

AN ABSTRACT OF THE THESIS OF

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Title Oregon School District Reorganization 1957-64 and
Implications for Improvement.

Abstract approved Jack V. Hall
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Purpose of the Study

The purpose of this research was to present a documentary analysis of school district reorganization in Oregon during the period from August 20, 1957, to July 1, 1964, and to develop a plan for further school district reorganization for Oregon. The major elements of this study were:

1. To describe the progress and present status of school district organization in Oregon from August 20, 1957, to July 1, 1964.
2. To set forth criteria for effective school districts in Oregon.
3. To apply the criteria of an effective school district to a districting system for Oregon.

Procedures

This research study reviewed the progress of school district

reorganization from 1957 to 1964 under the original and amended 1957 Reorganization Act enacted by the Oregon legislature.

The statistical data and much of the information needed were gathered from reports on file in the office of the State Department of Education. The final recommendation for further school district reorganization submitted by the county reorganization committees were reaffirmed by each county superintendent through personal contact by the writer.

Criteria for effective school districts in Oregon developed from a study of the literature are:

1. Each district should provide both elementary and secondary education.
2. The educational program should provide for both academic and vocational education.
3. Special programs, such as special education, kindergarten, and adult education should be provided, as needed.
4. Consideration should be given to the physical and social needs of the youth of the community.
5. An enrollment in excess of 1,000 students should be maintained consistent with population density and geographical limitations.
6. Ample transportation should be provided to prevent pupils from spending an excessive amount of time going to and

from school. It should be kept in mind that elementary and secondary students may share the same bus.

7. A central office staff should be provided that can give assistance and leadership necessary for the operation of an effective educational program and efficient administrative services.
8. There should be the greatest possible equalization of financial resources.
9. The boundaries of a district should be coterminous with or exceed the corporate boundaries of a community to avoid possible social and economic conflict.

The projection of a state-wide districting system was based on three major factors:

1. The final recommendations for school district reorganization within the counties by the county reorganization committees,
2. Criteria for effective school districts, and
3. Conformance with school district reorganization statutes and subsequent amendments.

Findings

1. Oregon school districts have a wide range of ability to finance an acceptable educational program.
2. Oregon school districts vary in organization and classification.

3. Oregon school districts vary widely in average daily membership.

Recommendations

1. That all area in the state of Oregon be included in school districts providing both elementary and secondary education.
2. That each district should have an enrollment in excess of 1, 000 students consistent with population density and geographical limitations.
3. That there should be the greatest possible equalization of financial resources.
4. That the financial structure for school district support be studied.
5. That a guide be developed to assist local school officials in reorganizing and developing the educational program and staff services to make most effective use of the resources available should the proposed districting system for Oregon recommended in this investigation be implemented.

OREGON SCHOOL DISTRICT REORGANIZATION 1957-64
AND IMPLICATIONS FOR IMPROVEMENT

by

DELOS DALE WILLIAMS

A THESIS

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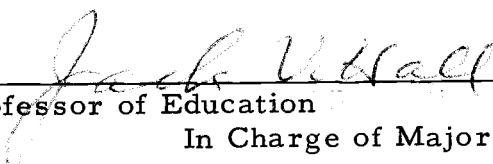
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OREGON SCHOOL DISTRICT REORGANIZATION 1957-1964 AND IMPLICATIONS FOR IMPROVEMENT

INTRODUCTION

Early in Oregon's history, the legislature was empowered by the Constitution to provide for a uniform and general system of common schools, free and open to all children from ages seven through 19. Acting under the authority granted by the legislature, local schools were established. The major purpose of a school district then, and now, is to provide an administrative organization through which the educational program can be planned and directed for the children of the community. School district organization has been in a state of flux from its inception due to such factors as industrial development, new farm technology, and growth and concentration of population. These factors caused an emergence of educational needs and administrative procedures unanticipated by the founding fathers, and produced a need for continued school district reorganization. This led to legislative action that permits two or more school districts to consolidate. The legislature assumes that the power to constitute school districts implies the power to reconstitute them. The legislature has delegated its power to organize school districts to the people at the local level. Until now, the same holds true for the reconstitution or reorganization of local districts. A school district should not be regarded as a sacred entity that cannot be changed.

When a school district serves its functions well, it is satisfactory; when it is unable to do the job for which it is created, it needs modification; hence there has been a continuous effort to reorganize school districts into educational units capable of meeting the needs, interests, and abilities of the children it serves. The knowledge explosion, population shifts, improved transportation, and many other recent developments make the organization of adequate school districts more urgent today than ever before, and it is doubtful that any other educational movement has had a greater influence on the educational opportunities for children.

Background for the Problem

The problem before legislators, educators, and lay people is the reorganization of school districts into more effective units. This is not a new problem, and progress is being made in school district reorganization in Oregon as evidenced by the reduction in the number of school districts from 1,221 in 1949 to 425 in 1964 (57, p. 1). There are many school districts that provide only elementary or secondary education. There is need for unification of the union high school and elementary districts, as it is desirable that all districts provide an educational program for grades one through twelve. It is also difficult for schools with small enrollments to provide, without excessive costs, an effective educational program. Oregon

(63, p. 1) had 127 operating school districts with fewer than 100 students enrolled during the 1963-64 school year. During the 1963-64 school year, 16 secondary attendance centers had fewer than 50 students enrolled and 27 had fewer than 100 students enrolled, or a total of 43 secondary attendance centers having fewer than 100 students enrolled. It must be pointed out that some of these attendance centers are essential due to their geographical location, but the attendance centers need not be in a small school district. Large districts can operate small attendance centers more effectively, efficiently, and often more economically. The larger district is in a position to offer a more effective educational program due to greater human and financial resources.

A major problem in district reorganization is the unification of all union high school districts and their component elementary districts. A second problem is the unification of the unified elementary districts with those providing education for their secondary students. The third problem is the study of the existing unified districts for the purpose of consolidating those that fail to meet the criteria for an effective school district and are not considered essential operating districts due to geographical isolation.

This study is significant at this time in that it may support the work of the current Interim Education Committee. This committee has been studying the problems of school district reorganization still

facing the state. Since this study is scheduled for completion prior to the 1965 legislative session, it could serve as a guide to significant school district reorganization legislation. The fact that this study will contain the latest basic data on school districts as they existed on July 1, 1964, should make it a useful document to those concerned with further school district reorganization.

The writer will project a state-wide districting system based on the objectives of this study and on personal experiences with nearly all of the school districts in Oregon from 1957 to 1964. The study may have national significance should the proposed historical analysis-projection procedures be effective for a state-wide reorganization of school districts in Oregon.

Purposes of the Study

The major purposes of this study are:

1. To describe the progress and present status of school district organization in the state.
2. To set forth general criteria for effective school districts.
3. To apply the general criteria of an effective school districting system for the State of Oregon.

As background information, this study will briefly summarize school district consolidation prior to the enactment of the School District Reorganization Act of 1957. This study will bear directly

upon an effective and efficient way to bring better educational opportunities to the children of Oregon through further reorganization of existing school districts.

The primary objective of this study is the projection of a statewide school districting system based on three major factors:

(1) the final recommendations for school district reorganization within the counties by the County Reorganization Committees; (2) criteria for effective school districts; and (3) provisions within the School District Reorganization statutes and subsequent amendments. The secondary purpose of this study is the historical documentation of the progress of school district reorganization under the School District Reorganization Act of 1957.

Definition of Terms

Classification of School Districts

There are many terms used throughout the nation to classify school districts. It is reported by Dawson (19, p. 60) that the various state laws give at least 60 different names to school districts and that certain characteristics are the basis for classification. The following classifications are generally taken from the Oregon Revised Statutes and the specified reference noted that applies to this study:

Unified School District. A unified school district is generally thought of as one providing a program of studies from the first grade through the twelfth.

Elementary School District. A district that provides elementary education only (K-6 and K-8). These elementary districts provide secondary education as a member of a union high school district or through the payment of tuition to a district that maintains a secondary educational program.

Union High School District. A district that is made up of two or more contiguous elementary school districts or parts thereof, organized for the purpose of providing a secondary educational program for the member elementary districts or parts thereof. (ORS 335.285)

County Unit District. A district that basically includes the entire county, except that the inclusion of first-class districts is not mandatory under the law. (ORS 335.005)

Suspended School District. A district that does not maintain schools but it does maintain a district organization and arranges for the education of children in another district through the payment of tuition. (ORS 332.130)

Abandoned School District. A term to designate the status of a legally organized school district which:

(1) ceases to operate a school for two successive years,
or (2) suspends school for two successive years or more,
or (3) for two consecutive years ceases to contain at least
six children of school census age. Upon declaration that
a school district is abandoned, its territory is annexed to
one or more adjoining districts (ORS 329.760)

County High School District. A school district that operates
a secondary school under the direction of the county court
or a county high school board. (ORS 335.701)

Joint School District. Any legally organized district
having territory in two or more adjacent counties.
(ORS 330.030)

Administrative School District. A term used to describe
a district organized pursuant to the 1957 Reorganization
Law, which is, with specific exceptions, required to
offer an educational program for grades one through
twelve. (ORS 330.505 to 330.780)

Legally Organized District. A term that includes all
districts that maintain an organization within the legal
framework of the state.

Operating School District. A district that operates a
school or schools.

Consolidation. A process of merging two or more contiguous or non-contiguous school districts to form one school district in accordance with prescribed procedures. (ORS 330. 110 to 330. 300)

Annexation. A process by which the intermediate school board, when petitioned to do so, causes the annexation of a district to one or more adjoining districts so that the district so annexed or divided will be eliminated, (ORS 329.730)

Reorganization. A procedure which "includes the formation of a new school district, the alteration of the boundaries of established school districts, and the dissolution or disorganization of established school districts, when such formation, alteration, dissolution or disorganization is accomplished through or by means of (ORS 330. 505) certain prescribed methods outlined in the 1957 Reorganization Law. "

School Census. The enumeration of all persons of the ages four through 19, inclusive, on October 25 of every even-numbered year.(ORS 332. 540)

Membership. The sum of days present and days absent of a pupil during a specified period of time when school was in session. (ORS 327. 006)

Average Daily Membership. The total days' membership of a school during a specified period of time divided by the number of days school was actually in session during the specified period.

Enrollment. The total number of pupils entering a school organization during a specified period of time.

Administrative Unit. A term used to designate an area in which a single board of education has the responsibility for the direct administration of all schools located therein.

Attendance Area. A term used to designate a "geographical area served by a single school".

Collection of Data

This study is essentially a documentary analysis of school district organization in Oregon. It is historical since it summarizes school district conditions as they existed prior to the 1957 School District Reorganization Act and the progress of district reorganization through June 30, 1964. It is descriptive (and projective) since it proposes to synthesize previous research, the final reorganization recommendations of the County Reorganization Committee, and the provisions within the School District Reorganization Act for the purpose of projecting an effective school districting system for Oregon. A documentary analysis seems to be a reasonable approach to a study

of school district organization which is constantly in a state of flux. These methods seem to be particularly appropriate in pursuing the purposes of this study since it looks at the past for whatever generalizations are possible through the analysis of selected past experiences (83, p. 192). It focuses attention on the synthesis of historical data that may serve as guides for analyzing current school district problems and conditions (29, p. 172).

The historical approach assists in the recognition and identification of significant factors related to the current problem (29, p. 175). Through the comparison of cyclical statistical information, significant trends are often revealed (29, p. 173). Historical data are classified by Good and Scates into two broad categories: (1) documents (reports of the past events record consciously for the purpose of transmitting information) and (2) relics or remains (physical objects produced without conscious intention of transmitting information). Essentially, the data for this study are: (1) official documents (county and state); (2) statements by authorities of school district reorganization; (3) criteria for effective school districts developed from recent literature; and (4) interview responses.

To supplement the data obtained through the analysis of the official documents on file in the State Department of Education, a formal interview was employed. Every county superintendent was interviewed regarding the validity of the documents on file pertaining

to the final recommendations of the County Reorganization Committees concerning future school district reorganization.

This chapter reveals that elementary and secondary education is a state responsibility, as provided for in the Constitution of Oregon. The provisions for public elementary and secondary education have been the responsibility of the Oregon legislature. Any changes or additions to the Oregon Revised Statutes rest with each incumbent legislature. The next chapter will deal with statutes affecting public elementary and secondary education as they exist now. It will point up school district reorganization trends based on legislative action and recommendations by recognized authorities on the subject of creating an effective school district structure.

SCHOOL DISTRICT REORGANIZATION

School district organization is about as old as our nation itself. The Ordinance of 1787 encouraged the establishment of public schools. It served as leavening for the creation of one-room schoolhouse districts that dotted the country in the westward movement during the 100-year period when much of the United States was being settled. Dawson (15, p. 55) points out that public schools in this country developed as community and neighborhood institutions, more nearly folk-made than any other schools in the world. It should be further noted that the first established public school districts provided for only elementary education. Public secondary schools made their appearance in the early nineteenth century, but it wasn't until the twentieth century that they really came into their own.

It is interesting to note that the legal basis for school district organization resides in the state governments. The federal constitution does not mention education, thus making direct federal control of education impossible without an amendment to the constitution. Therefore, states assumed the responsibility for public education in the formulation of their constitutions. Public schools became state institutions in a legal sense, that is each state in the Union has plenary powers with respect to matters of educational policy (15, p. 55). Public schools remain largely local and autonomous in character and

administration due to state delegation of authority. Remmlein (73, p. 9) sees a school district as a restricted agency possessing only those powers which are: (1) expressly granted by statute, (2) those fairly and necessarily implied in the powers expressly granted, and (3) those essential, not merely convenient, but indispensable to the objects of the school district. Education is a state function subject to constitutional limitations; the state has complete authority over the school district (22, p. 24) and may, in the interest of the welfare of the state, through legislature, make any desired change in its structure or function (43, p. 26). Dawson (19, p. 43) states that the courts have generally held that a local public school district is an agent of the state. A school district is a quasi-corporation created by the state in order that the state may more effectively administer its constitutionally mandated educational functions (22, p. 145). It is apparent that a public school district cannot create or abolish itself, nor can it function in a way contrary to constitutional or statutory laws. Since a school district is a creation of the state, the state legislature and the people hold in their hands the power to legislate and to initiate changes.

Generally, state legislatures have delegated to the local school district discretionary powers (3, p. 64) which are subject to change by the legislative body as needs arise.

Legislation

There is a unique dichotomy between the generally accepted American concept of the preservation of local control on the one hand and state authority for public education on the other. This situation continues to exist and has caused the production of much legislation. State legislation for the purpose of reorganizing local school districts may be classified into three general types, permissive, semi-permissive, and mandatory.

Permissive legislation refers to various consolidation and organization laws which prescribe the procedures by which local districts, citizens, or school officials may, at their discretion, initiate changes in school district organizational structure by the merging of two or more districts or parts of districts. Reorganization under this type of legislation is subject to local initiative and approval. This type of legislation permits partial or piecemeal reorganization without considering what is best for the local community, county, and state. In most instances, permissive legislation is cumbersome, difficult to set in motion, and it lacks provision for overall county and state planning (25, p. 7). Usually, under this type of legislation, no overall planning for a functional and adequate school district is required. Permissive legislation often results in financial inequities. School districts with adequate financial resources are reluctant to merge

with school districts that have less financial resources. Permissive legislation does little to facilitate an adequate educational program. It can and usually does create financial and educational inequalities among adjacent school districts.

The study by Holy (35, p. 83) points out that, through permissive legislation, existing districts have been permitted to continue, while making legal provision for new and additional services through the establishment of additional school districts. As a result of this, many areas in the state are in more than one school district which have no legally defined relationship to one another.

Semi-permissive legislation incorporates both mandatory and permissive features by requiring that essential preliminary steps and planning procedures be followed. Such legislation often mandates the creation of county and state reorganization committees. The state committee is charged with the responsibilities of assisting, counseling, reviewing, and approving or disapproving reorganization plans prepared by committees or other agencies at the county level. The committee at the county level is charged with the responsibilities of studying and preparing reorganization plans, holding hearings, and calling elections. The provision for hearings at both the state and county levels is of utmost importance in keeping the general public informed of any proposed changes in the school district structure in their community. Semi-permissive legislation stresses orderly

planning at either the county or state level, or both, for the purpose of organizing functional school districts offering both elementary and secondary education under a single administration (12, p. 2). This type of legislation leaves the final approval or rejection of the proposed reorganization plan to the vote of the people in the affected area (3, p. 170). Semi-permissive legislation is a product of the last decade and seemingly has caught the fancy of legislators in that it has become increasingly popular throughout the nation. The 1957 Reorganization Act in Oregon which will be discussed later is an example of semi-permissive legislation.

Mandatory legislation dictates reorganization of school districts within a specified time without securing the approval of the people at the local level. Mandatory changes in school district organization may be effected through direct action by the legislature, power delegated by the legislature to state and county agencies, or power delegated to county agencies only, with provisions in the act which these agencies are required to perform.

Many legislatures have hesitated to reorganize school districts by legislative mandate. Legislators look upon mandatory legislation as usurping the powers generally considered as belonging to the citizens of the local community and in violation of the time-honored concept of local control. On the other hand, ten states, Alabama, Tennessee, Kentucky, Utah, Virginia, Georgia, Maryland, Louisiana,

Florida, and Nevada, abolished all existing districts and established new districts by direct legislative action (3, p. 168). Mandatory legislation is a sure and quick way of achieving reorganization. Mandatory legislation also saves time, effort, and money, and it may prevent the people in the local community from becoming involved in a serious reorganization squabble. Since education is a function of the state, perhaps mandatory school district reorganization is rightfully the responsibility of the legislature. The legislature has the power to create districts. It also has the power to reconstitute school districts. McClurkin (41, p. 62) concludes that involuntary redistricting is the effective solution to the merger problems that today confront many school systems. He recommends that redistricting be determined at the state level by legislation whenever the original district borders are found to be impractical as a result of interim changes and developments. The state legislature may be in the best position to organize and to reorganize school districts.

Oregon Legislation Effecting School District Organization

There are certain Oregon statutes that bear directly or indirectly on school district organization. These statutes presented the formation, consolidation, annexation, and suspension of school districts, or parts of school districts. Following is a review of the statutes relating to school district reorganization prior to the 1957

Reorganization Act.

Consolidation (ORS 330.110)

The law prescribes the process of merging two or more contiguous or non-contiguous school districts to form one school district. The people within the proposed district may initiate consolidation through local action by following the prescribed procedures relative to petitions, elections, and fiscal adjustment. The first consolidation law was passed in 1903 and has been amended many times since.

Annexation (ORS 329.730)

This law provides that the intermediate school board, by following certain prescribed procedures, when petitioned to do so, causes the annexation of a district or a part thereof, to one or more adjoining districts, so that the district annexed or divided will be eliminated. The first annexation law became effective in 1901 and subsequently has had a series of amendments.

Union High School Districts (ORS 335.215)

This law provides that when two or more contiguous elementary school districts or parts thereof wish to consolidate for the purpose of forming a new district for secondary school purposes only (grades 9-12), they may do so by following certain prescribed procedures

relative to petition, elections, hearings, board members, the withdrawal and annexing of territory and certain fiscal adjustments.

The first act permitting the formation of a union high school was passed in 1907 and subsequently has had a series of amendments.

Course of Study Extension in Union High School Districts
(ORS 335.495)

This is an amendment to the Union High School Law which provides that the voters of a union high school district may, by following prescribed procedures, extend the course of study of the union high school to include any or all of the elementary grades. It also provides that, whenever all the elementary grades in all the elementary districts come under the jurisdiction of the union high school board, the union high school district as such shall be abolished and the area included shall be a unified school district. The administration of the newly formed district is the responsibility of the union high school board. All elementary district school boards are eliminated at the moment of unification.

County Unit Districts (ORS 333.005)

This law provides that all school districts, with certain specific exceptions, within a county may form a county unit district by complying with prescribed procedures and restriction contained in the

law. The restrictions permit first-class districts and union high school districts containing a first-class district to be excluded from the county unit district if this is the desire of the majority of the electorate within the first-class district. Two important aspects of the law are: (1) total equalization of the school tax levy throughout the county, and (2) the strategic placement of school attendance centers. This law became effective in 1921 and has subsequently been amended on several occasions. Crook, Josephine, Klamath, and Lincoln Counties were organized under this law. Crook and Lincoln Counties do not contain within their boundaries any first-class school districts.

County High School Law (ORS 335.705)

This law served a useful purpose for the sparsely-settled counties in Eastern Oregon, particularly Gilliam, Sherman, and Wheeler. It became effective in 1903. Action for a proposed county high school district was by voter petition or by direct action of the County Court. The main features of the law are: (1) the establishment of a county high school district, (2) the inclusion of the entire county, and (3) the election of a county high school board. It achieved a major purpose by bringing the entire county into a district serving secondary students only. The county high school board under the law was empowered to establish as many secondary attendance centers as they deemed essential.

Non-High School Districts (ORS 335.605)

This law provided for all territory in a county not in a district providing secondary education to be a non-high-school district. The purpose of the law was to raise funds from which tuition was paid to school districts operating secondary schools for those youth living in the non-high-school district. The law was passed in 1933. The legislative repeal became effective June 30, 1960. The elimination of the non-high-school districts contributed to school district re-organization.

Suspended School Districts (ORS 332.130)

The law makes it possible for a school board, with the approval of the electorate, to suspend operation of their school and arrange for education of its children in other districts. With the exception of operating a school, the district must function as any other operating districts. It must levy a tax sufficient to pay tuition, transportation, and other charges that are incurred in educating its children in other districts. A suspended district after two years may become an abandoned district.

Abandoned School District (ORS 329.760)

This law applies to operating school districts that have been suspended for two years. Unless the school board of the suspended

school district can convince the State Board of Education that there are legitimate reasons why they should continue as a suspended district, the county boundary board has within its power the right to cause their annexation to one or more adjoining districts which maintain standard schools. It also provides a method of dividing the assets and liabilities of the abandoned district. The 1953 amendment to the original law virtually eliminated abandoned and suspended school districts.

School District Reorganization in Oregon

School district reorganization in Oregon has been going on since the enactment of the consolidation laws of 1903. The original districts were laid out by the boundary boards acting within the authority delegated to them by the state legislature. Oregon, at that time, was pioneer country, sparsely populated with few roads and simple educational needs. A changing social order and drastic changes in economic conditions produced a need for some dramatic changes in school district organization (50, p. 19).

The 1939 Legislature recognized that something needed to be done to expedite school district reorganization. Since then, the legislature has periodically attempted to enact school district reorganization machinery with only limited success. The 1939 School District Reorganization Act commissioned the State Board of Education to

establish criteria, and to receive, examine, and reject or approve school district reorganization plans as presented by the legally-constituted county reorganization committees. One of the basic tenets of the law was to improve the educational program through the advocacy of district unification. County unit and union high school districts were excluded from the provision of the Act. The major weakness of the 1939 Reorganization Act was that any district not satisfied with the reorganizational proposal could vote itself out. The county committee recommended the elimination of 243 of the more than 2,100 districts that existed at that time (35, p. 7). In actuality, every district scheduled for elimination under the Act voted out. Upon the expiration of the law in 1941, little in the way of tangible results could be measured, but it did set in motion much discussion for the need of developing larger administrative units.

Following World War II, school districts were faced with a multiplicity of problems, including teacher shortage, classroom shortage, population growth, finances, and school reorganization. Some of these problems became the concern of the 1949 Legislature. The 1949 Legislature made provisions for a Legislative Interim Education Committee to study the many problems facing the school districts, with emphasis on school district reorganization. Sufficient funds were appropriated for a comprehensive study of the Oregon school system. The Legislative Interim Education Committee employed

Dr. T. C. Holy of Ohio State University to conduct the study. In his study, Holy made specific reference to Oregon's school district organization as being complex, cumbersome, and not in the best interest of effective education. One of his basic recommendations was that all the territory of Oregon should be within unified local school administrative units providing both elementary and secondary education (35, p. 94).

The 1951 Legislature enacted a comprehensive school district reorganization law in keeping with Holy's recommendations and those of the National Commission on School District Reorganization (19, p. 81). This act was subsequently referred to the people through initiative petition. Because of the mandatory provision contained in the act, particularly with respect to the overall voting procedures and the power invested in the boundary board (65, p. 27), it failed to meet with the approval of the voters in the general election held in November, 1952.

The 1953 Legislature worked on a school district reorganization measure based on the 1951 School District Reorganization Law. Though some of the objectionable features of the 1951 law were removed such as the provisions for the state commission and a state commissioner, the ratification of proposed county reorganization plans by the State Board of Education, and the revision of voting and organization procedures, the House and Senate failed to agree on

certain provisions in the revised legislation and it was defeated.

The 1953 Legislature did enact important legislation regarding abandoned and suspended school districts that resulted in the annexation of over 110 abandoned and suspended school districts in the state in 1954 and 1955.

The Governor's White House Conference on Education (68, p. 16) held in Salem in the spring of 1955 placed emphasis on the effect of district organization in providing for sound and effective education. Conference participants were agreed that school district reorganization was urgently needed, and recommended legislation favoring an administrative unit providing education for children from grades 1 through 12. The President's White House Conference on Education of 1956 included in the report that school district reorganization legislation was needed to provide the kind of education children needed in the decades ahead (82, p. 1-126).

The 1955 Oregon Legislature, influenced in part by the conferences and by the work of previous legislatures on school district reorganization, provided for a legislative interim committee to consider the reports and recommendations of these conferences in conducting its study of school finance and school district organization. The 1955 Legislative Interim Education Committee appointed county committees in each county to study school finance and district organization. The county studies were made and, as a result of these,

the Legislative Interim Education Committee prepared House Bill 163, which related to school district organization. This Bill 163 was patterned from a model school district reorganization draft prepared by the Department of Rural Education of the National Education Association (47, p. 1). House Bill 163 was passed by the 1957 Legislature and became known as the 1957 Reorganization Act (ORS 330. 505 - 330. 780) (66, p. 53-66), effective August 20, 1957. The passage of this law was a logical step in the series of school district organization laws beginning with the Consolidation Act of 1903. The major provisions of the 1957 Reorganization Act, as summarized by Austin Scrafford, County School Superintendent, Washington County, Oregon (77, p. 1-5) are included as Appendix A.

1. The objective of the Act was to organize all territory within the state into administrative school districts which operate a 12-year educational program.

2. The law mandated that each county elect a county reorganization committee of nine members and five alternates by and from the school board members of the county. The committee was responsible for the preparation and submission of school district reorganizational proposals to the State Board of Education. The committee was also empowered to prevent any consolidation and boundary changes which might have a detrimental effect on the ultimate formation of administrative districts.

3. The law provided that the State Board of Education was to formulate a set of minimum standards for administrative school districts, assist county committees, call and hold hearings in the areas affected by the reorganization proposal, and evaluate, reject, or adopt reorganization proposals submitted by the county reorganization committees.

4. A proposed administrative district was to be formed if it was supported by a majority vote in the affected area. The law imposed certain restrictions on pre-election and post-election procedures.

5. The new school board, during the time following its election and prior to the effective date of the district, was empowered to take "such action as essential in order that the administrative school district may carry out its required functions when it comes into existence".

The 1959 Legislature amended the 1957 Reorganization Act, which liberalized zoning procedures and made provisions for the optional establishment of local school committees to serve individual attendance areas within an administrative school district. The local school committees were vested with the power to: (1) determine the use of school district property for civic purposes, as long as it did not interfere with its primary use, and (2) reject for the ensuing year, by unanimous vote, any teacher assigned to the school by the administrative school district board. The 1959 Legislature also

amended the County Unit District law. The amendments enabled existing county unit districts, providing education from grades 1 to 12, to be recognized as reorganized school districts, and they also provided for the creation of new county school districts. The 1961 Legislature passed amendments and laws that changed the procedures for school district reorganization in Oregon. Some of the changes made by the 1961 Legislature that should be noted were:

- (1) The county reorganization committees were dissolved.
- (2) The rural school board became the county boundary board.
- (3) It reduced to a simple majority the 60-40 vote requirement by rejecting districts.
- (4) The legislature failed to provide funds for a director of school district reorganization.

Since 1903, various laws affecting school district organization have been enacted and amended in Oregon in an effort to keep pace with changing social and economic conditions. The legislators recognized that social and economic changes also produced a need for laws that permitted changes in the school district organizational structure. Even though some of the laws were excessively permissive and perhaps weighted on the side of local control, they did provide methods under which school district reorganization could occur. The people at the local level did what they thought best for the children and the community. However, some of the consolidations,

annexations, and boundary changes under the existing laws were not considered by authorities to be in the best interest of education and children. Lack of a county or state school district reorganization plan and assistance from the State Department of Education contributed to a super structure of school districts that became difficult to unscramble. Recent legislatures, when made fully aware of the problem, generally took the necessary action needed to accelerate the reorganization movement in Oregon. The results to date, as will be shown, have been encouraging.

General Trends in School District Reorganization

School districts are in a continuous state of flux. When a school district fails to meet the educational needs of the children residing in it, it is in need of modification. State legislatures throughout the nation have recognized this, and have taken legislative action encouraging or mandating school district reorganization.

As a result of reorganization, the number of school districts in the United States has been reduced from 127,649 in 1932 to 105,971 in 1948 (4, p. 1) to 33,086 (33, p. 10) in 1962. This represents a reduction of more than 74 percent since 1932 and over 69 percent from the beginning of the school population explosion in 1948.

Oregon's progress has kept pace with the nation. The number of school districts in existence each year from 1890 to 1964 is presented graphically in Figure 1 (51, p. 172-173).

