, CAMPBELL LAKES, THE GREENS AT WINDWOOD, WINDWOOD</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>136</td>
<td>ARMS LIBERTY</td>
<td>136</td>
<td>BOWMINER, BOWMINER AT WINDWOOD, CAMPBELL LAKES, THE GREENS AT WINDWOOD, WINDWOOD</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The strengths and challenges listed below are based on observations from the ABC committee. They have been adjusted for consistency between scenarios. They are also only applicable to the Redistricting guidelines. Below the strengths and challenges, there are other comments outside of the parameters of the guidelines that the committee shared.

### Strengths

- CES no longer splits (100% feeder to SMS)  
- CES utilization allows for expected growth  
- OMES utilization allows for expected growth  
- SRES feeds 100% into LMS (currently splits between HMS and LMS)

### Challenges

- 863 students would be in a East-West-East feeder pattern (HES, HMS, OHS)  
- ACES, AES, SRES, and WRES utilization is low  
- Creates new low percentage MS-HS split, HMS to OHS  
- Creates new low percentage MS-HS split, SMS to OOHMS  
- HES would have an additional 2% split to SMS  
- LMS may be over utilized in the next two years, but enrollment is expected to decline below capacity  
- OCES may exceed capacity within three years  
- OCES would have a new low percentage split into BMS  
- SMS still over-utilized

### ABC Committee Comments & Considerations

- Moves the fewest number of students compared to all other scenarios.  
- SMS moving to HMS impacts students moved in last redistricting process (effective 2012-13)  
- SMS students moving to HMS would not have to cross US 23 for middle school by going to HMS.  
- Area moving from FTES to WCES may travel past FTES.  
- Consider the impacts of high utilizations at Title I schools (ACES, GOES, OCES, OOMES)  
- Consider the impacts of high utilizations at schools that currently house special education programs.
This scenario moves a total of 992 students. A portion of the current CES boundary would move to AES. The remaining CES boundary currently feeding SMS and BMS would feed 100% into BMS, and then to OHS. All of the HES zone west of SR 315 would move to LTES and then feed into HMS and then feed into OHS. The portion of HES currently feeding into OMS would feed into SMS, creating a 100% feeder to SMS, but that same area would continue to feed to OCHS. The portion of GOES west of Old State Road currently feeding into OMS would move to SMS. Portions of TTES north of Orange Road would move to GOES and feed into OMS. The remaining TTES boundary would feed 100% into OMS. Portions of OMES would move to OCES and FTES. A portion of the current OCES boundary, east of Old State Road, would move to TTES. Areas moving from OMES to OCES would also move to OMS to maintain the 100% feeder from OCES to OMS.
### Enrollment—Capacity—Utilization

<table>
<thead>
<tr>
<th>School</th>
<th>Capacity</th>
<th>Enrollment</th>
<th>Utilization</th>
<th>Existing Units</th>
<th>Permitted New Units</th>
<th>Planned New Units</th>
<th>Capacity Shortfall</th>
</tr>
</thead>
<tbody>
<tr>
<td>AES</td>
<td>530</td>
<td>430</td>
<td>82%</td>
<td>Single Family</td>
<td>Single Family</td>
<td>Single Family</td>
<td>30%</td>
</tr>
<tr>
<td>CES</td>
<td>560</td>
<td>500</td>
<td>89%</td>
<td>Single Family</td>
<td>Single Family</td>
<td>Single Family</td>
<td>7%</td>
</tr>
<tr>
<td>OES</td>
<td>525</td>
<td>450</td>
<td>86%</td>
<td>Single Family</td>
<td>Single Family</td>
<td>Single Family</td>
<td>14%</td>
</tr>
<tr>
<td>OMS</td>
<td>450</td>
<td>405</td>
<td>90%</td>
<td>Single Family</td>
<td>Single Family</td>
<td>Single Family</td>
<td>5%</td>
</tr>
<tr>
<td>HMS</td>
<td>410</td>
<td>360</td>
<td>88%</td>
<td>Single Family</td>
<td>Single Family</td>
<td>Single Family</td>
<td>12%</td>
</tr>
<tr>
<td>LMS</td>
<td>300</td>
<td>250</td>
<td>83%</td>
<td>Single Family</td>
<td>Single Family</td>
<td>Single Family</td>
<td>5%</td>
</tr>
</tbody>
</table>

#### Feeder Information

<table>
<thead>
<tr>
<th>School</th>
<th>Elementary to Middle School Feeders</th>
<th>Middle to High School Feeders</th>
</tr>
</thead>
<tbody>
<tr>
<td>OHS</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>OOHS</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>ARES</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>CES</td>
<td>99%</td>
<td>100%</td>
</tr>
<tr>
<td>ORES</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>BRES</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>OMS</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>HMS</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>LMS</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>OHA</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>IOHS</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>ARES</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

### Change Area Detail

- **Current ES**
  - Shorts 75%
  - OMS short 25%
  - BMS short 25%

- **New ES**
  - Shorts 75%
  - OMS short 25%
  - BMS short 25%

- **New MS**
  - HES utilization allows for expected growth
  - OMS utilization allows for expected growth
  - Students moving from BMS to OMS may have decreased transportation costs and times associated with the change
  - Students moving from HES/SMS to LTES/HAS may have decreased transportation costs and times associated with the change

- **Empty Seats**
  - Delta Single Family
  - Delta Multi-Family

### Strengths

- CES no longer splits (100% feeder to BMS)
- Creates a 100% feeder from FIES to OMS
- HES utilization allows for expected growth
- OMS utilization allows for expected growth
- Students moving from BMS to OMS may have decreased transportation costs and times associated with the change
- Students moving from HES/SMS to LTES/HAS may have decreased transportation costs and times associated with the change

### Challenges

- CES may exceed capacity within three years
- Creates new low percentage MS-HS split, HMS to OMS
- Creates new low percentage MS-HS split, SMS to OCHS
- LTES is over-utilized, but may be able to utilize the classroom connector to HMS
- Reduces GOES feeder percentage in to OMS creating a low percentage feeder

### ABC Committee Comments & Considerations

- Moves the largest number of students compared to the other scenarios.
- May result in the largest reduction in transportation costs and times compared to the other scenarios.
- Concerned about creating an imbalance of diversity between OMS and SMS.
- Consider the impacts of high utilizations at Title I schools (AES, GOES, OCES, OMES)
- Consider the impacts of high utilizations at schools that currently house special education programs.