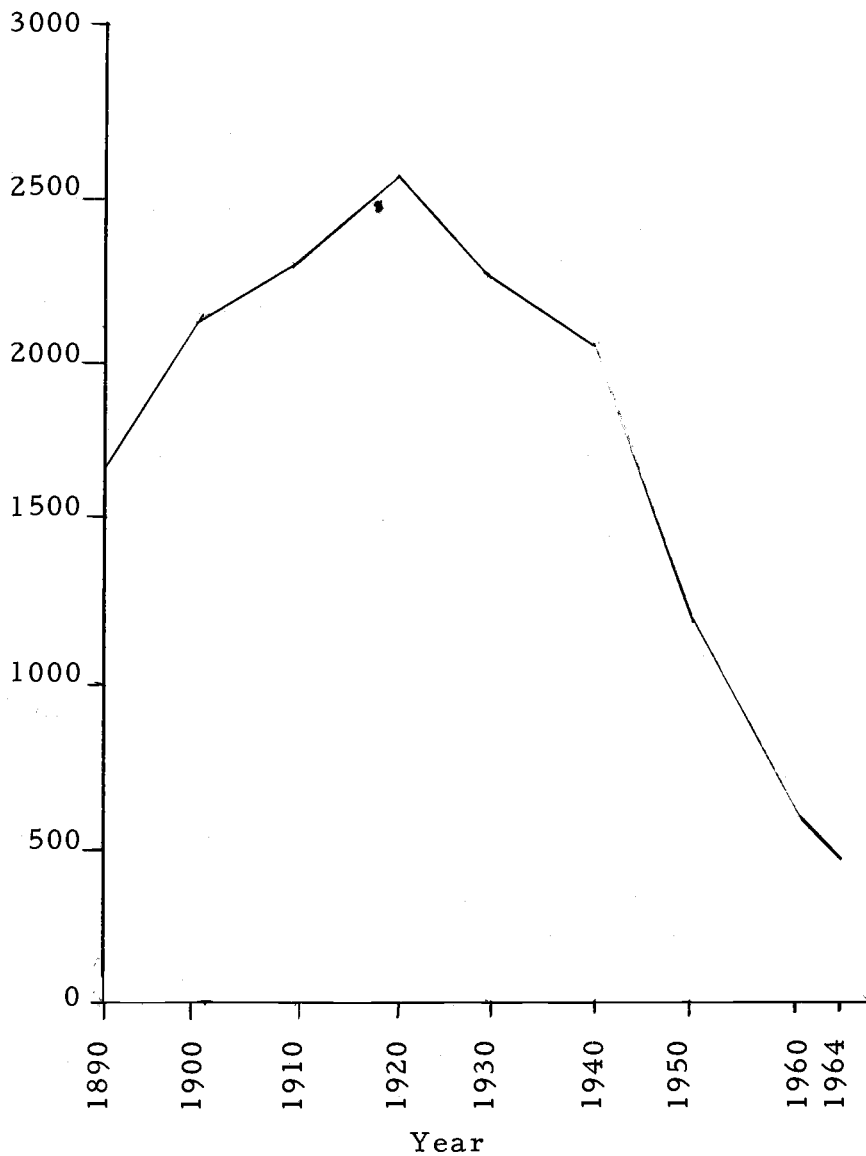


Figure 1. Number of school districts in Oregon, 1890 to 1964.

The State Department of Education in a report (57, p. 1) published in 1964, showed that between August 20, 1957, and July 1, 1964: (1) the number of districts providing education from grades 1 through 12 (unified) increased from 126 to 143, (2) the number of elementary districts was reduced from 487 to 240, and (3) the number of high school districts decreased from 96 to 42. The number of school districts during this same period of time was reduced from 709 to 425. In 1957, approximately 67 percent of all children attending public schools in the state attended in the 126 unified school districts and in 1964 approximately 78 percent attended school in the 143 unified school districts.

Another measure of progress in school district reorganization throughout the country is the reduction in the number of one-room country schools. Recent statistics indicated that there were 148,711 in the nation in 1930, and in 1961 only 15,018 (4, p. 4). During a similar period in Oregon, there was a reduction from 1,302 to 44 (72, p. 2). Also an indicator of progress in reorganization has been the reduction of school districts with fewer than ten teachers. Nationally, the reduction between 1947 and 1961 was from 66,571 to 16,551. During the same period of time, the number of school districts with 40 or more teachers increased from 4,330 to 6,492 (4, p. 11). Oregon school districts with fewer than ten teachers were reduced from 1,190 to 275, and those with 40 or more teachers

were increased from 35 to 88 (4, p. 11).

These data clearly indicate that school district reorganization has been making progress at an accelerated rate in recent years. Trends are indicated by: (1) the development of larger administrative districts, (2) districts that provide both elementary and secondary education, and (3) the reduction of elementary, secondary, and non-operating school districts.

Continued emphasis on school district reorganization is needed. As recently as 1953, nearly half of the districts were too small to be efficient or to provide an adequate educational program, particularly at the secondary level (25, p. 8). Many districts operate no schools, while others provide an elementary or secondary program. Students that must attend school in inadequately organized school districts may be handicapped due to an educational program that may lack both depth and breadth because of insufficient human and financial resources.

The area of school districts at both the state and national level is very pronounced. A striking example of largeness nationally is the Elko County School District in Nevada as cited by the American Association of School Administrators (3, p. 82). Its total area of 17,127 square miles exceeds the combined areas of the states of Connecticut, Massachusetts, and Rhode Island which totals less than 15,000 square miles and comprise more than 550 school districts.

Oregon's school districts also come in a variety of shapes and sizes. Such factors as mountain ranges, river canyons, and some gerrymandering have contributed to both shape and size. It is interesting to note that the administrative school districts range in area from approximately 4 to 2,059 square miles (58, p. 1-2).

School districts have a wide variation in their financial abilities, too. It is not uncommon in the states for the richest school district within a county to have 20 to 50 times as much wealth as the poorest and sometimes the difference is even larger (3, p. 84). A similar situation exists in Oregon. Among the unified districts in 1963-64, the true cash value per pupil in average daily membership ranged from \$210,842 in the wealthiest to \$11,011 in the poorest (63, p. 1-3). In Oregon elementary districts, the true cash value ranges from a high of \$229,743 to a low of \$6,202 per average daily membership (63, p. 14-19). This conforms with the low end of the range mentioned above in that some districts have in excess of 20 times more wealth than others. This topic will be discussed further in the following section, "Effective School Districts".

Patch (61, p. 1) in his Progress Summary Report to the State Board of Education states that there are a number of issues and factors that have caused school patrons to oppose reorganization. They are:

1. Fear of loss of local control of school.
2. Opposition to 60 percent voting procedure in a rejecting district.
3. Fear of loss of local school attendance center under reorganization.
4. Belief that existing schools are better than the schools would be under a reorganized district.
5. Nostalgic feeling toward existing school.
6. Group and organizational conflicts.
7. Inequality of wealth and tax rates of districts included in plan.
8. Belief that larger school districts provide an educational program devoid of a close relationship between parent, teacher, and pupil.
9. Lack of reliable and factual information regarding the proposal.
10. The diversity of attitudes toward the matter of self-government.
11. Haste in presenting plan for election and holding elections during summer months.
12. Rural-urban conflict.
13. Reluctance of board members to give up their positions.
14. Reluctance of educators to give up their positions.

Kreitlow (38, p. 81), Fitzwater (25, p. 100), Dawson (19, p. 202), and the National Education Association (48, p. 15) have prepared similar lists which vary little from the one above. Upon examination of the factors adversely affecting reorganization, it appears that the opposition to reorganization is based upon considerations not directly connected with the educational program. On the other hand, certain influences have encouraged school district reorganization. These influences are (71, p. 2):

- (1) equality of basic educational opportunity may be more easily achieved in a unified district;
- (2) a broader and more comprehensive educational program can more easily and more economically be affected;
- (3) a more prudent use of funds is possible through the coordination which can be effected under a unified school system;
- (4) a greater flexibility in developing a grade organization which is designed to meet the community's education needs;
- (5) more efficient use of school plant facilities can be achieved;
- (6) more effective and economical transportation; and
- (7) a concern for providing an educational program planned in a logical sequential manner for children from kindergarten through the twelfth grade.

Other important stimulants to school district reorganization have been the many studies at the local, state, and national levels

that focus their attention on the importance of a more effective school districting system.

Summary

This chapter has presented evidence that school district reorganization is in a state of evolution, that much progress has been made since World War II, and that reorganized school districts are becoming larger with increased student enrollment. The number of non-operating, dual, and partial systems has been reduced, tending to place more pupils in a school system providing a 12-year program. In the creation of larger school district units, local and imaginary boundaries have been shattered. School district reorganization tends to equalize the tax burden, but inequalities continue to exist because of inadequate state financial support programs. The existence of fewer school districts should lead to more effective and efficient use of both financial and human resources. An improved educational program that provides instructional continuity from grades 1 through 12 should be one of the major objectives for the restructuring of school districts.

Much progress has been made, yet the problem of organizing all territory into effective school districts is far from solved. There is ample evidence that many school districts, including some of the newly-formed administrative districts, are still too small in terms

of pupil enrollment and staff resources to provide a reasonably adequate educational program for all levels of instruction.

Many school districts still lack adequate financial resources or they may fail to use what they have effectively. There are still too many districts so structured as to preclude desirable continuity of instruction. Factors that contribute to an effective school district will be discussed in the following section.

EFFECTIVE SCHOOL DISTRICTS

If the American way of life were static, with little change in its culture, economy, population, and mobility of people, there would be little need for changing the organizational structure of school districts. Today life in America is dynamic. Social, economic, and educational changes are in a state of flux. School districts must make desirable changes in order to meet the challenges before them. These challenges vary from state to state just as they do from one community to another within the state. Therefore, there is no single answer to the community's school district needs. Communities have been getting larger, in part due to improved roads, better cars, agricultural technology, and the gradual disappearance of the small country town.

School districts have followed a similar pattern; a major reduction in districts maintaining one-room schools to a sizeable increase in districts providing an educational program for grades 1 through 12 with a professional teaching staff of 40 or more. Just as there are great variations in communities, so there are in school districts regarded as soundly organized. On the other hand, there are a number of broad, basic, and interrelated factors which these districts have in common in varying degrees. The factors are: the purposes of school districts, pupil population, the district organization, financial

resources, legal requirements, the community, student transportation, and the educational program. These factors will be discussed in the order listed and from which the criteria for an effective school district will be developed.

The Purposes of a School District

The purposes of a school district are manyfold. Bicknell and Cushman (5, p. 15) see the functions of the administrative district unit as one: "to provide schools that have the qualities and characteristics necessary to make available to all persons of educational age residing in that unit educational opportunities commensurate with varying needs, aptitudes, capacities, interests, and with the needs of society for the services and cooperation of such persons. "

Moehlman (43, p. 157) defines the purpose of a school district in these terms: "The purpose of the local school district is to serve as an efficient administrative area in accord with the principles underlying the concept, organization, and practice of public education for both children and adults in the United States. " Hagman (32, p. 65) states that: "American public education is a decentralized, state-authorized, locally-functioning undertaking dedicated in principle to the free education of children and youth and others without respect to individual economic, social, or geographic condition. " Because school districts are "set up in each state for the convenient

management of education and to allow for the play of local interest and initiative, it is presumed that, in each district, schools will be organized so that the education of the children may be most fruitful and most economically managed" (53, p. 11).

The effectiveness of a school district should be measured by the contribution it makes to the people it serves, rather than upon cost, its size, or its population. The important function of any school district must be that of providing an educational program that not only contributes to the welfare of the local community, but to the state and nation as well.

Moehlman (43, p. 182) states that the "desirable future school district should be based upon function to be performed. Educational, social, and economic considerations must predominate, with arbitrary or academic concepts of size, numbers, and financial ability as contributing but distinctly recessive and secondary factors."

Generally, school districts are organized to provide an educational program for the people they serve. The factors that contribute to an effective school district, pupil population, district organization, financial resources, legal requirements, the community, student transportation, and the educational program will be reviewed.

Pupil Population

Minimum school district enrollment has received much attention in recent years. Dawson (16, p. 58) in 1934, after a series of studies, recommended that an administrative unit, to have a full complement of administrators and supervisors within all the areas of staff and pupil services, must have a minimum enrollment of 9,800 pupils.

Conant (14, p. 77) states that an adequate elementary and secondary program can be provided when the graduating class of the secondary school has not less than one hundred students. This would mean an administrative district with an enrollment of 1,500 to 2,000 students, depending on the stability of the community. Morphet (44, p. 18-20) points out that reorganization of districts does not necessarily mean the elimination of attendance centers. He does state that small schools are inadequate and expensive as small districts, but some small schools are necessary whereas small districts are not. He further indicates that a district must have at least 1,200 to 1,500 pupils to operate with reasonable economy and efficiency. A district under this size cannot provide many of the services needed for an effective program of education. Districts with 4,000 or 5,000 pupils find it economically difficult to provide some of the needed services. One reason a minimum enrollment of

10,000 pupils has been recognized as desirable is that districts of that size or larger can more economically provide the needed services.

Dawson (17, p. 11), in a series of studies, concludes that school districts should have at least 1,200 and probably 2,000 or more pupils, in order to serve the community adequately and provide educational opportunities for its youth effectively and economically.

DeYoung (21, p. 54) recommends a minimum enrollment of 1,600 pupils for an administrative district. He qualifies this recommendation by excluding sparsely populated areas.

In an unpublished study by Beem relating to enrollment adequacy, a minimum of 11,000 pupils is suggested as necessary to insure a complete educational program. Districts with less enrollment should rely on other agencies to fill some of their needs for a full range of desirable services.

An intensive study completed by Fitzwater in 1957 (25, p. 53-54) reported minimum enrollment standards varied from general terms stating that school districts be large enough to warrant provision of all essential and desirable administrative and supervisory services, to a specified enrollment of 800 to 1,000 pupils in Wisconsin, and 2,000 pupils in California. The California standards set a minimum of 10,000 pupils for districts with reasonable growth potential, and indicated that districts with fewer than 2,000 pupils

should be limited to those areas of extreme isolation or sparsity of population.

Authorities are in general agreement with The National Commission on School District Reorganization (45, p. 82) that minimum enrollment requirements for elementary schools should bring together enough pupils so there could be one teacher per grade and that an enrollment of 300 pupils would be even more desirable. The high school minimum should be between 300 and 450 students. This would mean that each administrative district should have a total enrollment of 1, 000 to 1, 500 pupils to meet the minimum enrollment standard.

An enrollment range from a minimum of 1, 000 pupils to a maximum of 11, 000 or more pupils provides enough latitude for most re-organized districts. However, when the factors of population density, geographical differences, local concern, and others are taken into consideration, there is no simple or single answer to the question of enrollment.

There needs to be some flexibility in the criteria for enrollment requirements for an effective school district. No standards as to the optimum size of a school have been established by objective means (84, p. 24).

In summary, a district should have sufficient enrollment to provide: (1) an adequate educational program within a reasonable per pupil cost range, (2) sufficient administrative and supervisory

personnel, (3) specialized services as needed, (4) elementary schools with not less than one teacher per grade and preferably an enrollment of not less than 300 pupils, with a full-time principal, (5) a secondary school with not less than 300 students and preferably 450, and (6) an administrative unit small enough to permit a type of social organization that will allow people to participate effectively in its support and control and to share in its activities (46, p. 86).

District Organization

The literature suggests that all territory in each state, with minor exceptions, be placed in a district providing an educational program for grades 1 through 12. The 1957 Reorganization Act (56, p. 1) provides that the Oregon State Board of Education shall formulate and adopt minimum standards which all proposed administrative school districts must meet. The standard that deals with unification states that the county shall provide for the inclusion of all the area of the county in one or more administrative school districts which can furnish efficient and adequate educational opportunity for all pupils in grades 1 through 12; except that the State Board of Education may, at its discretion, approve a comprehensive reorganization plan that may exclude grades 9 through 12.

The unified, or 12-grade, school district which is adequate in size has proven to be the best system of school government devised

by the American people (3, p. 92). Its soundness has been demonstrated in community after community throughout the nation. It fosters ease and simplicity in educational control. The administration is the responsibility of but one school board. It allows all people in the district to have a voice in the educational program and the development of the district's educational philosophy. The unified district is generally accepted to be the most efficient and effective method of school district organization today. The future may bring about a change in the trend in school district structuring but at the moment it hasn't appeared on the horizon.

A goal of any effective school district is to produce a more efficiently coordinated program of the state's public school system through strong local school district organization, with single administrative control over all levels of public education in a given area (28, p. 9). It is generally accepted that an effective school district is one that provides an educational program for grades 1 through 12.

Financial Resources

Since World War II there has been much agitation by the people concerned with school finance to involve the state to a greater extent in providing financial assistance to local school districts. Some states provide financial assistance for operational expenses only, while others provide funds for both operational and capital expenses.

However, the principal source of revenue for school districts is still the local property tax. All levels of government, local, state, and federal, participate in financing the public schools. A recent survey by Osibov (69, p. 1-2) indicated that, nationally, 56.1 percent of the gross expenditures for public schools was produced by tax levies on local property, 40.2 percent from state revenues, and 3.7 percent from the federal level. He showed for Oregon that 64.6 percent of the gross expenditures for public schools came from local tax sources, 31.0 percent from state sources, and 4.4 percent from the federal level. More efficient use of all funds should result under effective school district organization.

It is Grieder's (31, p. 24) belief that equalization is the major financial consideration in the support of public education. Wilcox (84, p. 24) states that every state has some type of financial foundation program in operation for the public school. An adequate foundation program should provide support for an effective educational program in all districts. States have not, as yet, been willing to assume their share of financial support. Factors such as inflation, resistance of the "have" districts to the equalization concept, and resistance to further state control are reasons for inadequate state support.

Grieder (31, p. 24) states, that, as school districts are enlarged in size and reduced in number, the range in financial ability to

support education decreases. If districts would share the taxable wealth at the county level, the range would be further reduced. This is a good argument for some counties to become administrative districts. There is little justification for adequately organized school districts within a county to have great variations in the school tax levy. Until states are willing to provide a greater share of the operational funds to local school districts, it seems only reasonable to conclude that school district reorganization is the only immediate hope for improving the equalization of financial resources. For example, the four districts in Baker County showed a range in true cash value per average daily membership from \$35,615 to \$154,392 in 1963-64 (63, p. 1). Similarly, the range among Oregon counties was from \$19,388 to \$82,914. These figures point out the need for an effective financial equalization program at both the county and state levels.

It is impossible to defend a set of standards for school district fiscal adequacy that would fit all 50 states. Since factors such as state support, economics, and geography vary so much from state to state, such a task is impossible. It is agreed that a school district should have an adequate local tax base, together with fiscal assistance from county, state, and federal sources to raise sufficient funds, without excessive local effort, to provide an educational program that is acceptable to the local community and the state.

DeYoung (21, p. 54) points out that a true cash value of about \$25,000 per average daily membership is needed for a school district to support an effective educational program. The median true cash value per average daily membership for administrative districts in Oregon was \$23,469 (59, p. 2) based on 1960-61 assessed valuation and county assessment ratios and the September, 1960, average daily membership. These two figures are reasonably close. They have significance only in that they establish a bench-mark as a reasonable minimum. It must be pointed out that any figure presented might be applicable to a specific state but not to all states in general. There are other factors within each state that could make the figures presented unrealistic. Districts in states having a substantial state support plan could operate an effective educational program with less true cash value per average daily membership. This is to point out that the figures mentioned were suggestive rather than absolute. The school financial structure at both the state and district must be examined before a final determination can be reached. States that ignore their responsibility in establishing a realistic support program are contributing to the inequities in educational opportunities for their youth even after school district reorganization has been completed. When the financial ability of a school district falls below the average of the state, the school district has two alternatives, secure additional financial support at the local level or cut back their educational program.

Legal Requirements

Many school districts are hampered in the full utilization of their financial resources because of constitutional, statutory, and judicial restrictions. Most school districts in Oregon must annually have approval by the voters on that portion of the budget in excess of the constitutional restriction imposed, which is known as the six percent limitation (49, p. 270). Any school district in Oregon may propose a new tax base for voters' approval at any state-wide general election (66, p. 38). It should be pointed out that this limitation or base is often but a small fraction of the budgetary requirements of the district. The bonding capacity of a district is restricted to a certain percentage of the district's true cash value (66, p. 31).

Some states allow non-operating districts to exist and function without restriction and penalty. Such districts tuition their children to nearby districts but often fail to carry their full share of the operational and capital outlay of the operating district. This problem has been virtually eliminated by legislation in Oregon. There were only ten non-operating school districts in Oregon during the 1963-64 school year. Fitzwater (27, p. 17-19) states that a sound and equitable system of school finance requires a district structure capable of utilizing its taxable wealth as needed for the support of the total school program. The basic consideration is not necessarily in terms

of reduced taxes, but rather that the district be organized in such a way as to provide an improved educational program per tax dollar expended. Fitzwater (25, p. 87), in his extensive study of school district reorganization, concludes that an adequately reorganized unit is able to provide at less cost the services provided by the old districts and that, where school expenditures have increased, significant educational improvement has resulted therefrom.

In summary, the property tax is still the basic structure for support of public education within the state of Oregon and so it is nationally. It is possible to establish some guidelines with respect to adequate school district financial resources, although state, national, and other support programs must be taken into consideration.

The legal restrictions, the revenue needs of all local governmental agencies dependent on property tax levies, and the lack of full fiscal independence and operational efficiency are other factors that contribute to the financial problems of school districts. School district reorganization usually equalizes the financial condition of districts.

The Community

Students of school administration once placed great emphasis on the theory that the school district and the community have the same

boundaries. This concept is still held by many. The problem that presents itself now is that community boundaries are ever changing. The mobility of people is causing the disappearance of the small country town and leaving many school districts without trading centers. The school then often becomes the community for those people with children in school. This can be a community of few or many people, depending on the density of population and the geographical area of the school district.

Chase, director of the Rural Editorial Service of the University of Chicago, defines a community as "a unit of social organization larger than the neighborhood. It usually consists of a number of neighborhoods surrounding a town or village which is the chief service center for the community. It is to the community center that people go for food, clothing, drugs, farm machinery, and other supplies. It is there, usually, they seek the services of the barber and the auto mechanic, market their produce, and meet their friends. In this center are usually found churches and meeting places for farm, fraternal, and social organizations. Usually one finds in the center the offices of one or more doctors, dentists, and lawyers" (30, p. 19). Chase's definition of a community is all-encompassing. Dawson (19, p. 72) sees a district as a unit that can be adjusted to the natural processes of community living and large enough in area to include within its boundaries the natural sociological community.

Moehlman (43, p. 171) supports the "development of school districts around a natural economic and social area of interests, which the sociologist and educator call a 'natural community' and which the economist and the economic geographer call a 'trade area'. Since one of the jobs of the school is to harmonize the common interests of urban and rural territory, the ideal local school district would be an area in which all these interests are logically combined. "

Sumption and Beem (80, p. 42) are in general agreement that school districts should follow community lines. They caution that danger lies in underestimating the size of the community or sacrificing school efficiency where present community boundaries are too small.

Chase (30, p. 19) argues that separate administrative units for each community cannot be justified and that the advantages of a community school district may be retained in a unit embracing several communities under competent educational leadership. The idea that school districts should be coterminous with other units of local government is challenged by Moehlman (43, p. 174). He states that when such conditions exist they tend to "nullify the definite advantages secured in the adoption of the natural community plan in binding rural and urban interests more closely" (43, p. 174-175). In summary, the administrative school district should be of such size and social organization as to permit school patrons to actively participate in its support and control and to share in its activities.

Student Transportation

The location of attendance centers is a significant factor in the structure of a reorganized school district. It should be emphasized that the location of elementary and secondary attendance centers is the responsibility of the administration in the local district. Attendance centers should be located so as not to impose hardships on certain students, yet be geographically situated to permit maximum efficiency in terms of enrollment and the number of children transported.

The question of how far children should be transported arises frequently. The American Association of School Administrators (3, p. 130) recommends that school attendance centers should be strategically located in order to reduce the number of children in need of transportation. The Association suggests a maximum one-way walking distance of three-fourths mile for elementary children, one and one-half miles for junior high students, and two miles for senior high students. It recommends travel time on a school bus one way of one-half hour for elementary children and one hour for secondary youngsters. Alves, Anderson, and Fowlkes (1, p. 12) are of the opinion that high school students should not be required to walk more than two or two and one-half miles to or from school, or ride on a school bus more than one and one-half hours each morning or

evening. The National Commission on School District Reorganization (45, p. 82) suggests that the time spent by elementary children going to and from school should not exceed 45 minutes one way.

Educational Program

A satisfactory administrative school district must provide the kind of educational program needed by the people it serves. The educational program must not only satisfy the local community needs, but the state and nation as well. It must stimulate and guide each individual in wanting to develop his physical and mental capacities to the fullest. The National Commission on School District Reorganization (45, p. 73) suggests that such a program must be concerned with:

1. The mental development and the physical and emotional well-being of individuals.
2. Preparation for the occupations they are likely to enter and for the conditions under which they will work.
3. Wise and effective use of the resources of the community, state, and nation.
4. The well-being of family and community life in relation to the life of society as a whole.
5. The wise use of leisure.

The Commission goes on to state that rural school districts must be able to provide:

1. Well-organized educational experiences which extend from the kindergarten through grade 12, and to provide opportunities at public expense for persons who desire them, and can profit by them, to continue their education one or two years beyond this level.

2. Educational opportunities for adults which will give them the assistance they need in dealing with problems encountered every day.

3. The services necessary to meet the specialized needs of children and adults and to make efficient use of the resources available for educational purposes.

The Commission (45, p. 131) concludes that "satisfactory local school administrative districts provide the services of educational and business administration; supervision of attendance, instruction, and transportation; school library services, and community library service if the community hasn't a public library; adult education leadership; physical and health examinations of children; specialists for the identification of atypical children; the services of school psychologists and nurse-teachers; and a research staff. The central staff of the administrative unit should include special consultants in vocal and instrumental music, art, and specialized types of vocational education." There is a need in many administrative units for a

school lunch program coordinator. The concentration of large groups of youngsters in attendance centers too remote for them to go home for lunch suggests that cafeterias be provided as a part of the district program. Sumption and Beem (80, p. 18) propose that the district's educational program should:

1. Offer a comprehensive program from kindergarten through the secondary school, capable of meeting the diverse needs of all students and implemented by adequate guidance services.
2. Afford the services necessary to develop a program adequate to provide for vast individual difference.
3. Provide a complete program of discovering and providing for the exceptional child.
4. Afford adequate mental and physical health services.
5. Employ a well-trained, full-time administrator and at least one person who can devote his entire time to the improvement of instruction.

The foregoing are representative statements of the authorities in school administration as to those qualities and characteristics of an effective school program. The proposals are reasonably inclusive and, with modification to fit a specific school district, should provide the cornerstone for any effective educational program.

In 1948, Lobaugh (40, p. 168) indicated in his study of school district reorganization for Oregon that effective school districts:

(a) exist only for the purpose of rendering the most effective possible educational service to the people of the area, (b) be adapted to the peculiar conditions of the various states and areas, (c) provide, from primary through secondary years, the educational services necessary to meet the diverse needs of the pupils therein, (d) contain a minimum of 1, 000 pupils between the ages of 6 and 17, so that a high school attendance center of at least 300 can be maintained, (e) have its high school so located that no pupil travels more than one hour by bus in order to reach the school, and (f) be coterminous with a natural sociological community.

Summary

There are many characteristics that contribute to an effective school district. The foregoing material in this chapter discusses some of them, and they are used as a basis for the formulation of criteria for an effective school district. The criteria are not to be interpreted as exacting, arbitrary measures, but to represent some of the desirable features of an effective school district. In cases of sparsity of population, unusual geographic features, and long distances from attendance centers, the criteria must be interpreted in light of common sense and practicality.

Most areas in the state can be organized into effective school districts using the proposed criteria as guidelines.

1. Each district should provide both elementary and secondary education.
2. The educational program should provide for both academic and vocational education.
3. Special programs, such as special education, kindergarten, and adult education should be provided as needed.
4. Consideration should be given to the physical and social needs of the youth of the community.
5. An enrollment in excess of 1,000 students should be maintained consistent with population density and geographical limitations.
6. Ample transportation should be provided to prevent pupils from spending an excessive amount of time going to and from school. It should be kept in mind that elementary and secondary students may share the same bus.
7. A central office staff should be provided that can give assistance and leadership necessary for the operation of an effective educational program and efficient administrative services.
8. There should be the greatest possible equalization of financial resources.
9. The boundaries of a district should be coterminous with or exceed the corporate boundaries of a community to avoid possible social and economic conflict.

To be presented in the next chapter will be statistical data for the 425 Oregon school districts as of July 1, 1964, and recommendations of the county reorganization committees formulated in 1962. This information and the criteria proposed will be the basis for projecting an effective school districting system for Oregon.

SCHOOL DISTRICT STATUS

Introduction

This documentary analysis will show the action that resulted in the reduction of school districts in Oregon from August 20, 1957, to July 1, 1964. The Reorganization Act as discussed in a previous chapter that became effective on August 20, 1957, had as its major purposes: (1) the inclusion of all the area in a county or contiguous counties into one or more administrative school districts that would furnish effective educational opportunities for all the pupils in grades 1 through 12, (2) that such districts follow as nearly as practicable the natural social and economic communities, and (3) which meet the elementary and secondary school standards as adopted by the State Board of Education (56, p. 1-2). The one exception to the preceding statements allowed the State Board of Education discretionary powers regarding the inclusion of specific districts into an administrative school district.

A provision of the 1957 Reorganization Act permitted the State Board of Education to exclude districts whose educational standards would be impaired should they be forced to join an administrative district. Thus the unified elementary district was created that provided education for elementary children within the district, and secondary students were tuitioned out to districts providing secondary

education. The 1957 Reorganization Act created a nine-member county reorganization committee elected from and by local school board members at a legally called convention in the fall of 1957 for each county in Oregon. In addition to the nine-member committee, five alternates were elected to fill committee vacancies that might arise during the life of the committee due to a variety of circumstances. The county school superintendent of each county was named to serve ex-officio as secretary of this committee. A major responsibility of each county reorganization committee was the preparation of a school district reorganization plan for the county.

In preparing plans of district reorganization, county committees were required to include the following (81, p. 1-2):

1. The boundaries of the proposed administrative district.
2. Where necessary, recommendations respecting the location of schools, utilization of existing buildings, and the construction of new buildings.
3. The transportation requirements under the plan.
4. An equitable adjustment of all property, assets, debts, and liabilities of each existing school district which is affected by the plan.
5. A summary of the reasons for each proposed reorganization of school districts.
6. Such other reports, records, and materials as the State Board of Education may require.

7. Designation of the term of office of the first board of directors and the method of electing such directors.

8. Plan for zoning the proposed districts for election of board members if the reorganization plan calls for zoning.

The previously enacted consolidation and annexation laws still in effect were used extensively in the school district reorganization process. Their use in consummating school district consolidation or annexation was at the discretion of the county reorganization committee. If the proposed consolidation or annexation plan were found compatible with the county plan, it was approved by the county reorganization committee.

The Reorganization Act mandated public hearings at both the county and state levels. A public hearing was necessary on any reorganization proposal at the county level and on those proposals presented by the county reorganization committees to the State Board of Education. The State Board of Education reviewed and approved those reorganization plans that in their judgment met predetermined criteria for a satisfactory administrative school district. After State Board of Education approval, the final determination of any reorganization plan was by a majority vote at a legally scheduled election in the area affected.

The procedures requiring both the county committee and State Board of Education approval of reorganization plans prevented

inadequate and piece-meal school district consolidation from taking place.

School district reorganization from August 20, 1957, to July 1, 1964, reduced the number of school districts from 709 to 425.

Table I shows the progress of school district reorganization under prior law and the 1957 Reorganization Act for each county in Oregon and for the state as a whole. It is worthy to note that 184 school districts were eliminated and 90 administrative districts created under the Reorganization Act. Consolidation under prior law reduced the number of school districts during this period by 167, and legislative action as provided for in ORS 335.090 and Chapter 562, Oregon Laws 1957, further reduced the number of districts by 23. Table II indicates the changes in the number of school districts in each classification between August 20, 1957, and July 1, 1964. Other comparisons of interest, shown in Table III, are the number of districts in each county that provide education from grades 1 through 12, the percent of these districts in relation to the total districts in the county, and the percent of total pupils in average daily membership in each county that attend in unified school districts.

To project an effective school districting system for the state of Oregon, certain basic information is needed. This information presented in a standard format for each county includes school district statistical data for the year 1963-1964 and recommendations

Table I. Summary of school district reorganization in Oregon during period from August 20, 1957, to July 1, 1964.

County	No. of School Districts 8/20/57	No. of School Districts Dissolved Since 8/20/57			Administrative Districts Created Since 8/20/57	No. of School Districts 7/1/64
		Consoli- dation	Reorgani- zation	Legis- lation*		
Baker	19	9	9	1	4	4
Benton	18	5	3	1	3	12
Clackamas	49	11	1	1	1	37
Clatsop	14	1	3	1	2	11
Columbia	19	5	2	-	2	14
Coos	21	1	19	1	6	6
Crook	1	-	-	-	-	1
Curry	10	1	1	1	1	8
Deschutes	14	2	3	1	1	9
Douglas	27	6	8	1	6	18
Gilliam	8	1	4	-	2	5
Grant	17	3	10	-	5	9
Harney	17	1	-	-	-	16
Hood River	2	-	2	-	1	1
Jackson	20	8	7	1	7	11
Jefferson	8	2	-	1	-	5
Josephine	2	-	1	-	1	2
Klamath	3	-	-	-	-	3
Lake	12	2	-	1	-	9
Lane	47	16	21	1	8	17
Lincoln	1	-	-	-	-	1
Linn	55	7	4	1	2	45
Malheur	29	9	5	1	2	16
Marion	57	8	10	1	3	41
Morrow	7	6	1	-	1	1
Multnomah	28	5	9	2	4	16
Polk	27	10	9	1	3	10
Sherman	6	-	-	-	-	6
Tillamook	13	-	7	-	1	7
Umatilla	25	4	14	1	11	17
Union	17	8	8	1	6	6
Wallowa	18	9	-	1	-	8
Wasco	14	4	-	1	-	9
Washington	50	10	12	-	1	29
Wheeler	7	1	6	-	3	3
Yamhill	27	12	5	1	3	12
Total	709	-167	-184	-23	90	425

* Provided for in ORS 335.090 and Chapter 562, Oregon Laws 1957.

Table II. Change in number of Oregon school districts during period from August 20, 1957, to July 1, 1964.

Classification of School Districts	Number of School Districts		Change in Number	
	8/20/57	7/1/64	Increase	Decrease
Unified	126	143	17	0
Elementary	487	240	0	247
Union High and County High	<u>96</u>	<u>42</u>	<u>0</u>	<u>54</u>
Total	709	425	17	-301

Table III. Summary of number of school districts and percent of average daily membership attending unified districts as of July 1, 1964.

County	Number of School Districts	School Districts Providing Education Grades 1-12		% of Total ADM of County Attending in Unified Districts
		Number	% of Total	
Baker	4	4	100.0%	100.0%
Benton	12	3	25.0	90.7
Clackamas	37	5	13.5	39.7
Clatsop	11	4	36.3	62.0
Columbia	14	2	14.2	46.7
Coos	6	6	100.0	100.0
Crook	1	1	100.0	100.0
Curry	8	3	37.5	70.8
Deschutes	9	2	22.2	66.1
Douglas	18	13	72.2	90.8
Gilliam	5	2	40.0	94.2
Grant	9	5	55.5	50.6
Harney	16	-	----	----
Hood River	1	1	100.0	100.0
Jackson	11	8	72.7	98.7
Jefferson	5	2	40.0	98.4
Josephine	2	2	100.0	100.0
Klamath	3	1	33.3	58.6
Lake	9	2	22.2	84.0
Lane	17	17	100.0	100.0
Lincoln	1	1	100.0	100.0
Linn	45	3	6.8	13.2
Malheur	16	4	25.0	74.9
Marion	41	6	24.6	78.1
Morrow	1	1	100.0	100.0
Multnomah	16	5	31.2	89.4
Polk	10	5	50.0	94.6
Sherman	6	-	----	----
Tillamook	7	2	28.5	82.9
Umatilla	17	11	58.8	82.5
Union	6	6	100.0	100.0
Wallowa	8	4	50.0	97.0
Wasco	9	3	33.3	85.4
Washington	29	2	6.9	51.1
Wheeler	3	3	100.0	100.0
Yamhill	12	4	33.3	73.5
Total	425	143	33.6%	77.5%

filed by each county reorganization committee on or before June 30, 1962.

The statistical data for the school year 1963-1964 obtained from reports on file at the State Department of Education includes:

1. name and number of each school district.
2. average daily membership.
 - a. grades 1 through 12
 - b. grades 9 through 12
3. true cash value per average daily membership.
4. status of high school.

This statistical data is reported for each district by county in Tables 1-36, Appendix B. Maps detailing the boundaries for each district as of July 1, 1964, are Maps 1-36, Appendix C.

County Reorganization Committee Recommendations

The progress of school district reorganization resulting directly or indirectly from the 1957 Reorganization Act is reported to show the reduction in the number of school districts from August 20, 1957, to July 1, 1964. The recommendations of the county reorganization committees for further school district reorganization in their respective counties are included. Further reorganization of districts between July 1, 1962, and July 1, 1964, some of which implemented the recommendations, are indicated.

Baker County

The Baker County Reorganization Committee in its deliberations proposed a comprehensive school districting plan consisting of four administrative school districts for the county. In Baker County there were 19 districts at the advent of the 1957 Reorganization Act. During the period from August 20, 1957, to July 1, 1964, dissolution of districts resulted from nine consolidations, nine reorganizations, and one legislative mandate. The four recommended administrative school districts were created on July 1, 1962. (See App. Table 1, p. 185 .) A Baker County map details the four administrative school districts. (See Map 1, p. 225 .)

Benton County

Benton County had 18 school districts at the beginning of the 1957 Reorganization Act. The number of districts was reduced by five consolidations, three reorganizations, and one legislative mandate. (See App. Table 2, p. 186 .) The county reorganization committee proposed four administrative districts. Three have been formed. These districts are Corvallis No. 509J, Philomath No. 17, and Alsea No. 7J. The committee further recommended that the four elementary school districts in the Albany Union High School District No. UH8J become a part of an administrative district consisting of

the component elementary districts of UH8J located in Linn County.

The committee recommended that the component elementary districts of the Monroe Union High School District No. UH1J become an administrative district. The county reorganization committee stayed with this plan and submitted it to the State Department of Education as their final plan. A Benton County map details the 12 school districts. (See Map 2, p. 226.)

Clackamas County

Clackamas County had 49 school districts at the advent of the 1957 Reorganization Act. The districts were reduced by 13 through 11 consolidations, one reorganization, and one by legislative action. One administrative district was created during the same period. (See App. Table 3, p. 187.) The county reorganization committee's final comprehensive reorganization plan prepared early in 1962 proposed that there be 11 administrative school districts formed as follows:

1. Proposed Administrative District No. R86 - Canby, including Canby No. UH1, Carus No. 29, Canby No. 86, and Ninety-one No. 91J.
2. Proposed Administrative District No. R-46 consisting of Sandy No. UH2, Welches No. 13, Bull Run No. 45, Sandy No. 46, Dover No. 83, Cottrell No. 107, and part of Boring No. 44.

3. Proposed Administrative District No. R-35 - Molalla, including Molalla No. UH4, Meadowbrook No. 11, Dickey Prairie No. 25, Clarkes No. 32, Molalla No. 35, Beaver Lake No. 65, Shubel No. 80, Mulino No. 84, Maple Grove No. 87, and Rural Dell No. 92. Meadowbrook No. 11 joined Molalla No. 35 on July 1, 1964.
4. Proposed Administrative District No. R-1 - consisting of part of Milwaukie Union High School No. UH5 and Milwaukie No. 1.
5. Proposed Administrative District No. R-28 consisting of part of Milwaukie No. UH5, Concord No. 28, Clackamas No. 64, and Oak Grove No. 103.
6. Proposed Administrative District R-108 Estacada, including Estacada No. UH6, Eagle Creek No. 17, Estacada No. 108, Redland No. 116, and Three Lynx No. 123.
7. Administrative District No. R-3 - West Linn.
8. Administrative District No. R-7 - Lake Oswego.
9. Proposed Administrative District No. R-53 - Colton.
10. Administrative District No. R-62 - Oregon City.
11. Administrative District No. R-115 - Gladstone.
12. Proposed that Damascus-Union No. 26 and part of Boring No. 44 be included in an administrative district in Multnomah County along with joint districts No. 300J and 302J. A Clackamas County map details the 37 school districts. (See Map 3, p. 227 .)

Clatsop County

Clatsop County had 14 school districts at the time the 1957 Reorganization Act became effective. The districts were reduced by five through one consolidation, three reorganizations, and one by legislative mandate. Two administrative districts were created during the same period. (See App. Table 4, p. 189 .) The final comprehensive district reorganization plan formulated by the county reorganization committee and submitted to the State Department of Education early in 1962 proposed five administrative school districts as follows:

1. Proposed Administrative District No. 1, to include Astoria No. 1, Lewis and Clark No. 5, and Olney No. 11.
2. Proposed Administrative District No. 4, to include Knappa No. 4 and all of Westport No. 7J lying in Clatsop County.
3. Administrative District No. 8 - Jewell.
4. Administrative District No. 30 - Warrenton.
5. Proposed Administrative District No. 10, to include Seaside No. UH1, Seaside No. 10, Gearhart No. 15, and Cannon Beach No. 37.

A Clatsop County map details the 11 school districts existing on July 1, 1964. (See Map 4, p. 228.)

Columbia County

Columbia County had 19 school districts on August 20, 1957. District reduction resulted from five consolidations and three reorganizations. Two administrative districts were created July 1, 1962. (See App. Table 5, p. 190.) The county reorganization committee in their final comprehensive reorganization plan proposed a county redistricting system consisting of:

1. Administrative District No. 47J - Vernonia.
2. Administrative District No. 502 - St. Helens.
3. Proposed Administrative District No. 13, Rainier, to include Rainier Union High No. UH3, Hudson No. 4, Rainier No. 13, Goble No. 20, Delena No. 32, Neer City No. 36, and part of Mayger No. 23. Neer City No. 36 joined Rainier No. 13 July 1, 1964.
4. Proposed Administrative District No. 1J, Scappoose, to include Scappoose Union High No. UH4J, Scappoose No. 1J, Warren No. 7, all of Sauvie Island No. 6J and 19J in Columbia and Multnomah Counties, and Holbrook No. 38, Multnomah County. The comprehensive plan also included Skyline No. 9 in Multnomah County, which has subsequently become a part of Portland No. 1J.
5. Proposed Administrative District No. 5, to include Clatskanie

Union High District No. UH5J, Clatskanie No. 5, Quincy No. 25, part of Mayger No. 23, and all of Westport No. 7J in both Clatsop and Columbia Counties. Mayger No. 23 joined Quincy No. 25 on July 1, 1964.

A Columbia County map shows the boundaries of the 14 districts remaining on July 1, 1964. (See Map 5, p. 229.)

Coos County

Coos County had 21 school districts at the advent of the 1957 Reorganization Act. District reduction resulted from one consolidation, 19 reorganizations, and one by legislative mandate. Six administrative districts were created. (See App. Table 6, p. 191.) This was in accord with the recommendations of the county reorganization committee. A map of Coos County details the boundaries of the six administrative districts. (See Map 6, p. 230.)

Crook County

The county committees of Crook and Deschutes agreed to a boundary change that removed the Crook County part of the Powell Butte School District from the Redmond Union High School District No. UH1 and made it a part of Crook County School District for all purposes. This placed all the territory in the county in the Crook County Unit District. (See App. Table 7, p. 192.) The county

committee is on record as completing its work in May, 1962. A map of Crook County shows the boundary of the county unit district.

(See Map 7, p. 231 .)

Curry County

Curry County had ten districts at the time the 1957 Reorganization Act became effective. The reduction of districts resulted from one consolidation, one reorganization, and one by legislative mandate. One administrative district was created during the period. (See App. Table 8, p. 193 .) The county reorganization committee proposal included the Port Orford-Langlois Administrative School District No. 2CJ formed July 1, 1959, and two projected administrative districts, the first consisting of Gold Beach No. 3, Agness No. 4, Illahe No. 7, Ophir No. 12, the union high portion of Pistol River No. 16, and the Gold Beach Union High School District No. UH1, and the second to include Brookings No. 17, Upper Chetco No. 23, and that portion of Pistol River No. 16 not in Gold Beach Union High School District No. UH1.

The above comprehensive plan was reaffirmed by the county committee in March, 1962; therefore it became their final plan. A Curry County map details the boundaries of the eight remaining school districts. (See Map 8, p. 232 .)

Deschutes County

Deschutes County had 14 school districts at the advent of the 1957 Reorganization Act. District reduction resulted from two consolidations, three reorganizations, and one by legislative mandate. The county reorganization committee filed their report in early 1962 favoring a comprehensive reorganization plan of three administrative school districts and one unified elementary district. Bend Administrative District No. 1 had been activated July 1, 1961, following suggestions by the county committee. The Bend administrative school district included all the area south of the Tumalo and the Redmond UH1J districts but excluded Brothers No. 15. It was decided that Brothers District No. 15 should remain an elementary unified district, tuitioning their few secondary students to districts willing to have them. (See App. Table 9, p. 194.) The other two proposed administrative districts are: (1) to include Sisters No. 6, small parts of Cloverdale No. 18C, Tumalo No. 3C, and Redmond No. 2J, and (2) to include most of the Redmond Union High School District No. UH1J made up of elementary district components Terrebonne No. 55, Alfalfa No. 24, and major parts of Redmond No. 2J, Cloverdale No. 18, and Tumalo No. 3. A Deschutes County map shows the boundaries of the eight remaining districts. (See Map 9, p. 233.)

Douglas County

Twenty-seven districts existed in Douglas County when the 1957 Reorganization Act became effective. The number of districts was reduced by six consolidations, eight reorganizations, and one by legislative mandate. Six administrative districts were created for a total of 18 districts on July 1, 1964. (See App. Table 10, p. 195.) The county reorganization committee in their final comprehensive reorganization plan submitted to the State Department of Education in May, 1962, proposed ten administrative districts for Douglas County. The majority report of the committee proposed that the ten administrative districts be composed as follows: (1) Oakland No. 1, Umpqua No. 45, and Sutherlin No. 130; (2) Roseburg No. 4; (3) Glide No. 12; (4) Days Creek No. 15; (5) Canyonville No. 8, Myrtle Creek No. 19, and Riddle No. 70; (6) Camas Valley No. 21 and Winston-Dillard No. 116; (7) Drain No. 22 and Yoncalla No. 32; (8) Elkton No. 34; (9) Glendale No. 77; (10) Reedsport Union High No. UH13, Gardiner No. 9, Reedsport No. 105, and Ash Valley No. 125. The minority report proposed that Myrtle Creek No. 19, Winston-Dillard No. 116, Yoncalla No. 32, and Drain No. 22 become administrative school districts. It further proposed that Canyonville No. 8 and Riddle No. 70 be united to form an administrative school district. On July 1, 1964, Canyonville No. 8 joined

Myrtle Creek No. 19 which partially completed recommendation No. 5. A Douglas County map details the boundaries of 18 remaining districts. (See Map 10, p. 234 .)

Gilliam County

The committee is on record supporting the comprehensive re-organization plan of five districts for the county. (See App. Table 11, p. 196 .) This plan was consummated in 1962 and remained the same July 1, 1964. The county had eight districts in 1957. A Gilliam County map details the five districts. (See Map 11, p. 235 .)

Grant County

Grant County had 17 districts at the advent of the 1957 Reorganization Act. District reduction resulted from three consolidations and ten reorganizations. (See App. Table 12, p. 197 .) The committee in their final comprehensive plan recommended the formation of six administrative school districts. Five administrative districts were created. The plan will be completed with the unification of the Grant Union High District and its component elementary districts, John Day No. 3, Izee No. 31, and Seneca No. 47. A Grant County map shows the boundaries of the remaining nine districts. (See Map 12, p. 236 .)

Harney County

The number of districts in Harney County was reduced from 17 to 16 through one consolidation during the period from August 20, 1957, to July 1, 1964 (See App. Table 13, p. 198). The committee's final comprehensive reorganization plan contained two recommendations: (1) one county administrative district supported by three members and (2) two administrative school districts formed through the unification of the union high school districts supported by two members of the committee. A Harney County map shows the boundaries of the 16 remaining districts. (See Map 13, p. 237.)

Hood River County

Hood River County had two districts at the advent of the 1957 Reorganization Act. Both districts were dissolved and a new one created through reorganization. (See App. Table. 14, p. 199.) The creation of one administrative district on July 1, 1963, was in accord with the recommendations of the county reorganization committee. A Hood River County map details the boundaries of the one district. (See Map 14, p. 238.)

Jackson County

Jackson County had 20 districts when the 1957 Reorganization

Act became effective. District reduction resulted from eight consolidations, seven reorganizations, and one by legislative mandate. (See App. Table 15, p. 200.) The committee proposed seven administrative districts for the county. Six administrative districts were formed prior to July 1, 1964. To complete reorganization, the committee proposed that Pinehurst No. 94 join Ashland No. 5, Evans Valley No. 62 join Rogue River No. 35, Butte Falls No. 91 join Eagle Point No. 9, and Applegate No. 40 join Medford No. 549. The committee proposed one alternate, the joining of Applegate No. 40 with the Josephine County Unit. A Jackson County map details the boundaries of the 11 districts. (See Map 15, p. 239.)

Jefferson County

Jefferson County had eight districts at the advent of the 1957 Reorganization Act. The districts were reduced to five through two consolidations and one by legislative mandate. (See App. Table 16, p. 201.) The committee proposed one administrative district for the county. The committee further proposed that Antelope District No. 50J and that portion of the Warm Springs Indian Reservation, both of which lie in Wasco County, be made a part of the Jefferson County Administrative District and that the areas within the county known as Opal City and Black Butte No. 41 be joined to the Redmond Administrative District in Deschutes County. A map of Jefferson

County shows the boundaries of the five remaining districts. (See Map 16, p. 240 .)

Josephine County

Josephine County had two districts, Grants Pass Unified No. 7 and the County Unit, at the time the Reorganization Act became effective in 1957. The county reorganization committee proposed an administrative district for Grants Pass No. 7 and for the County Unit to remain unchanged. Grants Pass No. 7 was dissolved by reorganization and became Administrative District No. 7 on July 1, 1960. (See App. Table 17, p. 202 .) This completed reorganization in Josephine County as recommended by the committee. A Josephine County map shows the boundaries of the two districts. (See Map 17, p. 241 .)

Klamath County

Klamath County had three districts at the advent of the Reorganization Act of 1957 and still had the same three districts July 1, 1964. (See App. Table 18, p. 203 .) The county reorganization committee submitted to the State Department of Education a final comprehensive reorganization plan that proposed two administrative districts, Klamath Falls No. 1 and part of Klamath Union High District No. UH2 and the County Unit. A Klamath County map details the

boundaries of the three districts. (See Map 18, p. 242 .)

Lake County

There were 12 school districts in Lake County, consisting of two unified and ten elementary, when the 1957 Reorganization Act became effective. On July 1, 1964, two unified and seven elementary districts remained. (See App. Table 19, p. 204 .) The final comprehensive reorganization plan of the Lake County Reorganization Committee submitted to the State Department of Education in May, 1962, proposed two administrative districts consisting of: (1) Kelly Creek No. 1, Union No. 5; Lakeview No. 7, Plush No. 18, Adel No. 21, New Idaho No. 38 and Vernon No. 41; (2) Paisley No. 11, Silver Lake No. 14, Fort Rock No. 24 and Ana River No. 25. The Lake County Non-High School District was dissolved by legislative action on July 1, 1960. Kelly Creek No. 1 and New Idaho No. 38 joined Lakeview No. 7 July 1, 1963, and July 1, 1964, respectively. A Lake County map shows the boundaries of the nine districts. (See Map 19, p. 243 .)

Lane County

Lane County had 47 school districts when the 1957 Reorganization Act became effective. The county reorganization committee proposed early in their deliberations that all the area in districts in

operating schools in Lane County be reorganized into 17 unified school districts which became a reality on July 1, 1961. (See App. Table 20, p. 205.) Some areas were excluded where the school attendance centers are located in adjoining counties. The county reorganization committee's final comprehensive reorganization plan submitted to the State Department of Education in May, 1962, contained the following reorganization propositions:

- (1) Study the feasibility of the formulation of an administrative school district consisting of Junction City No. 69J, Harrisburg No. UH5J, Linn County, Monroe No. UH1J, Benton County and perhaps a portion of the Blachly District, Lane County.
- (2) Explore the possibility of splitting Blachly No. 90 between Junction City No. 69J and Mapleton No. 32, should enrollment at Blachly continue to decrease.
- (3) Study the proposition of merging Creswell No. 40 and South Lane No. 45J into one administrative district.
- (4) Explore the possibilities of reorganizing: (a) Pleasant Hill No. 1 and Lowell No. 71, and (b) Fern Ridge No. 28J and Crow-Applegate No. 66, respectively, into two administrative school districts.
- (5) Recommend the consolidation of the following districts: (a) Marcola No. 79 and Springfield No. 19, and (b) Oakridge No. 76 and Westfir No. 117.

A Lane County map details the boundaries of the 17 districts.

(See Map 20, p. 244 .)

Lincoln County

Lincoln County was a county unit district at the time the Reorganization Act became effective in 1957. The county reorganization committee proposed the incorporation of Districts Tenmile No. 143 and Ryan No. 165 in Lane County with the Lincoln County Unit. The Lincoln and Lane County Reorganization Committees approved the annexation of Lane County School Districts No. 143 and 165 to Lincoln County Unit in 1960. (See App. Table 21, p. 206 .) Subsequently, the Lincoln County Reorganization Committee notified the State Department of Education that school district reorganization was completed and that the County Unit be retained under the provisions of ORS 333.005. A map of Lincoln County shows the boundary of the county unit district. (See Map 21, p. 245 .)

Linn County

Linn County had 55 school districts at the time the Reorganization Act became effective in 1957. These were reduced to 45 districts by July 1, 1964. (See App. Table 22, p. 207 .) The county reorganization committee submitted to the State Department of Education their final comprehensive reorganization plan early in 1962 which

proposed seven administrative districts for the county. The recommendations of the Linn County Committee were as follows: (1)

Administrative School District No. R-1 should comprise the area of the following school districts: Lebanon No. UH1, Griggs No. 4, Price No. 6, Sodaville No. 13, Lebanon No. 16, Sandridge No. 30, Hamilton Creek No. 33, Fairview No. 66, Lacombe No. 73; Denny No. 78, Gore No. 81, Crowfoot No. 89, Tennessee No. 102, and that part of Plainview No. 133 that lies in Lebanon Union High No. UH1.

(2) Administrative School District No. R-2 should comprise the area of the following school districts: Sweet Home Union High No. UH2, Crawfordsville No. 3, Sweet Home No. 55, Holly No. 56, Cascadia No. 58, Liberty No. 59, Foster No. 113, and Unclaimed Territory District No. 0.

(3) Administrative School District No. R-5J should comprise the area of the following school districts: Harrisburg Union High No. UH5J, Harrisburg No. 42, Harris No. 46, Wyatt No. 63J, and Coburg No. 43 of Lane County. On July 1, 1963, Coburg No. 43 joined Eugene No. 4.

(4) Administrative School District No. R-8 should comprise the area of the following school districts: Albany Union High District No. UH8J, Albany No. 5, Grand Prairie No. 14, Oak Creek No. 15, Knox Butte No. 19, Dever No. 20, Riverside No. 24, McFarland

No. 25, Tangent No. 26, Millersburg No. 32, Oakville No. 36, Hulburt No. 69, Lakeview No. 114, Clover Ridge No. 136, and the part of Crabtree No. 110 that lies west of the Santiam River, and Benton County Districts, Oak Grove No. 4, North Albany No. 34, Fairmount No. 43, and Fir Grove No. 74. Hulburt No. 69 joined Tangent No. 26 on April 7, 1964.

(5) Administrative School District No. R-9 should comprise the area of the following school districts: Mill City No. 129J, Gates 21J, Santiam Union High No. UH9J, Detroit No. 123J, Marion County, and limited areas lying west of Mill City in both Linn and Marion Counties. This district, excluding Detroit No. 123J, was formed on July 1, 1963.

(6) Administrative School District No. R-95 should comprise the area of the following school districts: Scio No. 95, Lourdes No. 124, Crabtree No. 110 (that part lying east of the Santiam River) and a limited area of Stayton No. 77J (Marion County).

(7) The county committee recognized that Administrative District Central Linn No. 552 has completed reorganization. A map of Linn County details the boundaries of the 45 districts. (See Map 22, p. 246.)

Malheur County

Malheur County had 29 school districts when the 1957

Reorganization Act became effective. The number of districts was reduced to 16 by July 1, 1964. (See App. Table 23, p. 209.) The county reorganization committee submitted their final comprehensive reorganization plan to the State Department of Education in April, 1962, which proposed seven districts for the county. Their recommendations were as follows:

(1) Proposed an administrative district to include the districts of Jordan Valley Union High No. UH1, Rockville No. 2, Jordan Valley No. 3, and Arock No. 81.

(2) Proposed an administrative district to include the districts of Vale Union High No. UH3, Brogan No. 1, Vale No. 15, and Willow-creek No. 42.

(3) Proposed an administrative district to include the districts of Ontario No. 8 and Annex No. 29.

(4) The Nyssa Administrative District No. 26 to remain as constituted.

(5) The Adrian Administrative District No. 61 to remain as constituted.

(6) Proposed an administrative district to include the districts of Beulah No. 11, Juntura No. 12, and Harper No. 66.

(7) Proposed that McDermitt No. 51 become an administrative district responsible for the education of their elementary and secondary students within or outside the state.

A Malheur County map shows the boundaries of the 16 existing districts. (See Map 23, p. 247.)

Marion County

Marion County had 57 school districts when the Reorganization Act became effective in 1957. There remained 41 school districts on July 1, 1964. (See App. Table 24, p. 210.) The county reorganization committee submitted their final comprehensive reorganization plan to the State Department of Education in April, 1962, which proposed six administrative districts for the county and that Detroit No. 123J join with Administrative District Mill City No. 129J, Linn County. Their recommendations were as follows:

- (1) Proposed an administrative district to include Gervais Union High No. UH1, Pioneer No. 13, Brooks No. 31, North Howell No. 51, St. Louis No. 59, Eldriege No. 60, Gervais No. 76, Parkersville No. 82, Woodburn No. 103, and Buena Crest No. 134.
- (2) Proposed administrative district to include Stayton Union High No. UH4J, Sublimity No. 7, Stayton No. 77J, and Mari-Linn No. 29J, Linn County.
- (3) Proposed an administrative district to include Cascade Union High No. UH5, Aumsville No. 11, Jefferson No. 14J, Marion No. 20, West Stayton No. 61, Turner No. 79, Shaw No. 80, North Santiam No. 126, and Cloverdale No. 144.

(4) Proposed administrative district to include Silverton Union High No. UH7J, Silverton No. 4, Evergreen No. 10, Willard No. 30, Victor Point No. 42, McKee No. 46, Bethany No. 63, Scotts Mills No. 73J, Mt. Angel No. 91, Silver Crest No. 93, Crooked Finger No. 97, Monitor No. 142J, Central Howell No. 540, and the Marion County part of Butte Creek No. 67J, Clackamas County.

(5) Proposed an administrative district to include North Marion No. 15 and St. Paul No. 45.

(6) Proposed an administrative district to include Salem No. 24CJ, Pratum No. 50, Fruitland No. 113, and Bethel No. 125. Fruitland joined Salem on July 1, 1964.

(7) Proposed that Detroit No. 123J join Mill City No. 129J, Linn County.

A map of Marion County details the boundaries of the 41 districts remaining July 1, 1964. (See Map 24, p. 248 .)

Morrow County

Morrow County had seven districts at the advent of the 1957 Reorganization Act. District reduction resulted from six consolidations and one reorganization. One administrative district was created. (See App. Table 25, p. 212.) This completed district reorganization in accordance with the recommendations of the county reorganization committee effective July 1, 1959. A map of Morrow

County shows the boundaries of the one district. (See Map 25, p. 249.)

Multnomah County

Multnomah County had 28 school districts when the Reorganization Act became effective in 1957. Sixteen districts remained on July 1, 1964. (See App. Table 26, p. 213.) The Multnomah County Reorganization Committee in their final comprehensive reorganization plan filed with the State Department of Education in April, 1962, proposed the formation of the following administrative districts:

- (1) Administrative District No. R-1 in Multnomah and Clackamas Counties should comprise all territory within the boundaries of District No. 1J, Portland.
- (2) Administrative District No. R-3 should include all territory within the boundaries of District No. 3, Parkrose.
- (3) Administrative District No. R-7 should include all territory within the boundaries of District No. 7, Reynolds.
- (4) Administrative District No. 28 should include all the territory in Gresham Union High District No. UH2 except that part of Clackamas No. 64 in Clackamas County should be excluded.
- (5) The committee recommended that School District No. 51J, Riverdale, be made an administrative district on the basis of ORS 330.545.

(6) The committee recommended the inclusion of District No. 2, Columbia, and District No. 17, Whitaker, with District No. 1J, Portland, and that District No. 46, Bonneville, become a part of the Hood River County Administrative District. Whitaker No. 17 and Columbia No. 2 joined Portland No. 1J on July 1, 1963, and July 1, 1964, respectively.

(7) The committee recommended the resolution of Districts, Skyline No. 9, Holbrook No. 38, and Sauvies Island No. 19J by the patrons of the districts involved. Skyline No. 9 joined Portland No. 1J July 1, 1963.

(8) Corbett No. 39 and David Douglas No. 40 to remain as constituted.

A map of Multnomah County shows the boundaries of the 16 remaining districts. (See Map 26, p. 250.)

Polk County

Polk County had 27 school districts when the Reorganization Act became effective in 1957. On July 1, 1964, ten school districts remained. (See App. Table 27, p. 214.) The county reorganization committee recommended further reorganization in their final comprehensive plan filed with the State Department of Education in April, 1962, which proposed four administrative districts for the county and the merging of three districts with adjoining districts in Marion and

Yamhill Counties. The committee's recommendations in April, 1962, were as follows:

- (1) That Falls City No. 57 consolidate with Dallas No. 2, but excluding 12 sections, 4, 5, 6, 7, 8, 9, 16, 17, 18, 19, 20 and 21 in Township 8 S, Range 8W, which should be added to Valsetz No. 62.
- (2) That Central No. 13J remain as constituted.
- (3) That Popcorn No. 36 be made a part of Salem No. 24J, Marion County.
- (4) That Perrydale No. 21 and Amity Union High District No. UH5J along with its component elementary districts join to form one administrative district reporting to Polk County. The committee further proposed that a small area of Perrydale No. 21 adjoining Dallas No. 2 be excluded from the Perrydale-Amity Administrative District and be merged with Dallas No. 2.
- (5) The inclusion of Ballston No. 9J and Bethel No. 17 with the Perrydale-Amity Administrative District.
- (6) That Buell No. 34 and Grand Ronde No. 42J be made a part of the proposed Sheridan-Willamina Administrative District in Yamhill County.

A map of Polk County outlines the boundaries of the ten districts.

(See Map 27, p. 251 .)

Sherman County

Sherman County had six districts at the time the 1957 Reorganization Act became effective. The county reorganization committee recommended that the district organization remain unchanged.

(See App. Table 28, p. 215.) The six districts are outlined on a map of Sherman County. (See Map 28, p. 252.)

Tillamook County

Tillamook County had 13 school districts at the time the Reorganization Act became effective in 1957. Through the efforts of the county reorganization committee, this number was reduced to seven on July 1, 1959. The seven district organization remained the same on July 1, 1964. (See App. Table 29, p. 216.) The county committee submitted their final comprehensive plan to the State Department of Education in May, 1962, in which it proposed three administrative districts for the county as follows:

- (1) The committee recommended the creation of an administrative district consisting of districts: Nestucca Union High No. UH3, Beaver No. 8, Hebo No. 13J, Sandlake No. 21, and Cloverdale No. 22.
- (2) The committee proposed that Tillamook No. 9 become an administrative district.
- (3) The Administrative District No. 56 Neah-Kah-Nie created on

July 1, 1959, should be continued as constituted.

The seven districts are outlined on the map of Tillamook County.
(See Map 29, p. 253 .)

Umatilla County

Umatilla County had 25 school districts at the time the Reorganization Act became effective in 1957. The county had 17 districts on July 1, 1962, and this same district organization existed on July 1, 1964. (See App. Table 30, p. 217.) The county reorganization committee submitted a final comprehensive reorganization plan to the State Department of Education in April, 1962, which proposed five administrative districts for the county consisting of the areas as designated in the following recommendations:

- (1) A Northeast Administrative District consisting of districts McLoughlin Union High No. UH3, Tum-A-Lum No. 4, Ferndale No. 10, Umapine No. 13, Pleasant View No. 22, Milton-Freewater No. 31, Fruitvale No. 72, and Eastside No. 108.
- (2) A central administrative district composed of Pendleton No. 16 and a portion of Helix No. 1.
- (3) A Northeast Central Administrative District composed of Weston No. 19, Athena No. 29, and a portion of Helix No. 1.
- (4) A Western Administrative District consisting of districts Echo No. 5, Umatilla No. 6, Hermiston No. 8, Stanfield No. 61, and a

portion of Helix No. 1.

(5) A Southern Administrative District composed of areas presently within Pilot Rock No. 2 and Ukiah No. 80.

Eastside No. 108 joined Milton-Freewater No. 31 on July 1, 1962. The 17 districts are outlined on the map of Umatilla County. (See Map 30, p. 254 .)

Union County

Union County had 17 districts at the time the Reorganization Act became effective in 1957. Six districts remained on July 1, 1964. (See App. Table 31, p. 218.) The county reorganization committee submitted two comprehensive plans to the State Department of Education in April, 1962. One proposal was for one county administrative district which had the support of three committee members. The other proposal was for six administrative districts as they existed in April, 1962, with a few minor territorial changes. This had the support of three committee members also. The first recommendation needs little explanation in that it proposes to consolidate the six districts into one county administrative district. The second recommendation proposes to maintain the six administrative districts: La Grande No. 1, Union No. 5, North Powder No. 8J, Imbler No. 11, Cove No. 15, and Elgin No. 23. It further recommended that Telocaset No. 31 become a part of either Union No. 5

or North Powder No. 8J and it subsequently joined Union. It also recommended that the part of Union County formerly known as Pondosa No. 25J remain as part of Baker No. 5J, Baker County, and that two small parcels of territory be transferred from Baker No. 5J to North Powder No. 8J. The six districts are outlined on a map of Union County. (See Map 31, p. 255 .)

Wallowa County

Wallowa County had 18 school districts at the time the Reorganization Act became effective in 1957. The number of districts had been reduced to eight by July 1, 1964. (See App. Table 32, p. 219.) The county reorganization committee submitted to the State Department of Education in April, 1962, their final comprehensive reorganization plan which proposed one administrative district for all the territory lying within Wallowa County. The eight districts are outlined on a Wallowa County map. (See Map 32, p. 256 .)

Wasco County

Wasco County had 14 school districts at the time the Reorganization Act became effective in 1957. Since then the number of districts has been reduced to nine as of July 1, 1964. (See App. Table 33, p. 220.) The county reorganization committee submitted to the State Department of Education "A Report of the Progress of

Reorganization of Schools in Wasco County to April 15, 1962" in which they proposed the "status quo" for the school districts in Wasco County. An interview with County Superintendent Frank Brumbaugh in September, 1963, revealed that, in his opinion, Wasco County would eventually reorganize into four administrative school districts: (1) Chenoweth No. 9, (2) The Dalles No. 12 and Petersburg No. 14, (3) Dufur No. 29, and (4) Maupin Union High No. UH1 and its component elementary districts. The present nine districts are outlined on a Wasco County map. (See Map 33, p. 257 .)

Washington County

Washington County had 50 school districts at the time the Reorganization Act became effective in 1957. Since then the number of districts has been reduced to 29. (See App. Table 34, p. 221 .)

The county reorganization committee submitted to the State Department of Education in April, 1962, their final comprehensive reorganization plan in which they proposed four administrative districts for the county. The four district plan would incorporate the following areas:

(1) An administrative district to include the Tigard Union High District No. UH2J, Sherwood Union High District No. UH9J, and their component elementary districts.

- (2) An administrative district to include the Hillsboro Union High District No. UH3J and its component elementary districts.
- (3) An administrative district to include the Forest Grove Union High District No. UH5, Gaston Union High District No. UH6J, their component elementary districts, and Banks Unified District No. 13.
- (4) Beaverton Administrative District No. 48 should include that portion of the Sylvan District No. 104J lying in Washington County.

The boundaries of the 29 districts are shown on a Washington County map. (See Map 34, p. 258 .)

Wheeler County

Wheeler County had seven school districts at the time the Reorganization Act became effective in 1957. The county reorganization committee's final comprehensive plan of three administrative school districts was consummated and it became effective July 1, 1963. (See App. Table 35, p. 223). A map of Wheeler County details the boundaries of the three districts. (See Map 35, p. 259).

Yamhill County

Yamhill County had 27 school districts at the time the 1957 Reorganization Act became effective. Since then, reorganization has reduced this number to 12 as of July 1, 1964. (See App. Table 36, p. 224). The county reorganization committee submitted to the State

Department of Education in May, 1962, two final comprehensive re-organization plans which proposed: (1) six administrative districts, and (2) seven administrative districts. It was pointed out that plan number two had the support of the committee, and it was most acceptable to the people of the county. Plan number two proposed a county district organization as follows:

- (1) The unification of Yamhill Union High District No. UH1 and its component elementary districts.
- (2) The unification of Amity Union High District No. UH5J and its component elementary districts and part of the Perrydale District No. 21, Polk County.
- (3) The unification of Willamina Union High District No. UH7J and its component elementary districts.
- (4) That the Dayton Administrative District No. 8 remain as constituted.
- (5) That the Newberg Administrative District No. 29J remain as constituted.
- (6) That the McMinnville Administrative District No. 40 remain as constituted.
- (7) That the Sheridan Unified District No. 48J remain as constituted.

The first plan differed only in that it recommended the consolidation of Willamina Union High District No. UH7J and its component elementary districts with Sheridan Unified District No. 48J. A

Yamhill County map details the boundaries of the 12 districts.

(See Map 36, p. 260.)

Summary

A statistical analysis of Oregon school districts on July 1, 1964, revealed a wide variation in enrollment and financial resources.

Unified Districts

Oregon has 143 unified school districts that provide a continuous education program through grade 12. These districts have an average daily membership range from less than 50 to more than 10,000. They have a range in true cash value per average daily membership from less than \$10,000 to an excess of \$200,000. They represent a third of the districts but provide education for more than 77 percent of Oregon's school-age children.

High School Districts and the Component Elementary Districts

There are 42 high school districts that provide secondary education for 203 component elementary districts. These districts have an average daily membership range from less than 50 to more than 1,000. The true cash value per average daily membership ranges from less than \$10,000 to more than \$200,000. The 245 districts represent approximately 57 percent of Oregon's districts but provide

education for fewer than 23 percent of Oregon's children.

Unified Elementary Districts

There are 37 unified elementary districts. They have an average daily membership range from less than 50 to more than 200.

The true cash value per average daily membership ranges from less than \$20,000 to more than \$200,000. These districts represent less than 10 percent of the districts and provide education for less than one percent of Oregon's children.

Financial Ability

One hundred twenty-one districts of the 425 districts in Oregon on July 1, 1964, have a true cash value per average daily membership of less than \$20,000. This is considered the minimum necessary under Oregon's financial structure to provide an effective educational program without excessive local district tax levy. Of these 121 districts, 11 districts have less than \$10,000, 38 districts have from \$10,001 to \$15,000, and 72 districts have not less than \$15,001 nor more than \$20,000.

Average Daily Membership

Three hundred forty-two districts of the 425 districts in Oregon on July 1, 1964, have an average daily membership of less than 1,000.

An average daily membership in excess of 1,000 is considered minimum for a district to provide a broad educational program economically. Of these 342 districts, 77 districts have less than 50 average daily membership, 50 districts have from 50 to 99 average daily membership, 78 districts have from 100 to 199 average daily membership, and 137 have not less than 200 nor more than 999 average daily membership. Only 78 districts have an average daily membership of more than 1,000.

This chapter has presented the progress of school district reorganization from August 20, 1957, to July 1, 1964, that resulted in reducing the number of school districts from 709 to 425. Recommendations for further school district reorganization are presented in the following chapter.

PROJECTED SCHOOL DISTRICTS FOR OREGON

The reorganization of the Oregon school districts as they existed July 1, 1964, is projected to meet as nearly as possible the criteria for effective school districts presented in a previous chapter. These criteria are:

1. Each district should provide both elementary and secondary education.
2. The educational program should provide for both academic and vocational education.
3. Special programs, such as special education, kindergarten, and adult education should be provided as needed.
4. Consideration should be given to the physical and social needs of the youth of the community.
5. An enrollment in excess of 1,000 students should be maintained consistent with population density and geographical limitations.
6. Ample transportation should be provided to prevent pupils from spending an excessive amount of time going to and from school. It should be kept in mind that elementary and secondary students may share the same bus.
7. A central office staff should be provided that can give assistance and leadership necessary for the operation of an effective educational program and efficient administrative services.

8. There should be the greatest possible equalization of financial resources.

9. The boundaries of a district should be coterminous with or exceed the corporate boundaries of a community to avoid possible social and economic conflict.

In this chapter the criteria are applied to the statistical data for Oregon school districts for fiscal year 1964 which was presented in the previous chapter. Student enrollment will be compared to the minimum enrollment criterion and true cash value per average daily membership will be computed for greatest possible financial equalization. A true cash value per average daily membership of \$20,000 is considered minimum for Oregon with the present school financial structure. Socio-economic areas, community boundaries and geographical features will determine to some extent the proposed district lines. Consideration was given to recommendations of the county reorganization committees and to anticipated population and industrial growth.

It is expected that the proposed districts will be of sufficient size and have sufficient resources to meet the criteria for staff and program. The transportation criterion will be a factor in locating attendance centers, a responsibility of the administration of each district.

The proposed districting system for the state of Oregon was

projected for each county. This does not preclude a proposed administrative district from having territory in more than one county. The proposed administrative districts will be reported in the counties in which the school district administrative center is located.

The data presented in this chapter indicates the composition of each proposed administrative district through the listing of districts or parts of districts to be included, summary totals for average daily membership, and the computation of the true cash value per average daily membership for the projected district. Districts considered adequate, effective, and fully reorganized on July 1, 1964, were recognized. All districts of the projected districting system for Oregon will be included in the recapitulation and on Maps 1-36, Appendix D. The recommendations of the county reorganization committees, the application of the criteria for an effective school district, data and data computation will be treated similarly within a standard format for each county in the state of Oregon. The proposed school district organizations for the counties are:

Baker County

The formation of four administrative districts completed district reorganization on July 1, 1962, in accordance with the recommendations of the county reorganization committee.

Baker No. 5J meets all criteria for an effective school district. Huntington No. 16, Hereford-Unity No. 30J, and Pine-Eagle No. 61 have little prospect of ever meeting the enrollment criterion. Each of the districts has adequate financial ability. In order to take full advantage of the financial resources in providing staff and instructional materials, it is recommended that the four districts merge.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
Baker	3462.6	993.8	\$ 58,911

One administrative district is projected for Baker County.

Benton County

The county reorganization committee recommended the merger of districts Bellfountain No. 23, Irish Bend No. 24, Monroe No. 25J, Alpine No. 26, and Monroe No. UH1J into one administrative district.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
Monroe Administrative District	568.7	160.7	\$ 22,856

This proposed administrative district fails to meet the enrollment criterion. There appears to be little likelihood of any major population increase since the proposed district's economy is

dependent predominately on agriculture. It is recommended that the proposed Monroe Administrative District be included in the Junction City District No. 69J, Lane County. The proposed Monroe Administrative District fits logically into the Junction City-Harrisburg socio-economic structure and will fulfill the criteria for an effective school district.

The county reorganization committee recommended that elementary districts Oak Grove No. 4, North Albany No. 34, Fairmount No. 43, and Fir Grove No. 74 be included in the proposed Albany Administrative District, Linn County.

The county reorganization committee recommended that districts Philomath No. 17J, Corvallis No. 509J, and Alsea 7J remain as constituted. These three districts are parts of one socio-economic community with Corvallis as its trading center. Alsea No. 7J fails to meet the enrollment criterion. It is proposed that districts Alsea No. 7J, Philomath No. 17J, and Corvallis No. 509J be organized into one administrative district. The proposed administrative district meets the criteria for an effective school district.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
Alsea			
Corvallis	8,055.0	1,988.2	\$ 23,583
Philomath			

One administrative district is projected for Benton County.

Clackamas County

The county reorganization committee proposed two administrative districts known as R-1 and R-26 consisting of districts Milwaukie No. 1, Concord No. 28, Clackamas No. 64, Oak Grove No. 103, and Milwaukie No. UH5. These proposed districts are considered together due to the difficulty of making an accurate separation of professional staff, average daily membership, and true cash value per average daily membership. Proposed administrative district R-1 includes Milwaukie Elementary District No. 1 and the contiguous portion of Milwaukie Union High No. UH5. Proposed Administrative District R-28 consists of the balance of Milwaukie Union High No. UH5 and its three component elementary districts.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
No. R-1			
Milwaukie	10,234.8	3,160.5	\$ 22,122
No. R-28			
Oak Grove			
Concord			
Clackamas			

An administrative district that includes proposed administrative districts R-1, R-28, and Gladstone No. 115 is recommended. This proposed administrative district appears to be a logical socioeconomic relationship. It is reasonable in area. Elementary and

secondary attendance centers are strategically located to keep pupil transportation to a minimum. The proposed administrative district meets the criteria for an effective school district and it has sufficient enrollment to justify the full range of subject consultants and specialists.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
No. R-1, R-28 and Gladstone	11,002.7	3,476.9	\$ 22,443

The county reorganization committee proposed the unification of Dickey Prairie No. 25, Clarkes No. 32, Molalla No. 35, Beaver Lake No. 65, Butte Creek No. 69J (part only), Shubel No. 80, Mulino No. 84, Maple Grove No. 87, Rural Dell No. 92, and Molalla No. UH4.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
Molalla, No. R-35	2,073.4	629.0	\$ 19,136

The proposed District R-35 is a trifle shy on local financial resources, but available state resources make the district feasible in every respect. It is recommended that Colton No. 53 be included in proposed Administrative District R-35. Colton No. 53 fails to

meet the enrollment and the financial criteria for an effective school district. The total area has common socio-economic relationships. The elementary and secondary attendance centers are reasonably well located to prevent any hardships to children due to distance traveled. Available state and intermediate education district financial support makes this proposed district practicable.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
Molalla- Colton	2, 528. 7	763. 7	\$ 19, 220

The county reorganization committee recommended the unification of districts Welches No. 13, Boring No. 44 (part only), Bull Run No. 45, Sandy No. 46, Dover No. 83, Cottrell No. 107, and Sandy UH2 into one administrative district.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
Sandy No. R-46	2, 130. 9	676. 1	\$ 18, 135

This proposed administrative district will need state and intermediate educational district financial assistance to prevent excessive local tax levy.

The county reorganization committee recommended the

unification of districts Eagle Creek No. 17, Estacada No. 108, Redland No. 116, Three Lynx No. 123, Estacada No. UH6 into one administrative district. This proposed administrative district is feasible in every respect.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
Estacada No. R-108	1,826.3	505.6	\$ 34,167

The county reorganization committee recommended the unification of districts Carus No. 29, Canby No. 86, Ninety-One No. 91J, and Canby No. UH1 into one administrative district. It meets all the criteria for an effective school district.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
Canby No. R-86	1,924.0	598.8	\$ 21,176

It is proposed that unified elementary district Riverdale No. 51J, Multnomah County, be merged with Lake Oswego No. 7, since Riverdale is sending their secondary students to Lake Oswego. Riverdale No. 51J is lacking enrollment and fails to provide a continuous educational program for grades 1 through 12 within the district. The areas have similar characteristics in that the majority of the people

living in both districts are business and professional people with above average incomes. The proposed administrative district meets all the criteria for an effective district.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
Lake Oswego	4,838.0	1,462.9	\$ 25,620

The county reorganization committee recommended that districts Damascus-Union No. 26 and Boring No. 44 (part only) be included in an administrative district composed of Gresham Union High No. UH2J, Multnomah County, and its component elementary districts.

The formation of six proposed administrative districts and the transfer of administrative status to existing unified districts, West Linn No. 3J and Oregon City No. 62 is projected for Clackamas County for a total of eight districts.

Clatsop County

The county reorganization committee recommended the unification of districts Astoria No. 1, Lewis and Clark No. 5, and Olney No. 11 into an administrative district which fulfills all the criteria for an effective district.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
Administrative District No. 1	2,646.2	813.0	\$ 25,666

The county reorganization committee recommended the unification of districts Seaside No. 10, Gearhart No. 15, Cannon Beach No. 37, and Seaside No. UH1 into an administrative district. The proposed administrative district meets the criteria.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
Administrative District No. 10	1,403.9	464.1	\$ 39,453

The county reorganization committee recommended that districts Knappa No. 4, Jewell No. 8, and Warrenton No. 30 each remain as constituted. Each fails to meet one or more of the criteria for an effective school district. It is recommended that these districts and proposed Administrative District No. 1 be merged. The merging of these districts into one administrative district makes possible the provision for subject matter consultants and special instructors to serve the children in all the schools.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
Astoria- Knappa- Warrenton	3,851.0	1,209.8	\$ 23,883

It is recommended that Westport No. 7J be included in the Clatskanie-Rainier Administrative District, Columbia County, since it is an elementary district component of the Clatskanie Union High District No. UH5J.

Two administrative districts are projected for Clatsop County.

Columbia County

The county reorganization committee recommended the unification of districts Hudson No. 4, Rainier No. 13, Goble No. 20, Quincy No. 25 (part only), Delena No. 32, Apiary No. 38, and Rainier No. UH3 into an administrative district.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
Rainier Ad- ministrative District No.13	1,108.4	329.2	\$ 13,328

The proposed district fulfills the criteria with but one exception. The local financial resources are totally inadequate to support an effective educational program without an excessive local tax levy.

The county reorganization committee recommended that districts Clatskanie No. 5, Quincy No. 25 (part only), Westport No. 7J, Clatsop County, and Clatskanie No. UH5J be organized into one administrative district.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
Clatskanie Administrative District No. 5	913.1	310	\$ 15,535

The proposed district lacks sufficient local financial resources to support an effective educational program without an excessive local tax levy.

It is recommended that proposed Clatskanie Administrative District No. 5 and Rainier Administrative District No. 13 be organized into one administrative district in order to take full advantage of all available human and financial resources of the area. This proposed administrative district will need considerable state and county financial assistance in order to produce an effective educational program without an excessive local tax levy.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
Rainier-Clatskanie	2,021.5	639.2	\$ 14,317

The county reorganization committee recommended the unification of districts Scappoose No. 1J, Warren No. 7, Scappoose No. UH4J, and Multnomah County districts Sauvies Island No. 19J and Holbrook No. 38 into an administrative district. The proposed administrative district meets the criteria for an effective district.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
Scappoose Administrative District No. 1J	1,545.4	493.4	\$ 21,674

The formation of two proposed administrative districts and the formed administrative districts Vernonia No. 47J and St. Helens No. 502 is projected for Columbia County.

Coos County

The county reorganization committee recommended that administrative districts Powers No. 31 and Myrtle Point No. 41 be organized into one administrative district. The operation of two secondary centers is necessary until road improvements permit safe transportation of secondary students to Myrtle Point.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
Myrtle Point- Powers Administrative District	1,785.5	536.0	\$ 25,808

The proposed Myrtle Point-Powers district and the presently constituted administrative districts Coquille No. 8, Coos Bay No. 9, North Bend No. 13, and Bandon No. 54 are projected for Coos County.

Crook County

Crook County Unit District is organized in accordance with the county reorganization committee's recommendations.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
County Unit	2,577.5	769.8	\$ 29,172

Curry County

The county reorganization committee recommended that districts Gold Beach No. 3, Agness No. 4, Ophir No. 12, Pistol River No. 16 (part only) and Gold Beach No. UH1 be organized into an administrative district. This proposed administrative district fulfills the criteria for an effective district.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
Gold Beach Administrative District	1,167.6	320.8	\$ 29,587

The county reorganization committee recommended that districts Pistol River No. 16 (part only), Brookings No. 17, and Upper Chetco No. 23 be organized into an administrative district. This proposed administrative district satisfies the criteria for an effective district.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
Brookings Administrative District	1,436.8	417.1	\$ 20,445

Curry County has one administrative district, Port Orford-Langlois No. 2J, and two are proposed, making a total of three.

Deschutes

The county reorganization committee recommended that districts Redmond No. 2J, Tumalo No. 3, Terrebonne No. 5J, Cloverdale No. 18, Alfalfa No. 24, and Redmond No. UH1J be included in one administrative district. They proposed minor boundary adjustments to transfer parts of districts Tumalo No. 3 and Cloverdale No. 18 to the Bend administrative district.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
Redmond Administrative District	2,087.6	642.5	\$ 24,517

The committee recommended the merging of districts Sisters No. 6, parts of Redmond No. 2J, Tumalo No. 3, Cloverdale No. 18, and Black Butte No. 41, Jefferson County, into one administrative district. Few families live in the parts of districts Redmond No. 2J, Tumalo No. 3, and Cloverdale No. 18 to be included in the Sisters Administrative District since the areas are primarily forest land. The location of Black Butte District No. 41, Jefferson County, is such that their secondary students attend high school at Sisters, Bend, or Redmond.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
Sisters Administrative District	288.1	82.9	\$ 15,279

It is recommended that proposed Redmond and Sisters Administrative Districts be merged to take advantage of the available financial and human resources. An average daily secondary membership of 82.9 in the proposed Sisters Administrative District fails to meet

the minimum enrollment requirements for an effective secondary educational program. The Sisters district also lacks sufficient financial resources to support an effective educational program without excessive local property tax levy.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
Redmond-Sisters	2,375.7	725.4	\$ 23,396

It is recommended that districts Bend No. 1 and Brothers No. 15 be organized into one administrative school district. District No. 1 provides secondary education for the students from District No. 15. The proposed administrative district will provide an elementary and secondary educational program.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
Bend-Brothers	3,845.4	915.0	\$ 24,601

Two administrative districts are projected for Deschutes County.

Douglas County

The county reorganization committee recommended that districts Gardiner No. 9, Reedsport No. 105, Ash Valley No. 125, and Reedsport No. UH13 be merged into one administrative district. The

proposed administrative district satisfies the criteria for an effective district.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
Gardiner- Reedsport Administrative District	1, 545. 6	462. 6	\$ 27, 155

The committee recommended the organization of districts Oakland No. 1, Umpqua No. 45, and Sutherlin No. 130 into one administrative district. The proposed administrative district fulfills all the criteria for an effective district.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
Oakland- Sutherlin Administrative District	1, 902. 7	550. 0	\$ 28, 901

The committee recommended that districts Camas Valley No. 21 and Winston-Dillard No. 116 be organized into one administrative district. The proposed administrative unit satisfies the criteria for an effective school district.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
Camas Valley- Winston-Dillard Administrative District	1, 773. 5	513. 1	\$ 26, 252

The committee recommended that districts Myrtle Creek No. 19, Riddle No. 70, and Canyonville No. 8 be organized into an administrative district.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
Myrtle Creek- Riddle Admin- istrative District	2, 733. 9	792. 2	\$ 18, 742

The proposed administrative district lacks resources to meet the financial criterion but meets all other criteria for an effective school district. State and intermediate educational district financial aid will assist in overcoming this deficiency. Canyonville No. 8 merged with Myrtle Creek No. 19, July 1, 1964, to form South Umpqua Administrative District No. 19.

Days Creek District No. 15, for which the county reorganization committee recommended no change, does not meet the enrollment criteria. There is little likelihood for any sizeable increase in

population for the area. It is proposed that districts Days Creek No. 15, South Umpqua No. 19, and Riddle No. 70 be organized into one administrative district. The financial resources of the proposed administrative district are slightly below the criterion but it fulfills the other criteria for an effective school district.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
Days Creek- South Umpqua- Riddle	3,055.8	880.0	\$ 19,507

The committee recommended that districts Drain No. 22 and Yoncalla No. 32 be organized into one administrative district. The proposed administrative district doesn't quite meet the financial criterion, but fulfills all the other criteria.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
Drain-Yoncalla Administrative District	1,268.4	404.6	\$ 19,293

It is recommended that districts Elkton No. 34, which the county reorganization committee recommended remain as constituted, and the proposed Drain-Yoncalla Administrative District be organized into one administrative district. Elkton No. 34 fails to meet the

enrollment criterion. The transportation of its secondary students appears reasonable. Therefore, it should be included in the proposed Drain-Yoncalla administrative unit that meets the criteria for an effective school district.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
Drain-Elkton- Yoncalla	1,516.6	481.5	\$ 24,190

The formation of five proposed administrative districts and the retention of previously formed administrative districts, Roseburg No. 4, Glide No. 12, and Glendale No. 77, is projected for Douglas County.

Gilliam County

The county reorganization committee recommended the formation of five districts for the county. This proposed organization for Gilliam County was completed in 1962. All of the reorganized districts failed to meet the enrollment criterion.

It is recommended that districts Arlington No. 3, Olex No. 11, Condon No. 25J, Mayville No. 36J, and Gilliam County High District be organized into one administrative district. The proposed district has the financial resources to provide instructional specialists to

assist the schools in upgrading their educational programs. Sparsity of population in the proposed administrative district prevents it from meeting the enrollment criterion. It meets all other criteria.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
Gilliam	823.2	230.4	\$ 82,914

One administrative district is projected for Gilliam County.

Grant County

The county reorganization committee recommended the organization of districts John Day No. 3, Izee No. 31, Seneca No. 47, and Grant Union High No. UH3 into one administrative district.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
John Day Administrative District	964.3	253.3	\$ 25,982

The proposed administrative unit fulfills all but one of the criteria for an effective school district. It doesn't quite measure up to the enrollment criterion.

It is recommended that districts Prairie City No. 4, Mt Vernon No. 6, Monument No. 8, Dayville No. 16J, Long Creek No. 17, and

the proposed John Day Administrative District be merged into a county administrative district. The proposed administrative district has sufficient financial resources to provide an effective educational program.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
Grant	1,948.6	549.2	\$ 30,694

One administrative district is projected for Grant County.

Harney County

The county reorganization committee recommended the organization of districts Burns No. 1, Crane No. 4, Pine Creek No. 5, Diamond No. 7, Suntex No. 10, Drewsey No. 13, Frenchglen No. 16, Lawen No. 18, Double O No. 28, Andrews No. 29, Hines No. 30, Sodhouse No. 32, Fields No. 33, Trout Creek No. 53, Crane No. UH1J and Burns No. UH2 into one administrative district. The proposed administrative unit fulfills the criteria for an effective district. A minority of the committee proposed two administrative districts consisting of: (1) Crane No. UH1J and its component elementary districts and (2) Burns No. UH2 and its component elementary districts. One administrative district can best provide an effective educational program for the youth of the county.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
Harney County Administrative District	1,900.2	510.3	\$ 34,261

Hood River

One administrative district for the county completed reorganization in accordance with the committee's recommendation. The Multnomah County committee proposed that Bonneville District No. 46 be included in the Hood River County Administrative District.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
Hood River Administrative District	3,450.4	1,020.9	\$ 23,170

Jackson County

The county reorganization committee recommended that districts Ashland No. 5 and Pinehurst No. 94 be organized into one administrative district.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
Ashland Administrative District	2,809.9	866.2	\$ 19,284

The proposed administrative unit doesn't fully satisfy the financial criterion, but fulfills all other criteria for an effective school district. State and intermediate education district financial aid will assist in overcoming this deficiency.

The county reorganization committee recommended the organization of districts Eagle Point No. 9 and Butte Falls No. 91 into one administrative unit. The proposed administrative unit satisfies all the criteria for an effective school district.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
Eagle Point- Butte Falls Administrative District	1,644.6	472.2	\$ 26,387

The county reorganization committee recommended that districts Rogue River No. 35 and Evans Valley No. 62 be organized into one administrative district.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
Rogue River- Evans Valley Administrative District	713.1	229.0	\$ 22,069

The proposed administrative unit does not meet the enrollment criterion but the area has population growth potential that should move the enrollment above the minimum. The proposed Rogue River-Evans Valley Administrative District meets the other criteria for an effective school district.

The county reorganization committee recommended that districts Applegate No. 40 and Medford No. 549 be organized into one administrative district. The proposed administrative unit fulfills the criteria for an effective school district.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
Medford- Applegate Administrative District	9, 088. 5	2, 431. 3	\$ 25, 477

The formation of four proposed administrative districts and the retention of the three previously formed administrative districts, Phoenix No. 4, Central Point No. 6, and Prospect No. 59, is projected for Jackson County.

Jefferson County

The county reorganization committee recommended that districts Culver No. 4, Ashwood No. 8, Willowdale No. 13J, Madras No.509J,

part of Redmond No. 2J, Deschutes County, and Antelope No. 50J, Wasco County, be organized into one administrative district. The proposed administrative unit meets the criteria for an effective school district.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
Jefferson County Ad- ministrative District	2689.0	750.8	\$ 39,581

One administrative district is projected for Jefferson County.

Josephine County

The county reorganization committee proposed that Grants Pass No. 7 become an administrative district and that the county unit district remain unchanged.

It is recommended that Grants Pass District No. 7 and the Josephine County Unit District No. 1 be merged into one administrative district. Much of the population in the county is concentrated in or near Grants Pass. Grants Pass District No. 7 provides for the education of the majority of the senior high school students in the county unit district. The administration for both districts is located in Grants Pass. The proposed administrative unit meets the criteria for an effective school district.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
Josephine	7, 712. 2	1, 896. 2	\$ 20, 633

One administrative district is projected for Josephine County.

Klamath County

The county reorganization committee recommended that Klamath Falls District No. 1 and that part of Klamath Union High No. UH2 that is coterminous with District No. 1 be organized into one administrative district. The proposed administrative unit satisfies the criteria for an effective school district.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
Klamath Falls Administrative District	4, 510. 7	2, 063. 9	\$ 30, 876

The county reorganization committee recommended that the Klamath County Unit District and that part of Klamath Union High No. UH2 outside of the proposed Klamath Falls Administrative District be organized into an administrative district. The proposed Klamath County Administrative Unit meets the criteria for an effective school district.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
Klamath County Administrative District	6,367.8	1,067.3	\$ 35,646

It is recommended that Klamath Falls District No. 1, Klamath County Unit District, and Klamath Union High District No. UH2 be merged into one administrative district. The concentration of population in and near Klamath Falls makes this a reasonable solution. The proposed administrative district makes possible the full utilization of the available resources.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
Klamath	10,878.5	3,131.2	\$ 33,669

One administrative district is projected for Klamath County.

Lake County

The county reorganization committee recommended that districts Union No. 5, Lakeview No. 7, Plush No. 18, Adel No. 21, and Vernon No. 41 be organized into one administrative school district. The proposed administrative unit satisfies the criteria for an effective school district.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
Lakeview Administrative District	1,617.5	412.9	\$ 27,582

The county reorganization committee recommended that districts Paisley No. 11, Silver Lake No. 14, Fort Rock No. 24, and Ana River No. 25 be united into one administrative school district.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
Paisley Administrative District	225.4	40.6	\$ 109,236

The proposed administrative unit has a small average daily membership due to sparsity of population. The attendance centers serving the area would be continued due to the distance separating them.

It is recommended that the proposed Lakeview and Paisley administrative districts be merged into a county administrative district for more effective utilization of special professional personnel and the equalization of financial resources. The proposed county administrative district would be expected to maintain several attendance centers with small enrollments.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
Lake	1,842.9	334.8	\$ 38,554

One administrative district is projected for Lake County.

Lane County

The county reorganization committee recommended that districts Springfield No. 19 and Marcola No. 79 be organized into one administrative school district. The proposed administrative unit fulfills the criteria for an effective school district.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
Springfield- Marcola Administrative District	8,744.2	2,601.4	\$ 19,985

The county reorganization committee recommended that districts Oakridge No. 76 and Westfir No. 117 be united into one administrative school district. The proposed administrative unit meets the criteria for an effective school district.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
Oakridge- Westfir Admin- istrative District	1,306.0	390.1	\$ 32,329

The county reorganization committee recommended that the remainder of the districts in Lane County remain as constituted. Many of them did not meet all of the criteria for an effective school district.

It is proposed that Junction City No. 69J, Lane County; Harrisburg Union High No. UH5J, Harrisburg No. 42J, Harris No. 46, and Wyatt No. 63J, Linn County; and Monroe Union High No. UH1J, Bellfountain No. 23, Irish Bend No. 24, Monroe No. 25J, and Alpine No. 26, Benton County be organized into one administrative district. These districts form a socio-economic area consisting of general farming and lumbering. The proposed administration unit has sufficient resources to satisfy the criteria for an effective district.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
Junction City Harrisburg- Monroe	2, 779. 1	810. 3	\$ 26, 270

It is proposed that districts Creswell No. 40 and South Lane No. 45J be organized into one administrative district. The proposed administrative district will have sufficient resources to make possible an effective educational program.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
South Lane- Creswell	3, 973. 5	1, 205. 6	\$ 21, 038

It is recommended that districts Pleasant Hill No. 1 and Lowell No. 71 be organized into one administrative district. The proposed administrative district makes possible the utilization of the available financial and human resources of the area. It does not meet the financial criterion at this time but its financial position should improve with continued industrial development. Financial assistance from the state and intermediate education district should prevent an excessive local tax levy.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
Pleasant Hill- Lowell	1, 559. 3	437. 3	\$ 17, 612

It is recommended that districts Fern Ridge No. 28J and Crow-Applegate No. 66 be merged into one administrative district. The proposed administrative unit does not meet the financial criterion, but, under the present school finance program, it would receive financial assistance from the county and the state. The proposed administrative unit can expect to improve its financial position through continued industrial development in the area.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
Fern Ridge- Crow Apple- gate	1,993.8	579.9	\$ 16,424

It is recommended that districts Mapleton No.32 and Blachly No. 90 be organized into one administrative district. The proposed administrative district does not meet the enrollment criterion but is necessary due to geographical isolation. The coast mountain range and the Siuslaw River form natural barriers that prevent logical organization with other districts. Boundary adjustments will be necessary to alleviate serious pupil transportation problems.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
Blachly- Mapleton	833.7	235.5	\$ 20,243

It is proposed that districts Eugene No. 4 and Bethel No. 52 be merged into one administrative district. The proposed administrative district is logical in that part of Bethel No. 52 lies within the incorporate boundaries of the city of Eugene. It is one socio-economic community that should be encompassed in one administrative school district. The proposed administrative district fulfills the criteria of an effective school district.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
Eugene- Bethel	20,990.0	6,171.5	\$ 23,994

The formation of eight proposed administrative districts and the retention of previously formed administrative districts McKenzie No. 68 and Florence No. 97J is projected for Lane County.

Lincoln County

The Lincoln County Unit District as organized was a satisfactory unit in the opinion of the county reorganization committee. It meets the criteria for an effective school district.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
County Unit	5,841.6	1,501.3	\$ 32,485

Linn County

The county reorganization committee recommended that districts Griggs No. 4, Price No. 6, Sodaville No. 13, Lebanon No. 16, Sandridge No. 30, Hamilton Creek No. 33, Fairview No. 66, Lcomb No. 73, Denny No. 78, Gore No. 81, Crowfoot No. 89, Tennessee No. 102, Plainview No. 133, and Lebanon Union High No. UH1 be organized into one administrative district. State and intermediate

education district financial assistance will offset the slight local deficiency.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
Lebanon Administrative District	4,371.6	1,311.3	\$ 19,402

The county reorganization committee recommended the organization of districts Crawfordsville No. 3, Sweet Home No. 55, Holley No. 56, Cascadia No. 58, Liberty No. 59, Foster No. 113 and Sweet Home Union High No. UH2 into one administrative district. The proposed administrative unit satisfies the criteria for an effective school district. These districts unified December 20, 1964.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
Sweet Home Administrative District	3,113.6	899.9	\$ 31,448

The county reorganization committee recommended that districts Albany No. 5, Grand Prairie No. 14, Oak Creek No. 15, Knox Butte No. 19, Dever No. 20, Riverside No. 24, McFarland No. 25, Tangent No. 26, Millersburg No. 32, Oakville No. 36, Crabtree No. 110 (part only), Lakeview No. 114, Clover Ridge No. 136, Benton County

Districts Oak Grove No. 4, North Albany No. 34, Fairmount No. 43, Fir Grove No. 74, and Albany Union High No. UH8J be formed into one administrative district. The proposed administrative unit fulfills the criteria for an effective school district.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
Albany Administrative District	6,165.4	1,879.2	\$ 28,093

The county reorganization committee recommended that districts Scio No. 95, Crabtree No. 110 (part only), Lourdes No. 124, and a small area of Marion County district Stayton No. 77J be organized into an administrative district.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
Scio Admin- istrative District	614.0	198.4	\$ 22,142

The proposed Scio Administrative District does not meet the enrollment criterion. There is little prospect for any sizeable population growth in the immediate future. It is recommended that the proposed Scio Administrative District be merged with the Stayton Administrative District in Marion County.

The county reorganization committee recommended that districts Mill City No. 129J and Detroit No. 123J, Marion County, be organized into one administrative district.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
Mill City- Detroit Ad- ministrative District	774.0	236.2	\$ 43,056

It is a necessary small district due to geographical isolation and mountain and river barriers. The proposed district does not meet the enrollment criterion at this time, but the prospects are good for population growth since there are many beautiful home sites on the river and in the mountains. These sites are within reasonable driving distance of Salem.

The formation of three administrative districts and the previously formed administrative districts Sweet Home No. 55 and Central Linn No. 552 are projected for Linn County.

Malheur County

The county reorganization committee recommended that districts Rockville No. 2, Jordan Valley No. 3, Arock No. 81, and Jordan Valley Union High No. UH1 be organized into an administrative district.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
Jordan Valley Administrative District	188.8	53.4	\$ 52,503

The proposed administrative unit fails to meet the enrollment criterion. It is a necessary small district due to its large geographical area and small population. The suspended district McDermitt No. 51 should become a part of the Jordan Valley administrative district.

The county reorganization committee recommended that districts Brogan No. 1, Vale No. 15, Willowcreek No. 42, and Vale Union High No. UH3 be organized into an administrative district. The proposed administrative unit meets the criteria for an effective school district.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
Vale Admin- istrative District	1,206.7	357.7	\$ 26,836

The county reorganization committee recommended that districts Beulah No. 11, Juntura No. 12, and Harper No. 66 be organized into an administrative district.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
Harper Administrative District	163.1	44.7	\$ 56,790

The proposed administrative unit has little prospect of gaining enrollment. It is recommended that it be merged with the proposed Vale Administrative District.

It is recommended that the proposed Harper and Vale Administrative Districts be merged to form one district. The Harper secondary students would find greater educational opportunities in the Vale High School. The proposed administrative district has the necessary resources to satisfy the criteria for an effective school district.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
Harper-Vale	1,369.8	402.4	\$ 30,260

The county reorganization committee recommended that districts Ontario No. 8 and Annex No. 29 be organized into one administrative district. The proposed administrative unit satisfies the criteria for an effective school district.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
Ontario Administrative District	2, 725. 9	717. 0	\$ 25, 564

Adrian District No. 61 fails to meet the enrollment criterion for an effective school district. It is proposed that districts Nyssa No. 26 and Adrian No. 61 be organized into one administrative school district. Agriculture is the basic industry of the area which produces a common socio-economic relationship. Nyssa serves as the trading center for much of the area. The proposed administrative unit meets the criteria for an effective school district.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
Adrian-Nyssa	1, 764. 1	498. 6	\$ 27, 830

Four administrative districts are projected for Malheur County.

Marion County

The county reorganization committee recommended districts North Marion No. 15 and St. Paul No. 45 be organized into an administrative district. The proposed administrative unit meets the criteria for an effective school district.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
North Marion- St. Paul Admin- istrative District	991.7	360.8	\$ 30,173

The county reorganization committee recommended districts Salem No. 24CJ, Pratum No. 50, Bethel No. 125, and Popcorn No. 36, Polk County, be organized into an administrative district. The proposed administrative unit fulfills the criteria for an effective school district.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
Salem Admin- istrative District	18,836.9	5,799.1	\$ 26,996

The county reorganization committee recommended districts Pioneer No. 13, Brooks No. 31, North Howell No. 51, St. Louis No. 59, Eldriedge No. 60, Gervais No. 76, Parkersville No. 82, Woodburn No. 103, Buena Crest No. 134, and Gervais Union High No. UH1 be organized into one administrative district. The proposed administrative unit meets the criteria for an effective school district.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
Gervais- Woodburn Admin- istrative District	2,098.7	572.2	\$ 27,347

The county reorganization committee recommended districts Aumsville No. 11, Jefferson No. 14J, Marion No. 20, West Stayton No. 61, Turner No. 79, Shaw No. 80, North Santiam No. 126, Cloverdale No. 144, and Cascade Union High No. UH5 be organized into one administrative district. The proposed administrative unit fulfills the criteria for an effective school district.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
Cascade- Jefferson Administrative District	2,106.6	586.7	\$ 20,656

The county reorganization committee recommended districts Silverton No. 4, Evergreen No. 10, Willard No. 30, Victor Point No. 42, McKee No. 46, Bethany No. 63, Scotts Mills No. 3J, Mt. Angel No. 91, Silver Crest No. 93, Crooked Finger No. 97, Monitor No. 142J, Central Howell No. 540, Silverton Union High No. UH7J, and part of Butte Creek No. 67J, Clackamas County, be organized into an administrative district. The proposed administrative unit meets the criteria for an effective school district.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
Silverton Ad- ministrative District	2,548.6	725.8	\$ 23,157

The county reorganization committee recommended districts Sublimity No. 7, Stayton No. 77J, Stayton Union High No. UH4J and Mari-Linn No. 29J, Linn County, be organized into an administrative district. The proposed administrative unit meets the criteria for an effective school district.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
Stayton Administrative District	1,062.0	389.5	\$ 34,395

It is recommended that the proposed Stayton Administrative District include the proposed Scio Administrative District, Linn County. The proposed Scio district fails to meet the enrollment criterion. Since the two communities have common social and economic ties, it seems reasonable that Scio be merged with the Stayton Administrative District.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
Stayton-Scio	1,676.0	588.9	\$ 30,257

Six administrative districts are projected for Marion County.

Morrow County

One county administrative district completed reorganization in accordance with the committee's recommendations on July 1, 1959.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
Morrow County Administrative District	1,203.4	353.9	\$ 73,713

Multnomah County

The county reorganization committee recommended districts Gresham No. 4, Orient No. 6J, Pleasant Valley No. 15J, Rockwood No. 27, Lynch No. 28, Gresham Union High No. UH2J, and Clackamas County Districts Damascus-Union No. 26 and parts of Boring No. 44 and Clackamas No. 64 be organized into an administrative district. The proposed district will need considerable financial assistance through state and intermediate education district sources..

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
Gresham Administrative District	10,749.2	2,851.6	\$ 14,627

The county reorganization committee recommended Bonneville District No. 46 be included in the Hood River County Administrative District.

The county reorganization committee recommended districts Sauvies Island No. 19J and Holbrook No. 38 be included in the

Scappoose Administrative District, Columbia County.

It is proposed that districts Reynolds No. 7 and Corbett No. 39 be organized into an administrative district. Corbett District No. 39 does not meet the enrollment and financial criteria; therefore it seems reasonable to include them with Reynolds No. 7.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
Reynolds- Corbett	3,218.1	895.5	\$ 24,726

It is recommended that Riverdale District No. 51J be included in the Lake Oswego District No. 7, Clackamas County.

The formation of two proposed administrative districts and previously formed districts, Portland No. 1J, Parkrose No. 3, and David Douglas No. 40, are projected for Multnomah County.

Polk County

The county reorganization committee recommended districts Dallas No. 2 and Falls City No. 57 be organized into an administrative district but excluding 12 sections, 4 through 9 and 16 through 21, in township 8S, Range 8W. These 12 sections are to become a part of district Valsetz No. 62. The proposed Dallas-Falls City Administrative Unit meets the criteria for an effective school district.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
Dallas-Falls City Admin- istrative District	2,642.7	792.4	\$ 20.806

The county reorganization committee recommended districts Ballston No. 9J, Bethel No. 17, Perrydale No. 21, and Yamhill County districts Amity No. 4J, Hopewell No. 49J, and Amity Union High No. UH5J be organized into an administrative district. The proposed administrative districts lack enrollment to meet the minimum enrollment criterion. It does have population growth potential due to its nearness to urban centers.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
Amity-Perrydale Administrative District	741.9	228.2	\$ 30,098

The county reorganization committee recommended that Popcorn District No. 36 be included in the organization of Salem District No. 24CJ, Marion County, and Buell No. 34 and Grand Ronde No. 42J be included in the Willamina Administrative District, Yamhill County.

It is recommended that Valsetz District No. 62 and proposed Dallas-Falls City Administrative District be merged into one administrative district. This would make available to all secondary

students an expanded educational program. Continued road improvement to Valsetz should soon make the transportation of their secondary students reasonable. The proposed administrative district meets the criteria for an effective school district.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
Dallas-Falls City-Valsetz	2,817.6	839.3	\$ 21,072

The formation of two proposed administrative districts and the previously formed Central District No. 13J are projected for Polk County.

Sherman County

The county reorganization committee recommended that the existing six districts remain unchanged.

It is recommended that districts Rufus No. 3, Wasco No. 7, Kent No. 9J, Moro No. 17, Grass Valley No. 23, and Sherman County High be organized into one administrative district. The proposed administrative unit does not quite measure up to the enrollment situation, but meets the other criteria for an effective school district.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
Sherman	868.1	260.9	\$ 71,033

One county administrative district is projected for Sherman County.

Tillamook County

The county reorganization committee recommended the organization of districts Beaver No. 8, Hebo No. 13J, Sandlake No. 21, Cloverdale No. 22, and Nestucca Union High No. UH3 into an administrative district.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
Nestucca Administrative District	711.1	219.2	\$ 25,789

The proposed administrative unit does not meet the enrollment criterion. Its topography and location would require some of the secondary students spending excessive time on the school buses if the proposed district were to include more territory. It may have some population growth potential according to recent school enrollment projections. The proposed administrative unit meets the other

criteria for an effective school district.

Three administrative districts are projected for Tillamook County including Administrative Districts Tillamook No. 9 and Neah-Kah-Nie No. 56.

Umatilla County

The county reorganization committee recommended districts Pilot Rock No. 2 and Ukiah No. 80 be organized into an administrative district. The topography and distance to attendance centers make this a necessary district even though the enrollment does not meet the enrollment criterion. The proposed administrative unit fulfills the other criteria for an effective school district.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
Pilot Rock- Ukiah Admin- istrative District	785.6	220.9	\$ 42,793

The county reorganization committee recommended districts Echo No. 5, Umatilla No. 6, Hermiston No. 8, and Stanfield No. 61 be organized into an administrative district. The proposed administrative unit fulfills the criteria for an effective school district.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
Hermiston Administrative District	3,264.0	963.3	\$ 23,525

The county reorganization committee recommended districts Helix No. 1 (part only) and Pendleton No. 16 be organized into an administrative district. The proposed administrative unit meets the criteria for an effective school district.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
Pendleton Administrative District	4,219.7	1,171.5	\$ 41,330

The county reorganization committee recommended districts Helix No. 1 (part only), Weston No. 19, and Athena No. 29 be organized into an administrative district.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
Athena-Weston Administrative District	656.2	194.5	\$ 65,201

The proposed administrative district does not meet enrollment criterion and has little population growth potential.

The county reorganization committee recommended districts Tum-A-Lum No. 4, Ferndale No. 10, Umapine No. 13, Pleasant View No. 22, Milton-Freewater No. 31, Fruitvale No. 72, and McLoughlin Union High No. UH3 be organized into one administrative district. The proposed administrative unit meets the criteria for an effective school district.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
Milton-Freewater Administrative District	1,965.3	600.7	\$ 31,601

It is recommended that district Athena No. 29 (part only) be merged with the proposed Pendleton Administrative District. The proposed administrative district forms an area that has common socio-economic ties, with Pendleton as its trading center, and meets the criteria for an effective school district.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
Pendleton- Athena-Helix	4,580.7	1,295.0	\$ 43,797

The inclusion of districts Weston No. 19 and Athena No. 29 (part only) with the proposed Milton-Freewater administrative

district is recommended. The people in the included areas have close socio-economic ties with the trading center of Milton-Freewater. The proposed administrative unit fulfills the criteria for an effective school district.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
Milton-Freewater	2,260.5	671.9	\$ 34,803

Four administrative districts are projected for Umatilla County.

Union County

The county reorganization committee recommended districts La Grande No. 1, Union No. 5, North Powder No. 8J, Imbler No. 11, Cove No. 15, and Elgin No. 23 be organized into an administrative district. The proposed administrative unit meets the criteria for an effective school district. The committee's alternative to the above recommendation was that the six administrative districts remain unchanged. La Grande District No. 1 as constituted July 1, 1964, was the only district to meet the criteria for an effective school district.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
Union	4,207.2	1,322.0	\$ 29,265

One administrative district is projected for Union County.

Wallowa County

The county reorganization committee recommended districts Joseph No. 6, The Bridge No. 11, Wallowa No. 12, Lewis No. 18, Enterprise No. 21, The Park No. 25, Flora No. 32, and Troy No. 54 be organized into an administrative district. The proposed administrative unit meets the criteria for an effective school district.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
Wallowa	1,659.6	520.0	\$ 41,963

One county administrative district is projected for Wallowa County.

Wasco County

The Wasco County Reorganization Committee recommended that districts Tygh Valley No. 40, Wamic No. 42, Maupin No. 84, and Maupin Union High No. UH1 be organized into one administrative district.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
Maupin Administrative District	565.3	158.7	\$ 43,060

The proposed administrative district does not meet the enrollment criterion, but is a necessary district due to distance and natural topographical barriers.

It is recommended that districts Chenowith No. 9, The Dalles No. 12, Petersburg No. 14, and Dufur No. 29 be organized into an administrative district. The people in the proposed administrative district participate in a logical socio-economic community, with the city of The Dalles as their trading center. The location of attendance centers alleviates any serious transportation problems. The proposed administrative district fulfills the criteria for an effective school district.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
Chenowith- Dufur- The Dalles	4,485.7	1,377.9	\$ 35,440

It is recommended that Antelope No. 50J be included in the Jefferson County Administrative District which is in accordance with

the wishes of the people residing in the area. The topography and highway system dictate its inclusion with the proposed Jefferson County administrative district.

Two administrative districts are projected for Wasco County.

Washington County

The Washington County Reorganization Committee recommended districts Tualatin No. 1J, Tigard No. 23, Cipole No. 45, Durham No. 82, Sherwood No. 88J, Metzger No. 106, Tigard Union High No. UH2J, and Sherwood Union High No. UH9J be organized into an administrative district. The proposed Sherwood-Tigard Administrative Unit satisfies the criteria of an effective school district.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
Sherwood- Tigard Administrative District	4,008.9	1,238.9	\$ 22,814

The county reorganization committee recommended districts West Union No. 1, Cornelius No. 2 (part only), Hillsboro No. 7, Reedsville No. 29, Orenco No. 38, Groner No. 39, Farmington View No. 58J, North Plains No. 70, Witch Hazel No. 79, Verboort No. 97 (part only) and Hillsboro Union High No. UH3J be organized

into an administrative district. The proposed administrative district fulfills the criteria for an effective school district.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
Hillsboro Administrative District	5,701.9	1,711.2	\$ 23,379

The county reorganization committee recommended districts Cornelius No. 2 (part only), Dilley No. 10, Banks No. 13, Forest Grove No. 15, Forest Dale No. 16, Gales Creek No. 30, Hillside No. 42, Verboort No. 97 (part only), Gaston No. 511J, Forest Grove Union High No. UH5, and Gaston Union High No. UH6J be organized into an administrative district. The proposed district meets the criteria for an effective school district.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
Forest Grove Administrative District	3,540.6	1,129.9	\$ 22,623

Four administrative districts are projected for Washington County which includes Beaverton No. 48 which became an administrative district on July 1, 1960.

Wheeler County

The Wheeler County Reorganization Committee considered reorganization complete with the formation of three administrative districts, Spray No. 1, Fossil No. 21, and Mitchell No. 55.

The merging of administrative districts Spray No. 1, Fossil No. 21, and Mitchell No. 55 into one county administrative district is recommended. The proposed administrative district does not meet the enrollment criterion because the area is basically dependent on cattle ranching which requires large acreage holdings per family. The proposed administrative district makes possible the full utilization of the available financial and human resources.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
Wheeler	521.4	169.9	\$ 36,074

One administrative district is projected for Wheeler County.

Yamhill County

The Yamhill County Reorganization Committee recommended districts Carlton No. 11, Yamhill No. 16 (part only), and Yamhill-Carlton Union High No. UH1 be merged into one administrative district.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
Yamhill-Carlton Administrative District	903. 0	289. 4	\$ 18, 943

The proposed administrative district does not meet financial and enrollment criteria. Its location makes it a necessary district due to distance to secondary attendance centers. State and intermediate education district assistance should prevent excessive local property tax levy.

The county reorganization committee recommended districts Willamina No. 30J, Willamina Union High No. UH7J, and Polk County districts Buell No. 34, and Grand Ronde No. 42J be organized into an administrative district. The proposed administrative district fulfills the minimal requirements for an effective school district.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
Willamina Administrative District	993. 8	332. 7	\$ 19, 912

It is recommended that Sheridan No. 48J be included as part of the proposed Willamina Administrative District. The proposed Sheridan-Willamina administrative district will need state and

intermediate education district financial aid to keep the property tax levy from being excessive. The proposed administrative unit meets the other criteria for an effective school district.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
Sheridan- Willamina	1, 725. 8	580. 2	\$ 17, 399

It is recommended that districts Dayton No. 8 and McMinnville No. 40 be organized into one administrative district. Dayton No. 8 has little prospect of meeting the enrollment criteria in the immediate future. The proposed Dayton-McMinnville Administrative Unit meets the criteria for an effective school district.

<u>District</u>	<u>Average Daily Membership</u>		<u>True Cash Value Per Average Daily Membership</u>
	<u>Grades 1-12</u>	<u>Grades 9-12</u>	
Dayton- McMinnville	3, 380. 1	1, 083. 3	\$ 20, 232

It is recommended that districts Amity No. 4J, Hopewell No. 49J, and Amity Union High No. UH5J be included in the proposed Amity-Perrydale Administrative District, Polk County.

Four administrative districts are projected for Yamhill County including Newberg No. 29J which was formed July 1, 1960.

Recapitulation

The study proposes an organization of Oregon school districts based on the recommendations of the county reorganization committees, literature, counsel with D. W. Patch, Director of School District Reorganization, State Department of Education, from July 1, 1957, through June 30, 1963, official records and documents on file in the Oregon State Department of Education, consultation with the county superintendents, and the writer's knowledge of the districts as they existed on July 1, 1964. Statistical data for the school year 1963-64 is the basis for computing average daily membership and true cash value per average daily membership for each of the projected school districts. The 106 projected administrative districts are:

County	District	Average Daily Membership	True Cash Value Per Average Daily Membership
Baker	County Administrative	3,462.6	\$ 58,911
Benton	Corvallis-Philomath- Alsea	8,055.0	23,583
Clackamas	Milwaukie-Gladstone	10,234.8	22,122
	Molalla-Colton	2,528.7	19,220
	Sandy	2,130.9	18,135
	Estacada	1,826.3	34,167
	Canby	1,924.0	21,176

County	District	Average Daily Membership	True Cash Value Per Average Daily Membership
	Lake Oswego	4,838.0	\$ 25,620
	West Linn	2,679.2	30,755
	Oregon City	3,829.6	25,103
Clatsop	Astoria-Warrenton- Knappa	3,851.0	23,883
	Seaside	1,403.9	39,453
Columbia	Scappoose	1,545.4	21,674
	Rainier-Clatskanie	2,021.5	14,317
	Vernonia	671.8	13,522
	St. Helens	2,195.1	34,332
Coos	Myrtle Point-Powers	1,785.5	25,808
	Coquille	1,807.8	22,949
	Coos Bay	6,010.7	23,953
	North Bend	2,783.1	21,592
	Bandon	955.4	15,077
Crook	County Unit	2,577.5	29,172
Curry	Gold Beach-Ophir	1,167.6	29,587
	Brookings	1,436.8	20,445
	Port Orford	918.1	24,372
Deschutes	Bend	3,845.4	24,601
	Redmond	2,375.7	23,396

County	District	Average Daily Membership	True Cash Value Per Average Daily Membership
Douglas	Reedsport-Gardner	1, 545. 6	\$ 27, 155
	Oakland-Sutherlin	1, 902. 7	28, 901
	Winston-Dillard- Camas Valley	1, 773. 5	26, 252
	South Umpqua-Riddle- Days Creek	3, 055. 8	19, 507
	Drain-Elkton-Yoncalla	1, 516. 6	24, 190
	Roseburg	6, 424. 7	21, 784
	Glide	967. 2	86, 527
	Glendale	571. 0	23, 084
Gilliam	County Administrative	823. 2	82, 914
Grant	County Administrative	1, 948. 6	30, 694
Harney	County Administrative	1, 900. 2	34, 261
Hood River	County Administrative	3, 450. 4	23, 170
Jackson	Ashland	2, 809. 9	19, 284
	Eagle Point-Butte Falls	1, 644. 6	26, 387
	Rogue River	713. 1	22, 069
	Medford	9, 088. 5	25, 477
	Phoenix	1, 498. 0	26, 777
	Central Point	2, 918. 1	17, 410
	Prospect	286. 8	23, 965
Jefferson	County Administrative	2, 689. 0	39, 581

County	District	Average Daily Membership	True Cash Value Per Average Daily Membership
Josephine	County Administrative	7, 712. 2	\$ 20, 633
Klamath	County Administrative	10, 878. 5	33, 668
Lake	County Administrative	1, 842. 9	38, 554
Lane	Springfield-Marcola	8, 744. 2	19, 985
	Oakridge-Westfir	1, 306. 0	32, 329
	Junction City- Harrisburg-Monroe	2, 779. 1	26, 270
	South Lane-Creswell	3, 973. 5	21, 038
	Pleasant Hill-Lowell	1, 559. 3	17, 612
	Fern Ridge-Crow- Applegate	1, 993. 8	16, 424
	Blachly-Mapleton	833. 7	20, 243
	Eugene-Bethel	20, 989. 0	23, 994
	McKenzie	551. 8	63, 303
	Florence	1, 347. 3	18, 288
Lincoln	County Unit	5, 841. 6	32, 485
Linn	Lebanon	4, 371. 6	19, 402
	Sweet Home	3, 113. 6	31, 448
	Albany	6, 165. 4	28, 093
	Mill City-Detroit	774. 0	43, 056
	Central Linn	969. 3	39, 481

County	District	Average Daily Membership	True Cash Value Per Average Daily Membership
Malheur	Jordan Valley	188.8	\$ 52,503
	Ontario	2,725.9	25,564
	Adrian-Nyssa	1,764.1	27,830
	Harper-Vale	1,369.8	30,260
Marion	Stayton-Scio	1,676.0	30,257
	North Marion-St. Paul	991.7	30,173
	Salem	18,836.9	26,996
	Gervais-Woodburn	2,098.7	27,347
	Cascade-Jefferson	2,106.6	20,656
	Silverton	2,548.6	23,157
	County Administrative	1,203.4	73,713
Multnomah	Gresham	10,749.2	14,627
	Portland	76,055.2	33,149
	Parkrose	4,968.6	22,294
	Reynolds-Corbett	3,218.1	24,726
	David Douglas	9,390.4	16,612
Polk	Dallas-Valsetz-Falls City	2,817.6	21,072
	Amity-Perrydale	741.9	30,098
	Central	1,875.3	23,578
Sherman	County Administrative	868.1	71,033

County	District	Average Daily Membership	True Cash Value Per Average Daily Membership
Tillamook	Nestucca	711.1	25,789
	Tillamook	2,210.7	27,057
	Neah-Kah-Nie	1,216.9	23,257
Umatilla	Pilot Rock-Ukiah	785.6	42,793
	Pendleton-Athena-Helix	4,580.7	43,797
	Hermiston-Echo-Stanfield-Umatilla	3,264.0	23,525
	Milton-Freewater-Weston-Umapine	2,260.5	34,803
Union	County Administrative	4,207.2	29,265
Wallowa	County Administrative	1,659.6	41,963
Wasco	Chenowith-The Dalles	4,485.7	35,440
	Maupin	565.3	43,060
Washington	Sherwood-Tigard	4,008.9	22,814
	Hillsboro	5,701.9	23,379
	Forest Grove-Banks-Gaston	3,540.6	22,623
	Beaverton	12,787.9	24,964
Wheeler	County Administrative	521.4	36,074
Yamhill	Yamhill-Carlton	903.0	18,943
	Sheridan-Willamina	1,725.8	17,399
	Newberg	2,231.0	18,584
	McMinnville-Dayton	3,380.1	\$ 20,232

The 106 projected Oregon school districts are detailed on Maps 1-36, Appendix D.

The purpose of the study was to organize all territory in Oregon into administrative school districts that will provide both elementary and secondary education in accordance with the recommendations of the county reorganization committee and the criteria for effective school districts. This was done in the projection of 106 administrative school districts for the state of Oregon through the proposed unification of the union high school districts and their component elementary districts, the merging of the unified elementary districts with those districts providing secondary education for their youth, and combining unified and administrative districts that did not meet the criteria for an effective school district. In any projection that reduces the number of school districts from 425 to 106, other problems that should be researched become evident.

Recommendations

1. The financial program for public schools that takes into consideration local, county, and state funds for the purpose of providing equity in taxes collected and their distribution to school districts needs to be examined and studied for possible improvement.

2. Since many of the proposed districts will be increased in area, the local school administration may need guidance in determining an educational program and in locating elementary and secondary attendance centers which will best fit the needs of the people in the district.
3. The projection of fewer and therefore larger school districts for Oregon has educational program implications which should be studied.

The projected school districting system for Oregon probably will not materialize without further state legislation. Research leading to the development of guidelines for future school district reorganization could prove helpful in the drafting of legislative proposals. It is assumed that school district reorganization will continue either for the reduction in the number of school districts remaining or in the creation of new districts. Legal avenues should always remain open to make it possible for the citizens of Oregon to determine school district organization. There is little likelihood that school district reorganization will ever become static in Oregon.

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APPENDICIES

APPENDIX A

APPENDIX A

Outline of School District Reorganization Act
H. B. 163 (Chapter 619) O. L. 1957
Prepared by Austin Scrafford,
Washington County School Superintendent

OBJECTIVE:

The objective of the act is to organize all territory within the state into administrative school districts which operate a 12-year program.

Effective date - August 20, 1957.

PRE-CONVENTION REQUIREMENTS:

1. Within 60 days after effective date there shall be created in each county a County Committee for the Organization of School Districts.

2. The County School Superintendent shall call a convention; notice shall be given by publication and posting (time, place, and purpose specified in notices).

THE CONVENTION:

1. County Superintendent - temporary chairman.
2. Provisions of act to be explained: discussion.
3. Election of the committee:
 - a. Nine members and five alternates.
 - b. Member must be a legal voter and not employed by any school board; need not be present to be elected.
 - c. Member elected by a majority of those present.
 - d. Member notified within 10 days - acceptance within 10 days.
 - e. Vacancies filled by alternates in order of their designation.
 - f. Members must be residents of the county.
 - g. Members will serve until program completed but not beyond 6/30/62.

MEETING OF COUNTY COMMITTEE:

Within 30 days after convention, committee shall meet to organize and elect a chairman and a vice-chairman.

1. County Superintendent shall be ex-officio secretary.
2. Expenses of members paid - state funds.
3. County Superintendent employs clerical help - to be paid by state funds.
4. Meeting held upon call of chairman, or a majority of committee.
5. Committee shall meet at least twice during the first year, not including the organizational meeting.
6. School Board members in each district to act in advisory capacity to the committee.

STATE BOARD ADVISORY MEETINGS:

1. Within 30 days after all county committees have been organized the State Board shall call meetings of different county committees.

- a. Ten days' prior notice shall be given.
- b. Meeting shall be to counsel and advise the county committees.
- c. County Committee Chairman, or alternate, and the secretary required to attend, all other members to attend if possible.

THE COMPREHENSIVE PLAN:

The comprehensive plan of reorganization shall provide for the incorporation of all areas of the county into one or more standard administrative school districts. The plan shall set out:

1. The boundaries of existing and proposed districts.
2. Location of schools, utilization and construction of new buildings.
3. The adjustment of all property, assets, debts, etc.
4. A summary of the reasons for each proposed reorganization.
5. Necessary reports, records, etc. required by the State Board.

The comprehensive plan shall be supported by studies and surveys conducted by the committee. Such studies shall include:

1. The adequacy of the educational program.
2. Pupils attending district; present and proposed populations.
3. Assessed valuations.
4. Location, condition, and future use of buildings and equipment.
5. Natural community areas.
6. Location of roads, highways, and natural barriers.
7. Transportation of pupils.
8. Geographic and economic conditions.
9. Other matters pertaining to greater equalization of education opportunities, more efficient and economical administration, and a more equitable distribution of public school revenues.

DUTIES OF THE STATE BOARD OF EDUCATION:

1. To call meetings of various committees.
2. Formulate and set minimum standards which all administrative districts must meet.
3. To receive and examine and hold a hearing on the plan.
4. To adopt or reject plans of reorganization.
5. To prepare plans in counties which fail to submit plans; local approval then required.
6. To receive and examine, approve or reject, partial county reorganization plans.
7. To employ a director, assistants, and personnel to carry out its powers and duties and to assist county committees.
8. To assist committees in preparation of plans.
9. To hear objections to organization plans.
10. To notify the County School Superintendent of each new administrative district formed.

DUTIES OF THE COUNTY COMMITTEE:

1. Shall prepare a comprehensive plan for the reorganization of school districts within the county.
2. Shall prepare a preliminary plan within one year after date of county convention.
3. Shall hold hearings on the plan and alter if necessary.
4. Shall submit to the State Board the adopted plan not later than 18 months after the county convention.
5. Shall determine the value and amount of all school property and all bonded and other indebtedness of all districts, and determine an equitable adjustment as affected by the reorganization plan.

6. Shall continue duties until entire county has been reorganized or until July 1, 1962.
7. Assign numbers to new administrative districts.
8. May allow consolidations and boundary changes after effective date of the act providing each does not interfere with the contemplated organization of school districts.
9. Divide new administrative districts into seven zones.
10. Canvass all election results.
11. Committee dissolved when entire county has been organized, or on July 1, 1962, whichever comes first.

DUTIES OF THE COUNTY SCHOOL SUPERINTENDENT:

1. Call a convention of all board members prior to October 20, 1957.
2. Act as temporary chairman of the convention.
3. Notify committee members of election.
4. Require written acceptance of each member.
5. Serve as secretary of the committee without vote.
6. Engage the necessary clerical help to carry out the law.
7. Attend meetings called by State Board of Education.
8. Give notification of hearings on the preliminary comprehensive reorganization plan.
9. Call elections for voting upon each administrative school district.
10. Publish and post notices for elections.
11. Receive petitions against formation of an administrative district.
12. Notify State Board of approved administrative districts.
13. Call elections for directors in new administrative districts.
14. Divide districts into election precincts.
15. Appoint election boards.
16. Receive acceptance of nominations for directors.
17. Canvass election results after duties of committee expire.
18. Be responsible for printing of ballots for elections.
19. Be responsible for functions of the committee after the county committee has been dissolved.

LOCAL APPROVAL OF PROPOSED PLANS:

1. County Superintendent to call elections within 30 days.
2. THE ELECTION: Within 60 days - notice published in at least two issues of paper, and also posted; must clearly state purpose of the election; a description of proposed boundaries; a statement of the terms of adjustment of

property, assets, debts, and liabilities; a summary of the studies upon which the proposed plan was based; time and places of election set by County Superintendent; judges appointed by County Superintendent; cost of election prorated to districts; printed ballot used; results canvassed by county committee.

THE VOTE:

A proposed administrative district shall be organized if a majority vote is cast. (Subject to the following provisions.)

The votes in each common school district shall be counted separately. If 60% or more of a common school district are against the formation, the organization shall be delayed for a period of 30 days.

During the 30-day period a petition against its formation may be filed. If such a petition is filed another election shall be held in the rejecting district within 60 days. If half or more approve the formation of the district, the new district shall be organized. If a majority is opposed, the new district is not organized.

If the majority vote is initially cast in favor of the formation, but a petition is filed by a "rejecting district" and the election held in this "rejecting district" is not favorable, the following procedure shall be followed:

Within 30 days the county committee shall submit to the State Board a proposed plan excepting that territory voting against the original plan. If approved by the State Board, an election shall again be held. If a majority of votes cast is favorable the new district is to be organized, if not, a new comprehensive plan shall be prepared.

THE NEW ADMINISTRATIVE DISTRICT:

1. County School Superintendent shall notify State Board of new administrative districts formed.
2. The State Board shall notify the County School Superintendent of approved administrative district to be effective July 1 following. (Subject to Section 35 of the act.)
3. Each new administrative district when organized is a corporate body with powers and duties of a first-class district.

4. Each new administrative district to be assigned a number.
5. Administrative districts divided into seven zones by county committee.
6. County School Superintendent shall call election for directors of new district.
7. School Board to consist of seven members.
8. Vote for director shall be at large in the entire district.
9. One director from each of the seven zones.
10. County School Superintendent shall divide district into election precincts.
11. County School Superintendent shall appoint election boards.
12. New school board to assume powers and duties upon date new district comes into existence.
13. New school board may act in certain areas prior to effective date of new school district.
14. Administrative districts of over 40, 000 population are guided by certain sections of the new law.
15. Terms of directors of pre-existing districts terminate upon effective date of the new district.
16. New administrative districts subject to all laws applicable to districts of all classes.

APPEAL IN DECISIONS:

1. Any person aggrieved by the decision of the committee may appear before the State Board of Education.
2. Any person aggrieved by the decision of the State Board of Education may appeal to the circuit court of the county.
(Limitations)
3. Court decisions as to adjustment of property, assets, debts, and liabilities shall not affect the validity of the district organization.
4. Type of appeal limited, and must be within 60 days of the formation of the new district.

INTERIM BOUNDARY CHANGES:

Section 42 provides that after the effective date of this act (August 20, 1957) no further changes in school boundaries may be made in any respect, except that after the county committee has been created the county committee may allow changes in boundaries, consolidations, etc., under previous existing procedures, if such changes are desirable and not likely to conflict with any contemplated plan of reorganization under the provisions of the act.

REORGANIZATION FUNDS:

H. B. 164 (Chapter 620, Oregon Laws) provides that \$70,000 each year shall be available for use by the State Board of Education, County Superintendents and County Committees for expenses incurred in carrying out the provisions of H. B. 163, District Reorganization.

APPENDIX B

APPENDIX B

Table 1. BAKER COUNTY. Statistical data for each school district as of July 1, 1964.

District Name	District Number	Average Daily Membership		True Cash Value Per Average Daily Membership	High School Status
		Grades 1-12	Grades 9-12		
1	2	3	4	5	6
Baker	5J	2567.3	742.3	\$ 35,614	Unified
Huntington	16	181.8	46.1	83,675	Unified
Hereford-Unity	30J	173.2	47.3	80,390	Unified
Pine Eagle	61	540.3	158.1	154,392	Unified
Total		3462.6	993.8	\$ 58,911 ¹	

¹ True cash value of county divided by total average daily membership.

Table 2. BENTON COUNTY. Statistical data for each school district as of July 1, 1964.

District Name	District Number	Average Daily Membership		True Cash Value Per Average Daily Membership	High School Status
		Grades 1-12	Grades 9-12		
1	2	3	4	5	6
Oak Grove	4	104.1	-----	\$ 14,227	Linn-UH8J
Alsea	7J	261.8	74.8	22,471	Unified
Philomath	17J	1127.9	355.7	18,287	Unified
Monroe	UH1J	160.7	160.7	32,348	Grades 9-12
Bellfountain	23	75.8	-----	25,514	UH1J
Irish Bend	24	51.3	-----	37,816	UH1J
Monroe	25J	188.9	-----	15,016	UH1J
Alpine	26	91.9	-----	11,827	UH1J
North Albany	34	118.0	-----	16,812	Linn-UH8J
Fairmount	43	106.1	-----	23,222	Linn-UH8J
Fir Grove	74	52.6	-----	26,316	Linn-UH8J
Corvallis	509J	6665.3	1557.7	24,522	Unified
Total		9004.4	2148.9	23,352 ¹	

¹ True cash value of county divided by total average daily membership.

Table 3.. CLACKAMAS COUNTY. Statistical data for each school district as of July 1, 1964.

District Name	District Number	Average Daily Membership		True Cash Value Per Average Daily Membership	High School Status
		Grades 1-12	Grades 9-12		
1	2	3	4	5	6
Canby	UH1	598.4	598.4	\$ 27,235	Grades 9-12
Carus	29	73.4	-----	17,321	UH1
Canby	86	996.8	-----	18,889	UH1
Ninety-one	91J	256.1	-----	16,424	UH1
Sandy	UH2	676.1	676.1	22,863	Grades 9-12
Welches	13	182.1	-----	31,167	UH2
Boring	44	297.2	-----	15,119	UH2
Bull Run	45	68.5	-----	32,973	UH2
Sandy	46	880.3	-----	10,792	UH2
Dover	83	37.9	-----	13,666	UH2
Cottrell	107	136.3	-----	13,096	UH2
Molalla	UH4	629.0	629.0	25,232	Grades 9-12
Dickie Prairie	25	30.3	-----	51,824	UH4
Clarkes	32	100.7	-----	15,887	UH4
Molalla	35	746.4	-----	16,287	UH4
Beaver Lake	65	36.8	-----	9,897	UH4
Shubel	80	64.2	-----	7,835	UH4
Mulino	84	236.9	-----	9,603	UH4
Maple Grove	87	18.9	-----	46,486	UH4
Rural Dell	92	112.1	-----	24,290	UH4
Butte Creek	67J	99.4	-----	27,356	UH4 & Mar. UH7J

Table 3. . (Continued)

1	2	3	4	5	6
Milwaukie	UH5	3160.5	3160.5	\$ 28,655	Grades 9-12
Milwaukie	1	4750.3	-----	19,092	UH5
Concord	28	956.5	-----	17,091	UH5
Clackamas	64	759.4	-----	22,137	UH5, Mult, UH2J
Oak Grove	103	693.6	-----	17,301	UH5
Estacada	UH6	505.6	505.6	49,367	Grades 9-12
Redland	116	268.4	-----	12,326	UH6
Eagle Creek	17	103.4	-----	11,404	UH6
Estacada	108	924.5	-----	29,603	UH6
Three Lynx	123	30.4	-----	194,989	UH6
West Linn	3J	2679.2	1057.3	30,755	Unified
Lake Oswego	7	4518.1	1346.9	25,323	Unified
Colton	53	455.3	134.7	19,600	Unified
Oregon City	62	3829.6	1137.5	25,103	Unified
Damascus-Union	26	162.9	-----	20,255	Mult. UH2J
Gladstone	115	767.9	-----	26,741	Unified Elem.
Total		30,843.4	9246.0	\$ 23,825 ¹	

¹ True cash value of county divided by total average daily membership.

Table 4. CLATSOP COUNTY. Statistical data for each school district as of July 1, 1964.

District Name	District Number	Average Daily Membership		True Cash Value Per Average Daily Membership	High School Status
		Grades 1-12	Grades 9-12		
1	2	3	4	5	6
Astoria	1	2112.1	813.0	\$ 24,157	Unified
Lewis and Clark	5	442.6	-----	29,288	Unified Elem.
Olney	11	91.5	-----	42,984	Unified Elem.
Knappa	4	440.9	147.4	22,849	Unified
Westport	7J	91.0	-----	17,112	UH5J-Columbia
Jewell	8	89.8	21.5	52,748	Unified
Warrenton	30	674.1	227.9	13,716	Unified
Seaside	UH1	466.1	466.1	47,533	Grades 9-12
Seaside	10	657.9	-----	32,511	UH1
Gearhart	15	190.1	-----	32,626	UH1
Cannon Beach	37	88.1	-----	64,038	UH1
Total		5344.2	1675.9	\$ 27,886 ¹	

¹ True cash value of county divided by total average daily membership.

Table 5. COLUMBIA COUNTY. Statistical data for each school district as of July 1, 1964.

District Name	District Number	Average Daily Membership		True Cash Value Per Average Daily Membership	High School Status
		Grades 1-12	Grades 9-12		
1	2	3	4	5	6
Vernonia	47J	671.8	197.9	\$ 13,522	Unified
St. Helens	502	2195.1	743.8	34,332	Unified
Rainier	UH3	329.2	329.2	17,930	Grades 9-12
Hudson	4	36.5	-----	13,173	UH3
Rainier	13	487.4	-----	11,916	UH3
Goble	20	115.2	-----	10,539	UH3
Delena	32	117.9	-----	6,202	UH3
Apiary	38	17.1	-----	17,611	UH3
Scappoose	UH4J	493.4	493.4	17,116	Grades 9-12
Scappoose	1J	715.8	-----	14,194	UH4J
Warren	7	120.0	-----	17,425	UH4J
Clatskanie	UH5J	310.0	310.0	18,303	Grades 9-12
Clatskanie	5	344.1	-----	14,899	UH5J
Quincy	25	173.4	-----	11,139	UH3 & 5J
Total		6126.9	2074.3	21,630 ¹	

¹ True cash value of county divided by total average daily membership.

Table 6. . COOS COUNTY. Statistical data for each school district as of July 1, 1964.

District Name	District Number	Average Daily Membership		True Cash Value Per Average Daily Membership	High School Status
		Grades 1-12	Grades 9-12		
1	2	3	4	5	6
Coquille	8	1807.8	513.5	22,949	Unified
Coos Bay	9	6010.7	1711.1	23,953	Unified
North Bend	13	2783.1	780.3	21,592	Unified
Powers	31	315.3	87.2	31,614	Unified
Myrtle Point	41	1470.2	448.8	24,563	Unified
Bandon	54	955.4	297.0	15,177	Unified
Total		13,342.5	3837.9	22,944 ¹	

¹ True cash value of county divided by total average daily membership.

Table 7. CROOK COUNTY. Statistical data for each school district as of July 1, 1964.

District Name	District Number	Average Daily Membership		True Cash Value Per Average Daily Membership	High School Status
		Grades 1-12	Grades 9-12		
1	2	3	4	5	6
Crook County Unit	CU	2577.5	769.8	\$ 29,172	Unified

Table 8. . . CURRY COUNTY. Statistical data for each school district as of July 1, 1964.

District Name	District Number	Average Daily Membership		True Cash Value Per Average Daily Membership	High School Status
		Grades 1-12	Grades 9-12		
1	2	3	4	5	6
Port Orford-Langlois	2J	918.1	260.4	\$ 24,372	Unified
Gold Beach	UH1	320.8	320.8	37,106	Grades 9-12
Gold Beach	3	613.1	-----	26,937	UH1
Agness	4	17.3	-----	54,067	Unified Elem.
Ophir	12	191.2	-----	19,456	Unified-HS Susp.
Pistol River	16	25.2	-----	155,419	UH1 & Unified Elem.
Brookings	17	1388.1	417.1	17,826	Unified
Upper Chetco	23	48.7	-----	34,984	Unified Elem.
Total		3522.5	998.3	\$ 24,521 ¹	

¹ True cash value of county divided by total average daily membership.

Table 9. DESCHUTES COUNTY. Statistical data for each school district as of July 1, 1964.

District Name	District Number	Average Daily Membership		True Cash Value Per Average Daily Membership	High School Status
		Grades 1-12	Grades 9-12		
1	2	3	4	5	6
Bend	1	3835.7	1249.0	\$ 19,653	Unified
Sisters	6	267.7	82.9	9,663	Unified
Redmond	UH1J	642.5	642.5	31,864	Grades 9-12
Redmond	2J	1062.9	-----	20,991	UH1J
Tumalo	3	173.8	-----	26,567	UH1J
Terrebonne	5J	179.2	-----	15,685	UH1J
Cloverdale	18	8.8	-----	81,971	UH1J
Alfalfa	24	24.8	-----	32,216	UH1J
Brothers	15	9.7	-----	127,008	Unified Elem.
Total		6205.1	1974.4	\$ 23,888 ¹	

¹ True cash value of county divided by total average daily membership.

Table 10. DOUGLAS COUNTY. Statistical data for each school district as of July 1, 1964.

District Name	District Number	Average Daily Membership		True Cash Value Per Average Daily Membership	High School Status
		Grades 1-12	Grades 9-12		
1	2	3	4	5	6
Oakland	I	522.1	150.5	\$ 52,355	Unified
Umpqua	45	43.0	-----	166,811	Unified Elem.
Sutherlin	130	1337.6	399.5	15,314	Unified
Roseburg	4	6424.7	1593.1	21,784	Unified
Glide	12	967.2	270.2	86,527	Unified
Days Creek	15	321.9	87.8	26,000	Unified
South Umpqua	19	2094.9	605.5	14,455	Unified
Riddle	70	639.0	186.7	44,313	Unified
Camas Valley	21	169.3	58.3	29,774	Unified
Winston-Dillard	116	1604.2	454.8	25,881	Unified
Drain	22	813.9	248.2	18,653	Unified
Yoncalla	32	454.5	156.4	20,439	Unified
Elkton	34	248.2	76.9	49,216	Unified
Glendale	77	571.0	166.2	23,084	Unified
Reedsport	UH13	464.8	464.8	34,217	Grades 9-12
Gardiner	9	166.3	-----	70,650	UH13
Reedsport	105	951.7	-----	12,951	UH13
Ash Valley	125	11.7	-----	188,970	Unified Elem.
Total		17,806.0	4918.9	\$ 27,194 ¹	

¹ True cash value of county divided by total average daily membership.

Table 11. GILLIAM COUNTY. Statistical data for each school district as of July 1, 1964.

District Name	District Number	Average Daily Membership		True Cash Value Per Average Daily Membership	High School Status
		Grades 1-12	Grades 9-12		
1	2	3	4	5	6
Arlington	3	303.9	93.6	\$ 64,052	Unified
Olex	11	34.8	-----	185,954	County HS
Condon	25J	471.3	136.8	75,635	Unified
Mayville	36J	13.2	-----	112,387	County HS
County High School - Suspended					
Total		823.2	230.4	\$ 82,914 ¹	

¹ True cash value of county divided by total average daily membership.

Table 12. GRANT COUNTY. Statistical data for each school district as of July 1, 1964.

District Name	District Number	Average Daily Membership		True Cash Value Per Average Daily Membership	High School Status
		Grades 1-12	Grades 9-12		
1	2	3	4	5	6
Prairie City	4	408.2	115.0	\$ 27,540	Unified
Mt. Vernon	6	219.9	65.9	22,656	Unified
Monument	8	115.3	41.7	43,478	Unified
Dayville	16J	109.0	36.8	40,802	Unified
Long Creek	17	131.9	36.5	68,788	Unified
Grant High	UH3	253.3	253.3	39,565	Grades 9-12
John Day	3	551.1	-----	18,194	UH3
Izee	31	49.5	-----	33,998	UH3
Seneca	47	110.4	-----	30,098	UH3
Total		1948.6	549.2	\$ 30,694 ¹	

¹ True cash value of county divided by total average daily membership.

Table 13. HARNEY COUNTY. Statistical data for each school district as of July 1, 1964.

District Name	District Number	Average Daily Membership		True Cash Value Per Average Daily Membership	High School Status
		Grades 1-12	Grades 9-12		
1	2	3	4	5	6
Crane	UH1J	63.8	63.8	\$ 164,629	Grades 9-12
Crane	4	38.4	----	63,823	UH1J
Pine Creek	5	10.1	----	109,992	UH1J
Diamond	7	20.7	----	94,718	UH1J
Drewsey	13	30.9	----	50,982	UH1J
Frenchglen	16	17.1	----	131,285	UH1J & UH2
Lawen	18	11.5	----	168,331	UH1J & UH2
Andrews	29	7.0	----	229,743	UH1J
Sodhouse	32	12.2	----	62,479	UH1J & UH2
Fields	33	14.0	----	63,289	UH1J
Trout Creek	53	8.3	----	93,633	UH1J
Burns	UH2	447.5	447.5	35,259	Grades 9-12
Burns	1	820.8	----	17,464	UH1J & UH2
Suntex	10	11.7	----	150,868	UH2
Double 0	28	8.9	----	59,303	UH2
Hines	30	377.3	----	17,840	UH2
Total		1900.2	511.3	34,261 ¹	

¹ True cash value of county divided by total average daily membership.

Table 14. HOOD RIVER COUNTY. Statistical data for each school district as of July 1, 1964.

District Name	District Number	Average Daily Membership		True Cash Value Per Average Daily Membership	High School Status
		Grades 1-12	Grades 9-12		
1	2	3	4	5	6
Hood River	1	3376.1	1003.9	\$ 23,207	Unified

Table 15. JACKSON COUNTY. Statistical data for each school district as of July 1, 1964.

District Name	District Number	Average Daily Membership		True Cash Value Per Average Daily Membership	High School Status
		Grades 1-12	Grades 9-12		
1	2	3	4	5	6
Phoenix	4	1498.0	433.0	\$ 26,777	Unified
Ashland	5	2796.0	866.2	18,441	Unified
Central Point	6	2918.1	909.3	17,410	Unified
Eagle Point	9	1488.5	428.5	24,878	Unified
Rogue River	35	583.9	229.0	18,259	Unified
Applegate	40	100.8	-----	27,607	Unified Elem.
Prospect	59	286.8	85.5	23,965	Unified
Evans Valley	62	129.2	-----	39,287	Unified Elem.
Butte Falls	91	156.1	43.7	40,775	Unified
Pinehurst	94	13.9	-----	188,877	Unified Elem.
Medford	549	8948.3	2391.9	25,566	Unified
Total		18,919.6	5387.1	23,397 ¹	

¹ True cash value of county divided by total average daily membership.

Table 16. JEFFERSON COUNTY. Statistical data for each school district as of July 1, 1964.

District Name	District Number	Average Daily Membership		True Cash Value Per Average Daily Membership	High School Status
		Grades 1-12	Grades 9-12		
1	2	3	4	5	6
Culver	4	313.5	84.6	\$ 39,186	Unified
Ashwood	8	24.0	-----	120,176	Unified Elem.
Willowdale	13J	Suspended			Unified Elem.
Black Butte	41	20.4	-----	88,975	Unified Elem.
Madras	509J	2303.0	666.2	37,103	Unified
Total		2660.9	750.8	\$ 39,494 ¹	

¹ True cash value of county divided by total average daily membership.

Table 17. JOSEPHINE COUNTY. Statistical data for each school district as of July 1, 1964.

District Name	District Number	Average Daily Membership		True Cash Value Per Average Daily Membership	High School Status
		Grades 1-12	Grades 9-12		
1	2	3	4	5	6
Josephine County Unit	CU	3058.8	247.6	\$ 24,623	Unified ¹
Grants Pass	7	4653.4	1648.6	18,011	Unified
Total		7712.2	1896.2	\$ 20,633 ²	

¹ Most senior high students attend Grants Pass High School on a tuition basis.

² True cash value of county divided by total average daily membership.

Table 18 . KLAMATH COUNTY. Statistical data for each school district as of July 1, 1964.

District Name	District Number	Average Daily Membership		True Cash Value Per Average Daily Membership	High School Status
		Grades 1-12	Grades 9-12		
1	2	3	4	5	6
Klamath County Unit	CU	6367.8	1067.3	\$ 35,646	Unified
Klamath Union High	UH2	2063.9	2063.9	34,329	Grades 9-12
Klamath Falls	1	2446.8	-----	27,963	UH2
Total		10,878.5	3131.2	\$ 33,668 ¹	

¹ True cash value of county divided by total average daily membership.

Table 19. LAKE COUNTY. Statistical data for each school district as of July 1, 1964.

District Name	District Number	Average Daily Membership		True Cash Value Per Average Daily Membership	High School Status
		Grades 1-12	Grades 9-12		
1	2	3	4	5	6
Union	5	78.3	-----	\$ 51,340	Unified Elem.
Lakeview	7	1448.5	412.9	22,623	Unified
Plush	18	15.1	-----	137,570	Unified Elem.
Adel	21	22.4	-----	182,332	Unified Elem.
Vernon	41	53.2	-----	37,668	Unified Elem.
Paisley	11	113.5	40.6	85,883	Unified
Silver Lake	14	44.9	-----	101,481	Unified Elem.
Fort Rock	24	51.0	-----	182,632	Unified Elem.
Ana River	25	16.0	-----	62,708	Unified Elem.
Total		1842.9	453.5	\$ 38,554 ¹	

¹ True cash value of county divided by total average daily membership.

Table 20. LANE COUNTY. Statistical data for each school district as of July 1, 1964.

District Name	District Number	Average Daily Membership		True Cash Value Per Average Daily Membership	High School Status
		Grades 1-12	Grades 9-12		
1	2	3	4	5	6
Pleasant Hill	1	1093.7	302.3	\$ 15,208	Unified
Eugene	4	18,046.1	5283.6	23,803	Unified
Springfield	19	8441.7	2522.0	19,904	Unified
Fern Ridge	28J	1504.5	432.5	11,016	Unified
Mapleton	32	643.7	187.1	19,506	Unified
Creswell	40	862.8	262.6	11,074	Unified
South Lane	45J	3110.7	943.0	23,802	Unified
Bethel	52	2943.9	887.9	27,427	Unified
Crow-Applegate	66	489.3	147.4	33,054	Unified
McKenzie	68	551.8	185.0	63,303	Unified
Junction City	69	1644.2	485.1	22,526	Unified
Lowell	71	465.6	135.0	23,262	Unified
Oakridge	76	1069.8	324.9	32,375	Unified
Marcola	79	302.5	79.4	22,277	Unified
Blachly	90	190.0	48.4	22,746	Unified
Florence	97J	1347.3	374.1	18,288	Unified
Westfir	117	236.2	65.2	32,119	Unified
Total		42,943.8	12,665.5	\$ 22,918 ¹	

¹ True cash value of county divided by total average daily membership.

Table 21. LINCOLN COUNTY. Statistical data for each school district as of July 1, 1964.

District Name	District Number	Average Daily Membership		True Cash Value Per Average Daily Membership	High School Status
		Grades 1-12	Grades 9-12		
1	2	3	4	5	6
Lincoln County Unit	CUJ	5841.6	1501.3	\$ 32,485	Unified

Table 22. LINN COUNTY. Statistical data for each school district as of July 1, 1964.

District Name	District Number	Average Daily Membership		True Cash Value Per Average Daily Membership	High School Status
		Grades 1-12	Grades 9-12		
1	2	3	4	5	6
Lebanon	UH1	1311.3	1311.3	\$ 25,873	Grades 9-12
Griggs	4	40.2	-----	50,862	UH1
Price	6	31.4	-----	63,419	UH1 & UH8J
Sodaville	13	82.3	-----	9,058	UH1
Lebanon	16	1405.4	-----	17,690	UH1
Sandridge	30	11.2	-----	81,919	UH1
Hamilton Creek	33	172.5	-----	12,193	UH1
Fairview	66	110.2	-----	40,584	UH1 & UH2
Lacomb	73	212.1	-----	12,899	UH1
Denny	78	50.0	-----	11,274	UH1
Gore	81	93.7	-----	19,438	UH1
Crowfoot	89	704.2	-----	13,210	UH1
Tennessee	102	129.2	-----	24,915	UH1
Plainview	133	17.9	-----	51,113	UH1
Sweet Home	UH2	899.9	899.9	43,524	Grades 9-12
Crawfordsville	3	137.1	-----	98,406	UH2
Sweet Home	55	1299.9	-----	11,991	UH2
Holley	56	172.2	-----	39,990	UH2
Cascadia	58	70.1	-----	79,104	UH2
Liberty	59	166.4	-----	10,978	UH2

Table 22. Continued.

1	2	3	4	5	6
Foster	113	368.0	-----	34,212	UH2
Harrisburg	UH5J	164.5	164.5	55,868	Grades 9-12
Harrisburg	42J	311.8	-----	29,749	UH5J
Harris	46	34.6	-----	58,434	UH5J
Wyatt	63J	55.4	-----	44,909	UH5J
Albany	UH8J	2918.1	2918.1	32,645	Grades 7-12
Albany	5	1868.7	-----	22,253	UH8J
Grand Prairie	14	253.5	-----	11,873	UH8J
Oak Creek	15	43.6	-----	20,259	UH8J
Knox Butte	19	137.5	-----	8,901	UH8J
Dever	20	45.3	-----	32,521	UH8J
Riverside	24	98.8	-----	15,860	UH8J
McFarland	25	64.6	-----	26,367	UH8J
Tangent	26	90.6	-----	25,062	UH8J
Millersburg	32	56.5	-----	96,307	UH8J
Oakville	36	26.5	-----	38,647	UH8J
Crabtree	110	62.8	-----	21,077	UH8J
Lakeview	114	37.8	-----	22,073	UH8J
Clover Ridge	136	80.6	-----	71,572	UH8J
Mill City	129J	601.4	187.9	48,939	Unified
Scio	95	571.0	198.4	22,336	Unified
Lourdes	124	43.0	-----	19,567	Unified Elem.
Central Linn	552	969.3	295.1	39,481	Unified
Mar-Linn	29J	207.4	-----	25,589	Marion UH4J
Total		16,228.5	5975.2	\$ 28,234 ¹	

¹ True cash value of county divided by total average daily membership.

Table 23. MALHEUR COUNTY. Statistical data for each school district as of July 1, 1964.

District Name	District Number	Average Daily Membership		True Cash Value Per Average Daily Membership	High School Status
		Grades 1-12	Grades 9-12		
1	2	3	4	5	6
Jordan Valley	UH1	53.4	53.4	\$ 45,488	Grades 9-12
Rockville	2	8.0	-----	106,283	Unified Elem.
Jordan Valley	3	85.4	-----	38,119	UH1
Arock	81	42.0	-----	68,830	UH1 & Unified Elem.
Vale	UH3	357.7	357.7	35,994	Grades 9-12
Brogan	1	30.5	-----	43,877	UH3
Vale	15	681.5	-----	20,535	UH3
Willowcreek	42	137.0	-----	29,050	UH3
Ontario	8	2602.6	717.0	24,080	Unified
Annex	29	123.3	-----	64,884	Unified Elem.
Nyssa	26	1298.3	367.6	27,060	Unified
Adrian	61	465.8	131.0	29,975	Unified
Beulah	11	3.0	-----	197,568	Unified Elem.
Harper	66	129.6	44.7	44,266	Unified
Juntura	12	30.5	-----	96,160	Harney Co. UH1 & Unified Elem.
McDermitt	51	Suspended		73,329	
Total		6048.6	1671.4	\$ 28,575 ¹	

¹ True cash value of county divided by total average daily membership.

Table 24. MARION COUNTY. Statistical data for each school district as of July 1, 1964.

District Name	District Number	Average Daily Membership		True Cash Value Per Average Daily Membership	High School Status
		Grades 1-12	Grades 9-12		
1	2	3	4	5	6
Gervais	UH1	277.8	277.8	\$ 35,539	Grades 9-12
Pioneer	13	43.1	-----	23,960	UH1
Brooks	31	123.5	-----	21,368	UH1
North Howell	51	63.8	-----	28,153	UH1
St. Louis	59	41.0	-----	30,871	UH1
Eldridge	60	128.2	-----	20,983	UH1
Gervais	76	117.9	-----	23,468	UH1
Parkersville	82	31.3	-----	43,188	UH1
Woodburn	103	1243.4	415.4	26,308	Unified
Buena Crest	134	52.7	-----	24,041	UH1
Stayton	UH4J	389.5	389.5	38,116	Grades 9-12
Sublimity	7	34.0	-----	73,714	UH4J
Stayton	77J	456.1	-----	31,694	UH4J
Cascade	UH5	431.7	431.7	25,421	Grades 9-12
Aumsville	11	267.2	-----	19,630	UH5
Jefferson	14J	597.2	155.0	26,924	Unified
Marion	20	129.8	-----	14,823	UH5
West Stayton	61	125.5	-----	12,768	UH5
Turner	79	292.5	-----	13,259	UH5
Shaw	80	37.3	-----	23,351	UH5
North Santiam	126	159.7	-----	7,874	UH5

Table 24. Continued.

1	2	3	4	5	6
Cloverdale	144	93.3	-----	18,037	UH5
Silverton	UH7J	725.6	-----	32,535	Grades 9-12
Silverton	4	920.2	-----	13,464	UH7J
Evergreen	10	50.0	-----	16,205	UH7J
Willard	30	17.0	-----	30,860	UH7J
Victor Point	42	94.3	-----	42,770	UH7J
McKee	46	22.5	-----	21,112	UH7J
Bethany	63	37.3	-----	49,915	UH7J
Scotts Mills	73J	124.0	-----	7,818	UH7J
Mt. Angel	91	283.5	-----	20,380	UH7J
Silver Crest	93	70.8	-----	23,128	UH7J
Crooked Finger	97	15.2	-----	21,478	UH7J
Monitor	142J	143.0	-----	19,103	UH7J
Central Howell	540	95.8	-----	38,285	UH7J
North Marion	15	809.7	264.5	23,305	Unified
St. Paul	45	193.2	96.3	57,210	Unified
Salem	24J	18,688.9	5799.1	27,260	Unified
Pratum	50	54.8	-----	54,798	Unified Elem.
Bethel	125	58.9	-----	43,532	Unified Elem.
Detroit	123J	172.6	48.3	22,555	Unified
Total		27,713.8	7877.6	\$ 26,732 ¹	

¹ True cash value of county divided by total average daily membership.

Table 25. MORROW COUNTY. Statistical data for each school district as of July 1, 1964.

District Name	District Number	Average Daily Membership		True Cash Value Per Average Daily Membership	High School Status
		Grades 1-12	Grades 9-12		
1	2	3	4	5	6
Morrow	1	1203.4	353.9	\$ 73,713	Unified

Table 26. MULTNOMAH COUNTY. Statistical data for each school district as of July 1, 1964.

District Name	District Number	Average Daily Membership		True Cash Value Per Average Daily Membership	High School Status
		Grades 1-12	Grades 9-12		
1	2	3	4	5	6
Portland	1J	76,055.2	24,047.2	\$ 33,149	Unified
Parkrose	3	4968.6	1441.1	22,294	Unified
Reynolds	7	2694.4	758.2	26,398	Unified
Gresham	UH2J	2853.3	2853.3	22,042	Grades 9-12
Gresham	4	1523.1	-----	19,979	UH2J
Orient	6J	585.9	-----	11,484	UH2J
Pleasant Valley	15J	292.3	-----	13,843	UH2J
Rockwood	27	1826.7	-----	9,746	UH2J
Lynch	28	3356.9	-----	9,229	UH2J
Corbett	39	523.7	137.3	16,109	Unified
David Douglas	40	9390.4	2668.4	16,612	Unified
Riverdale	51J	319.9	-----	35,545	Unified Elem.
Bonneville	46	74.3	-----	26,781	Unified Elem.
Union High	UH5	Suspended			
Sauvies Island	19J	102.8	-----	52,787	UH5
Holbrook	38	124.5	-----	19,435	UH5
Total		104,692.0	31,905.5	\$ 29,297 ¹	

¹ True cash value of county divided by total average daily membership.

Table 27. POLK COUNTY. Statistical data for each school district as of July 1, 1964.

District Name	District Number	Average Daily Membership		True Cash Value Per Average Daily Membership	High School Status
		Grades 1-12	Grades 9-12		
1	2	3	4	5	6
Dallas	2	2380.7	708.8	\$ 21,840	Unified
Falls City	57	262.0	83.6	11,409	Unified
Valsetz	62	174.9	46.9	25,071	Unified
Central	13J	1875.3	540.6	23,578	Unified
Popcorn	36	36.3	-----	37,042	Unified Elem.
Perrydale	21	120.0	29.2	56,277	Unified
Ballston	9J	46.3	-----	19,987	UH4J-Yamhill
Bethel	17	12.7	-----	83,963	UH4J-Yamhill
Buell	34	28.5	-----	33,112	Unified Elem.
Grand Ronde	42J	152.6	-----	18,319	UH3J-Yamhill
Total		5089.3	1409.1	\$ 23,071 ¹	

¹ True cash value of county divided by total average daily membership.

Table 28. SHERMAN COUNTY. Statistical data for each school district as of July 1, 1964.

District Name	District Number	Average Daily Membership		True Cash Value Per Average Daily Membership	High School Status
		Grades 1-12	Grades 9-12		
1	2	3	4	5	6
Rufus	3	176.4	-----	\$ 38,257	Co. High
Wasco	7	208.0	-----	47,839	Co. High
Kent	9J	27.7	-----	178,133	Co. High & Ue
Moro	17	126.3	-----	74,531	Co. High
Grass Valley	23	68.8	-----	87,121	Co. High
County High	CH	260.9	260.9	94,377	Grades 9-12
Total		868.1	260.9	\$ 71,033 ¹	

¹ True cash value of county divided by total average daily membership.

Table 29. TILLAMOOK COUNTY. Statistical data for each school district as of July 1, 1964.

District Name	District Number	Average Daily Membership		True Cash Value Per Average Daily Membership	High School Status
		Grades 1-12	Grades 9-12		
1	2	3	4	5	6
Nestucca	UH3	219.2	219.2	\$ 33,507	Grades 9-12
Beaver	8	151.4	-----	16,379	UH3
Hebo	13J	114.1	-----	18,515	UH3 & Unified Elem.
Sandlake	21	42.9	-----	22,024	UH3
Cloverdale	22	183.5	-----	33,244	UH3
Tillamook	9	2210.7	720.7	27,057	Unified
Neah-Kah-Nie	56	1216.9	368.5	23,757	Unified
Total		4138.7	1308.4	\$ 26,024 ¹	

¹ True cash value of county divided by total average daily membership.

Table 30. UMATILLA COUNTY. Statistical data for each school district as of July 1, 1964.

District Name	District Number	Average Daily Membership		True Cash Value Per Average Daily Membership	High School Status
		Grades 1-12	Grades 9-12		
1	2	3	4	5	6
Milton-Freewater	UH3	568.4	568.4	\$ 39,020	Grades 9-12
Tum-A-Lum	4	82.6	-----	59,665	UH3
Ferndale	10	145.5	-----	20,631	UH3
Umapine	13	121.8	32.3	54,662	Unified
Pleasant View	22	148.0	-----	11,086	UH3
Milton-Freewater	31	917.3	-----	24,493	UH3
Fruitvale	72	55.7	-----	22,083	UH3
Echo	5	206.3	57.7	67,062	Unified
Umatilla	6	465.4	136.6	18,422	Unified
Hermiston	8	2205.3	657.2	19,134	Unified
Stanfield	61	387.0	111.8	31,474	Unified
Pendleton	16	4084.6	1137.5	35,723	Unified
Helix	1	135.1	34.0	210,842	Unified
Weston	19	295.2	71.2	56,119	Unified
Athena	29	361.0	123.5	72,628	Unified
Pilot Rock	2	698.0	188.7	42,861	Unified
Ukiah	80	87.6	32.2	42,250	Unified
Total		10,964.8	3151.1	\$ 35,540 ¹	

¹ True cash value of county divided by total average daily membership.

Table 31. UNION COUNTY. Statistical data for each school district as of July 1, 1964.

District Name	District Number	Average Daily Membership		True Cash Value Per Average Daily Membership	High School Status
		Grades 1-12	Grades 9-12		
1	2	3	4	5	6
La Grande	1	2783.1	889.5	\$ 25,342	Unified
Union	5	435.0	130.3	23,502	Unified
North Powder	8J	159.6	49.0	69,218	Unified
Imbler	11	195.5	58.1	47,955	Unified
Cove	15	181.9	55.8	40,815	Unified
Elgin	23	452.1	139.3	27,294	Unified
Total		4207.2	1322.0	\$ 29,265 ¹	

¹ True cash value of county divided by total average daily membership.

Table 32. WALLOWA COUNTY. Statistical data for each school district as of July 1, 1964.

District Name	District Number	Average Daily Membership		True Cash Value Per Average Daily Membership	High School Status
		Grades 1-12	Grades 9-12		
1	2	3	4	5	6
Joseph	6	337.8	114.2	\$ 49,175	Unified
The Bridge	11	14.4	-----	278,985	Unified Elem.
Wallowa	12	571.6	160.4	35,232	Unified
Lewis	18	6.1	-----	243,485	Unified Elem.
Enterprise	21	701.1	245.4	33,941	Unified
The Park	25	6.3	-----	236,231	Unified Elem.
Flora	32	14.0	-----	122,421	Unified - HS Susp.
Troy	54	8.3	-----	51,644	Unified Elem.
Total		1659.6	520.0	\$ 41,963 ¹	

¹ True cash value of county divided by total average daily membership.

Table 33. WASCO COUNTY. Statistical data for each school district as of July 1, 1964.

District Name	District Number	Average Daily Membership		True Cash Value Per Average Daily Membership	High School Status
		Grades 1-12	Grades 9-12		
1	2	3	4	5	6
Maupin	UH1	158.7	158.7	\$ 61,363	Grades 9-12
Tygh Valley	40	88.2	-----	30,119	UH1
Wamic	42	83.8	-----	20,255	UH1
Maupin	84	234.6	-----	43,707	UH1
Chenoweth	9	1121.9	353.9	42,709	Unified
The Dalles	12	2983.1	955.8	27,359	Unified
Petersburg	14	151.4	-----	99,137	Unified Elem.
Dufur	29	229.3	68.2	62,989	Unified
Antelope	50J	29.0	-----	108,908	Unified Elem.
Total		5080.0	1536.6	\$ 36,710 ¹	

¹ True cash value of county divided by total average daily membership.

Table 34. WASHINGTON COUNTY. Statistical data for each school district as of July 1, 1964.

District Name	District Number	Average Daily Membership		True Cash Value Per Average Daily Membership	High School Status
		Grades 1-12	Grades 9-12		
1	2	3	4	5	6
Tigard	UH2J	1439.2	947.0	\$ 27,382	Grades 7-12
Tualatin	1CJ	344.2	-----	16,110	UH2J & UH9J
Tigard	23	887.2	-----	23,457	UH2J
Durham	82	147.9	-----	17,551	UH2J
Metzger	106	428.7	-----	12,202	UH2J
Sherwood	UH9J	291.9	291.9	27,125	Grades 9-12
Cipole	45	36.5	-----	37,600	UH9J
Sherwood	88J	433.3	-----	19,793	UH9J
Hillsboro	UH3J	2629.0	1711.2	27,888	Grades 7-12
West Union	1	210.1	-----	21,883	UH3J
Cornelius	2	355.5	-----	17,633	UH3J & UH5
Hillsboro	7	1802.5	-----	19,344	UH3J
Reedville	29	255.2	-----	13,865	UH3J
Orengo	38	79.6	-----	23,837	UH3J
Groner	39	208.0	-----	19,281	UH3J
Farmington View	58J	157.5	-----	25,964	UH3J
North Plains	70	233.5	-----	12,934	UH3J
Witch Hazel	79	152.2	-----	15,497	UH3J
Verboort	97	37.9	-----	32,230	UH3J & UH5
Forest Grove	UH5	799.5	799.5	28,913	Grades 9-12

Table 34. Continued.

1	2	3	4	5	6
Dilley	10	82.9	-----	15,898	UH5
Forest Grove	15	1181.4	-----	17,539	UH5
Forest Dale	16	30.5	-----	117,039	UH5 & UH6J
Gales Creek	30	187.5	-----	10,676	UH5
Hillside	42	10.3	-----	48,047	UH5
Gaston	UH6J	106.3	106.3	28,114	Grades 9-12
Gaston	511J	271.1	-----	18,364	UH6J & UH5
Banks	13	599.8	224.1	24,740	Unified
Beaverton	48J	12,787.9	3764.0	24,964	Unified
Total		26,187.1	7844.0	\$ 23,821 ¹	

¹ True cash value of county divided by total average daily membership.

Table 35. WHEELER COUNTY. Statistical data for each school district as of July 1, 1964.

District Name	District Number	Average Daily Membership		True Cash Value Per Average Daily Membership	High School Status
		Grades 1-12	Grades 9-12		
1	2	3	4	5	6
Spray	1	96.6	29.3	\$ 39,055	Unified
Fossil	21	314.9	95.2	30,480	Unified
Mitchell	55	109.9	45.4	49,484	Unified
Total		521.4	169.9	\$ 36,074 ¹	

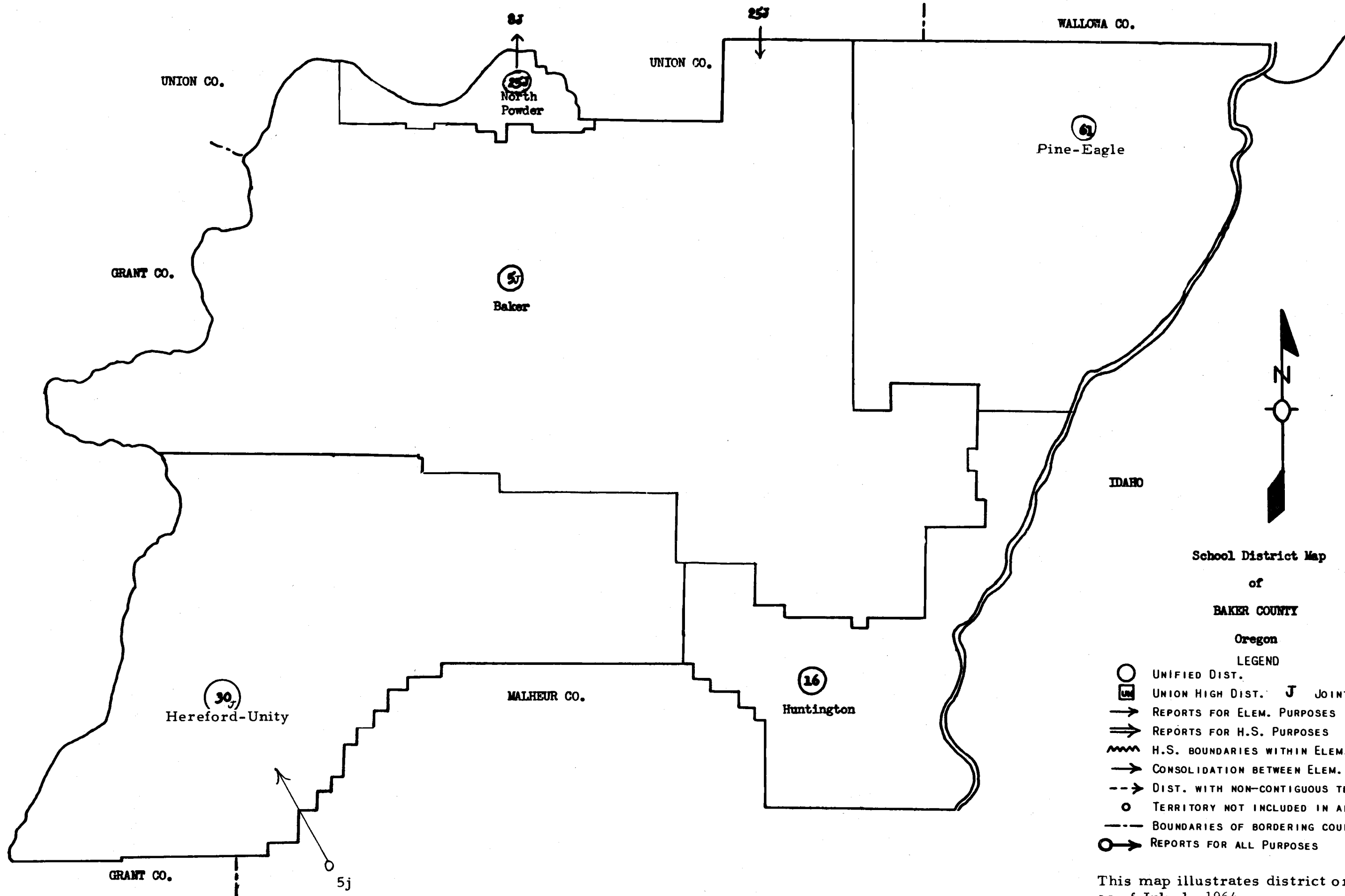
¹ True cash value of county divided by total average daily membership.

Table 36. YAMHILL COUNTY. Statistical data for each school district as of July 1, 1964.

District Name	District Number	Average Daily Membership		True Cash Value Per Average Daily Membership	High School Status
		Grades 1-12	Grades 9-12		
1	2	3	4	5	6
Yamhill	UH1	289.4	289.4	\$ 23,692	Grades 9-12
Carlton	11	263.6	-----	17,662	UH1
Yamhill	16	350.0	-----	16,923	UH1
Amity	UH5J	199.0	199.0	31,310	Grades 9-12
Amity	4J	296.5	-----	20,238	UH5J
Hopewell	49J	67.4	-----	20,085	UH5J
Willamina	UH7J	332.7	332.7	22,657	Grades 9-12
Willamina	30J	480.0	-----	17,732	UH7J
Dayton	8	689.4	201.7	21,529	Unified
Newberg	29J	2231.0	705.1	18,584	Unified
McMinnville	40	2690.7	881.6	19,899	Unified
Sheridan	48J	732.0	247.5	13,988	Unified
Total		8621.7	2857.0	\$ 19,388 ¹	

¹ True cash value of county divided by total average daily membership.

APPENDIX C

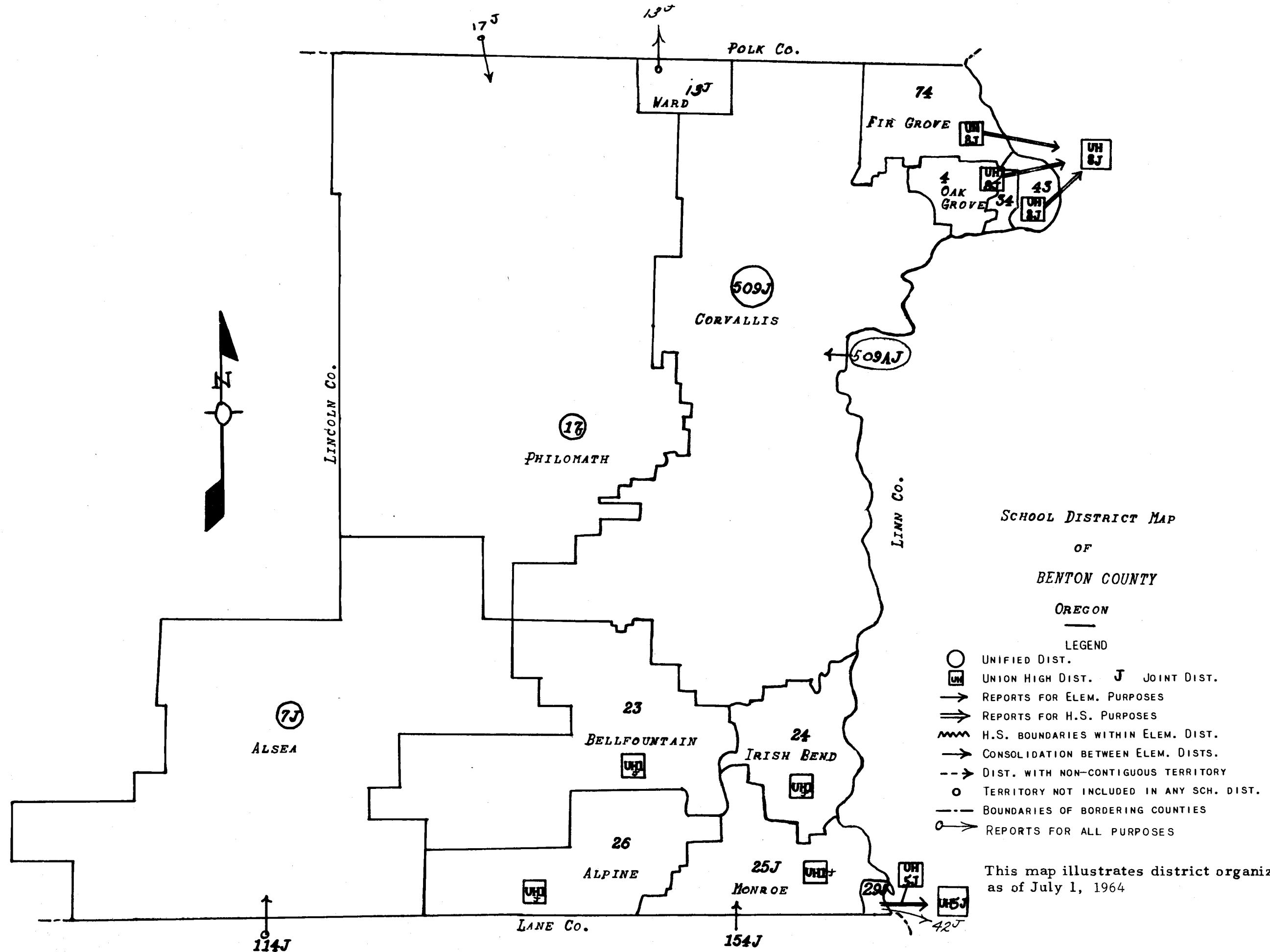


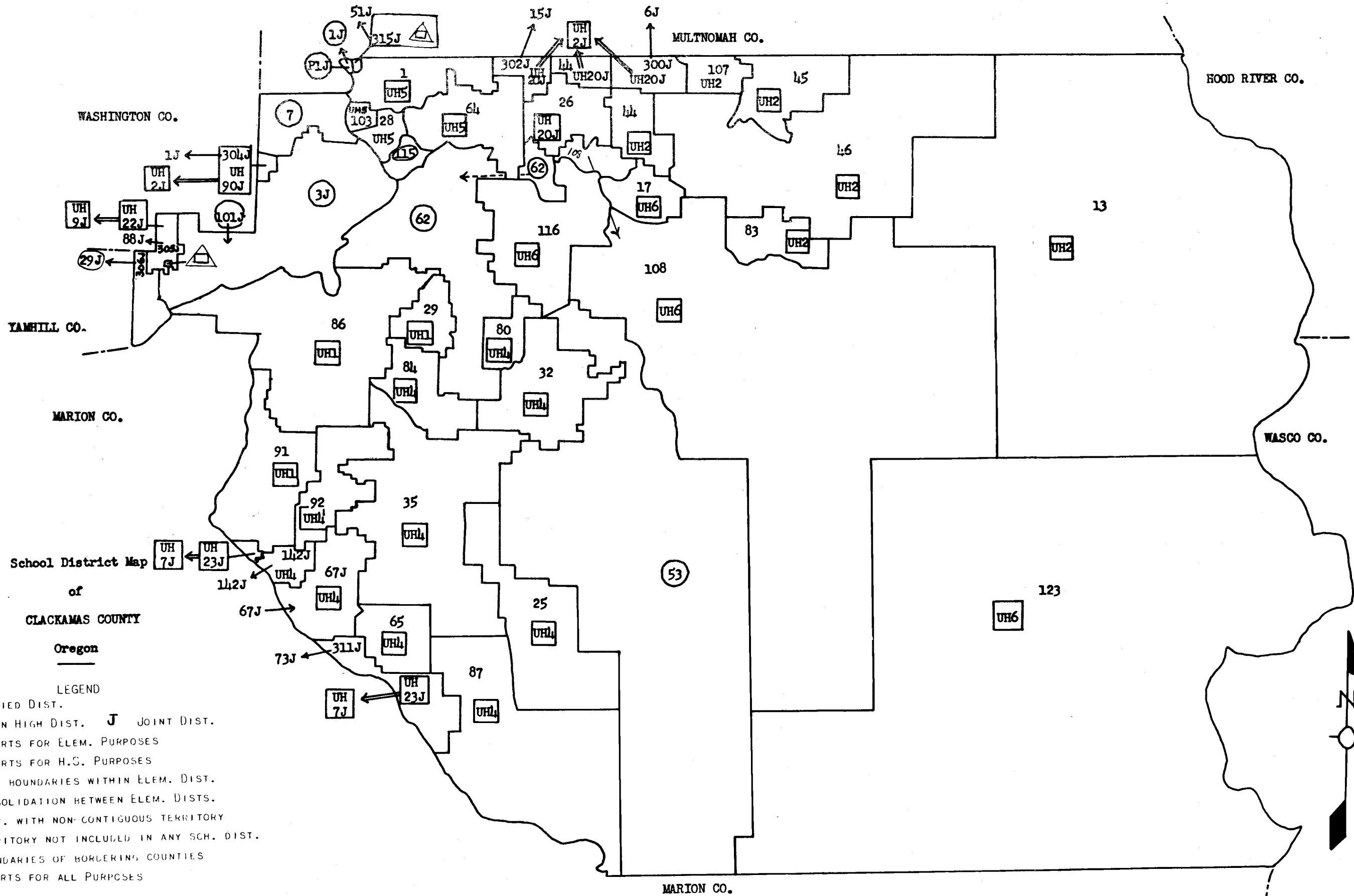
School District Map
of
BAKER COUNTY
Oregon

LEGEND

- UNIFIED DIST.
- ⊞ UNION HIGH DIST. J JOINT DIST.
- ⇨ REPORTS FOR ELEM. PURPOSES
- ⇨⇨ REPORTS FOR H.S. PURPOSES
- ~~~~~ H.S. BOUNDARIES WITHIN ELEM. DIST.
- ⇨ CONSOLIDATION BETWEEN ELEM. DIST.
- > DIST. WITH NON-CONTIGUOUS TERRITORY
- TERRITORY NOT INCLUDED IN ANY SCH. DIST.
- BOUNDARIES OF BORDERING COUNTIES
- ⊞⇨ REPORTS FOR ALL PURPOSES

This map illustrates district organization
as of July 1, 1964





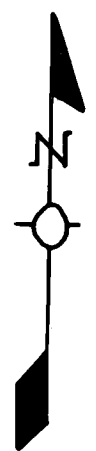
School District Map
of
CLACKAMAS COUNTY
Oregon

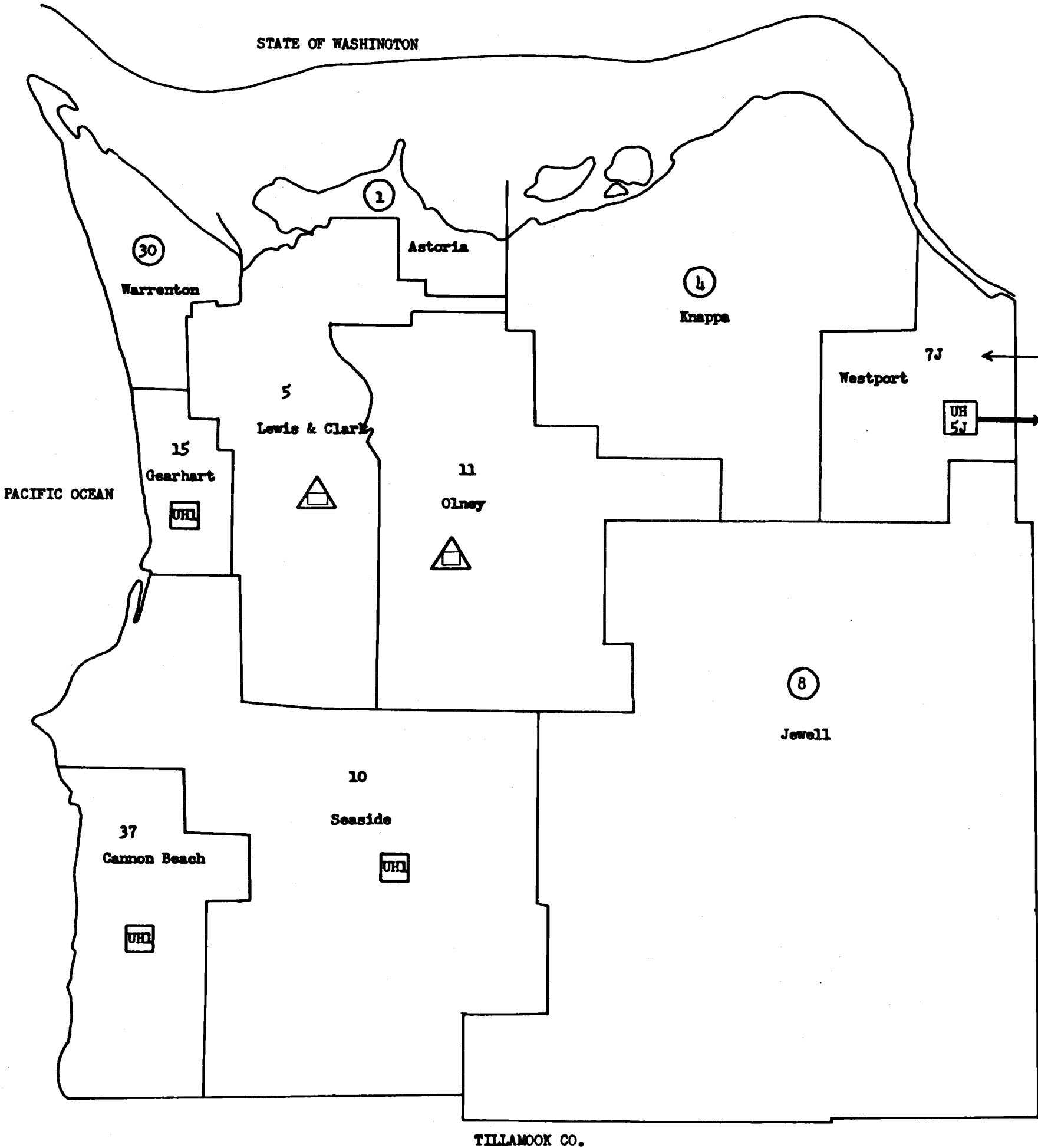
LEGEND

- UNIFIED DIST.
- UNION HIGH DIST. JOINT DIST.
- REPORTS FOR ELEM. PURPOSES
- REPORTS FOR H.S. PURPOSES
- H.S. BOUNDARIES WITHIN ELEM. DIST.
- CONSOLIDATION BETWEEN ELEM. DIST.
- DIST. WITH NON-CONTIGUOUS TERRITORY
- TERRITORY NOT INCLUDED IN ANY SCH. DIST.
- BOUNDARIES OF BORDERING COUNTIES
- REPORTS FOR ALL PURPOSES

ELEMENTARY DISTRICT RESPONSIBLE FOR ITS OWN HIGH SCHOOL PUPILS BUT HAS NO HIGH SCHOOL

This map illustrates district organization
as of July 1, 1964



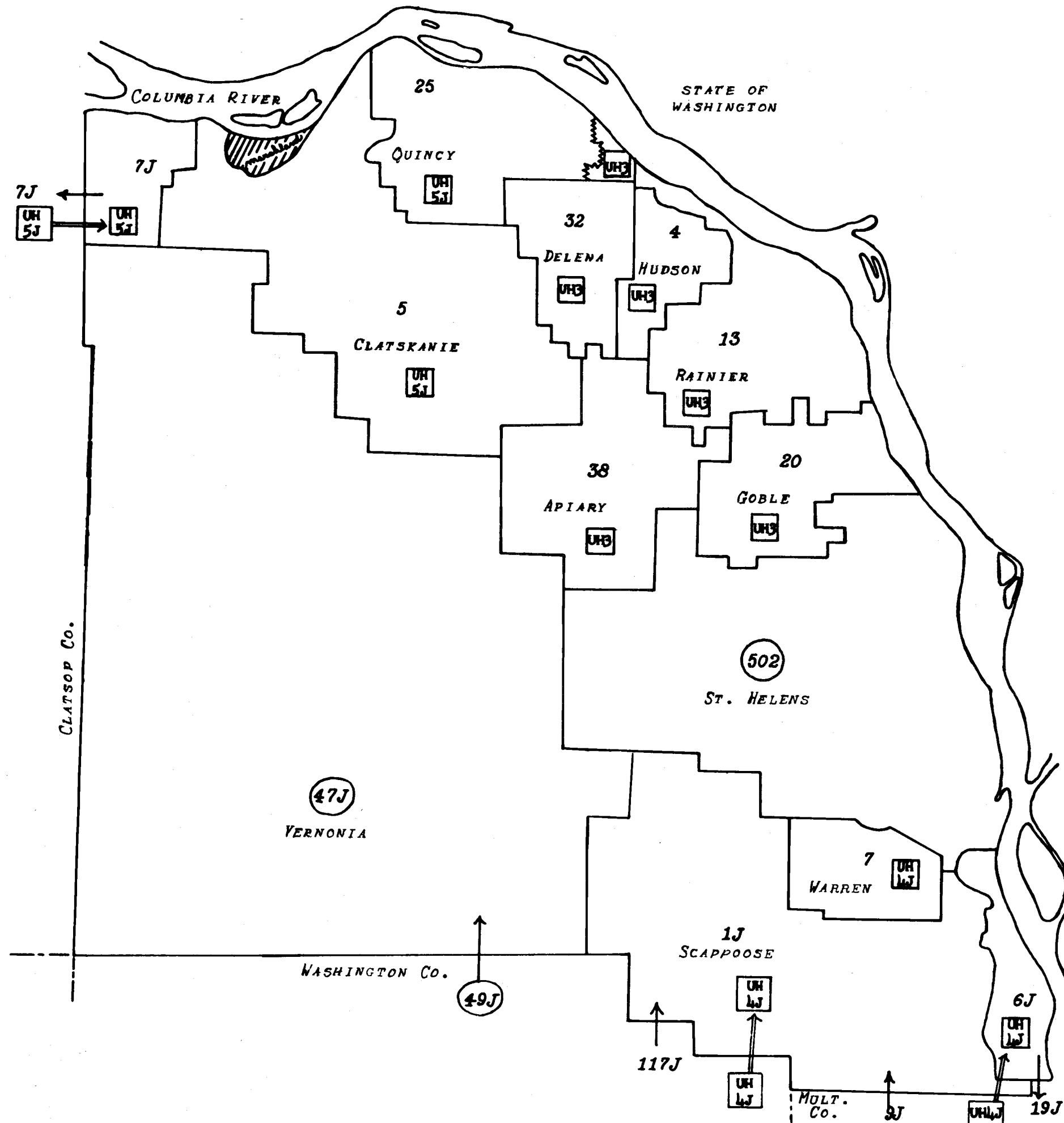


School District Map
of
CLATSOP COUNTY
Oregon

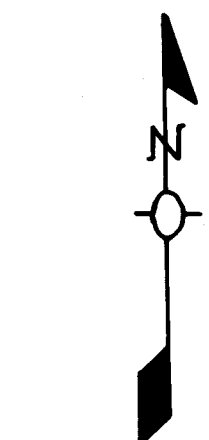
- LEGEND
- UNIFIED DIST.
 - UH UNION HIGH DIST. J JOINT DIST.
 - REPORTS FOR ELEM. PURPOSES
 - ⇒ REPORTS FOR H.S. PURPOSES
 - ⋯ H.S. BOUNDARIES WITHIN ELEM. DIST.
 - CONSOLIDATION BETWEEN ELEM. DIST.
 - DIST. WITH NON-CONTIGUOUS TERRITORY
 - TERRITORY NOT INCLUDED IN ANY SCH. DIST.
 - BOUNDARIES OF BORDERING COUNTIES
 - ⦿ REPORTS FOR ALL PURPOSES
 - COLUMBIA CO. ⚠ ELEMENTARY DISTRICT RESPONSIBLE FOR ITS OWN HIGH SCHOOL PUPILS BUT HAS NO HIGH SCHOOL

This map illustrates district organization
as of July 1, 1964



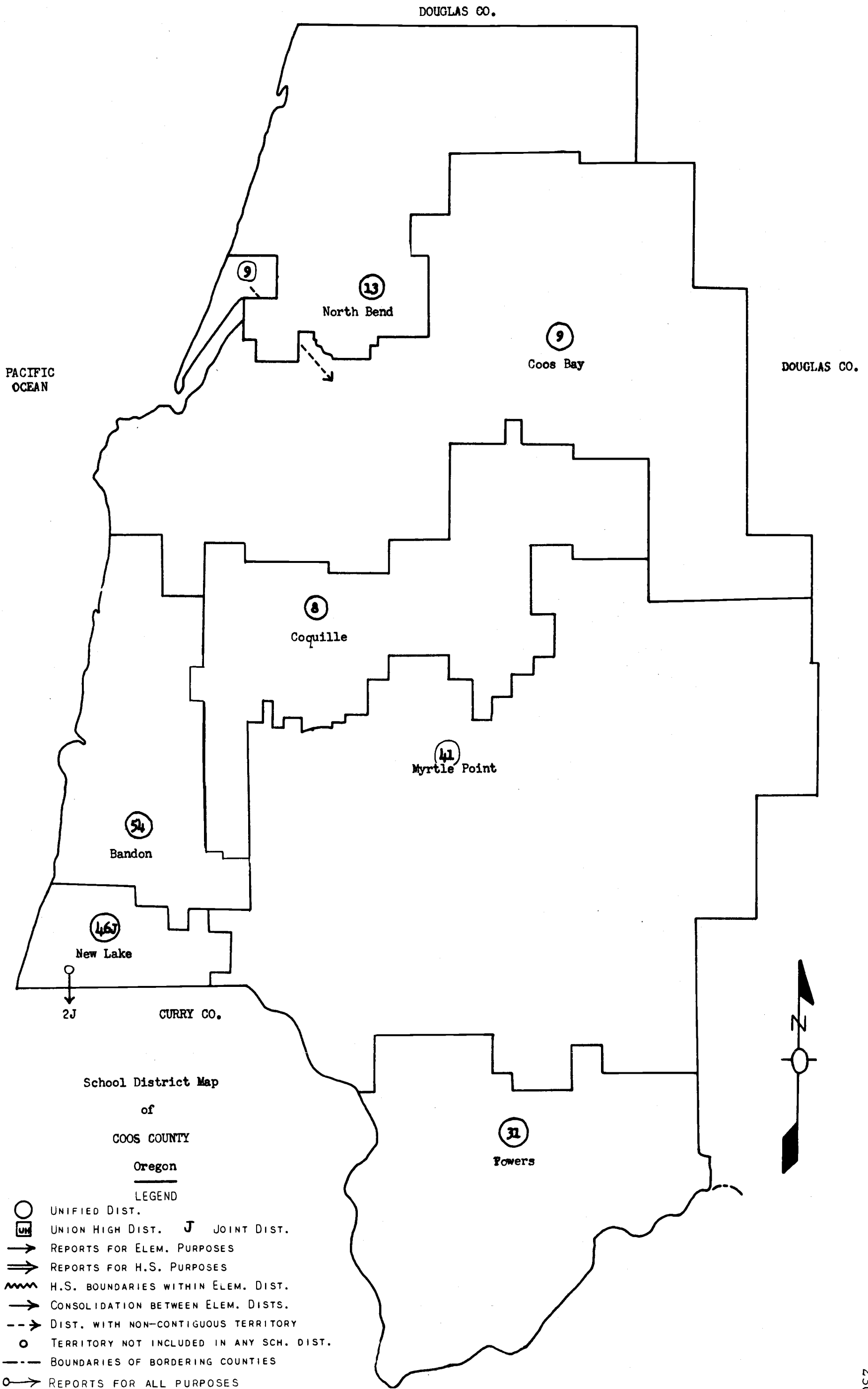


SCHOOL DISTRICT MAP
OF
COLUMBIA COUNTY
OREGON

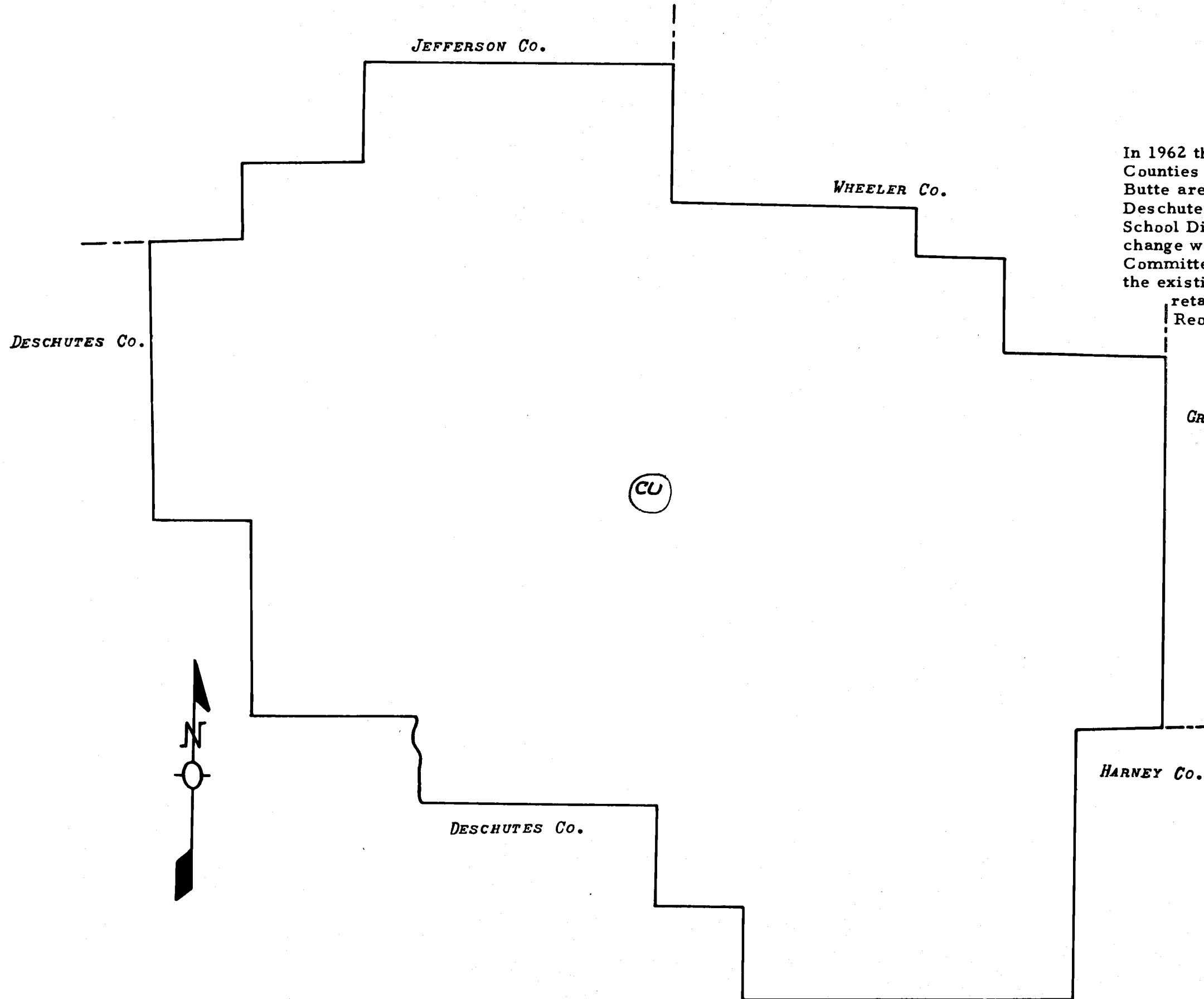


- LEGEND
- UNIFIED DIST.
 - UH UNION HIGH DIST. J JOINT DIST.
 - REPORTS FOR ELEM. PURPOSES
 - ⇌ REPORTS FOR H.S. PURPOSES
 - ~~~~~ H.S. BOUNDARIES WITHIN ELEM. DIST.
 - CONSOLIDATION BETWEEN ELEM. DIST.
 - - - DIST. WITH NON-CONTIGUOUS TERRITORY
 - TERRITORY NOT INCLUDED IN ANY SCH. DIST.
 - - - BOUNDARIES OF BORDERING COUNTIES
 - → REPORTS FOR ALL PURPOSES

This map illustrates district organization
as of July 1, 1964



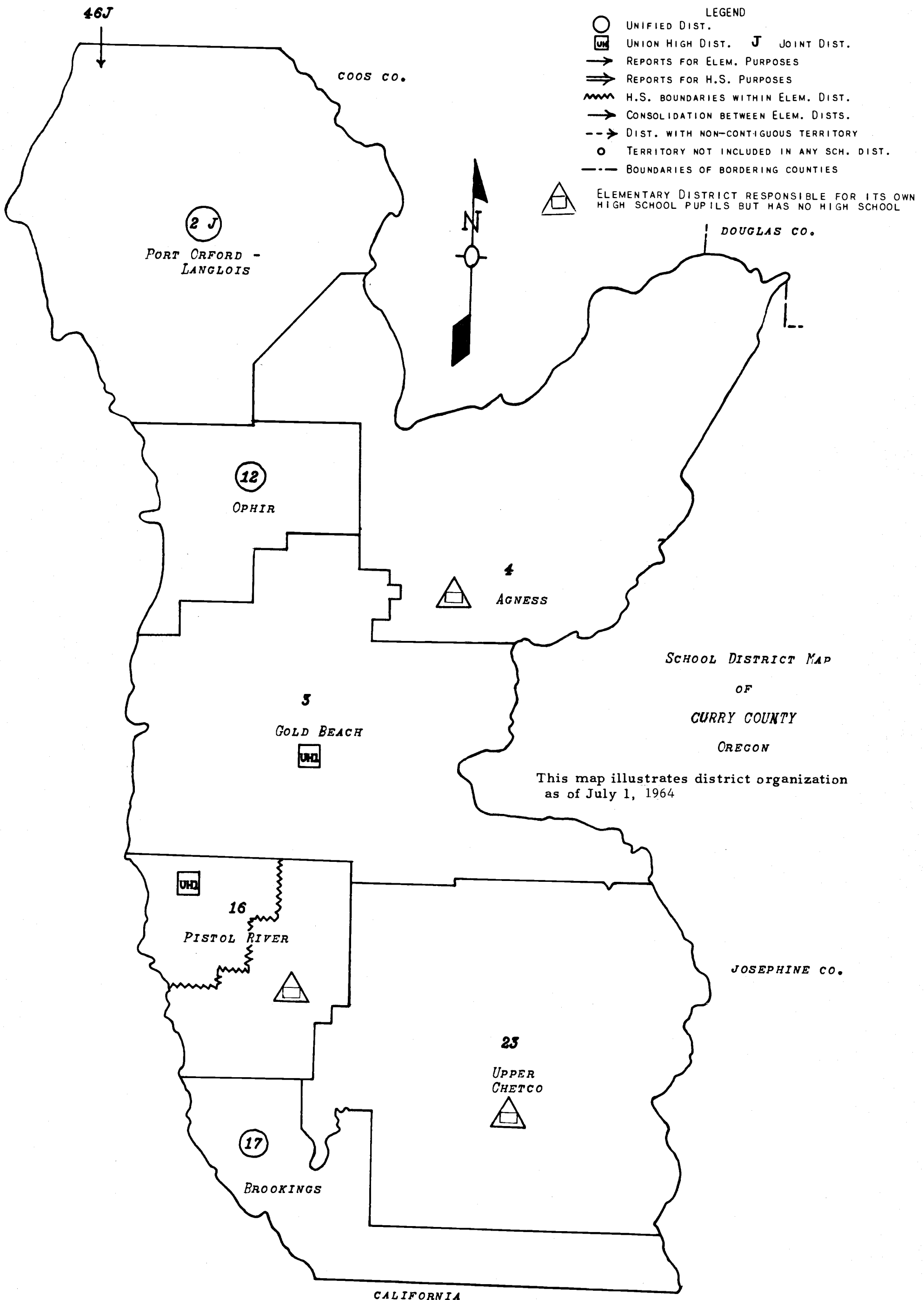
This map illustrates district organization
as of July 1, 1964

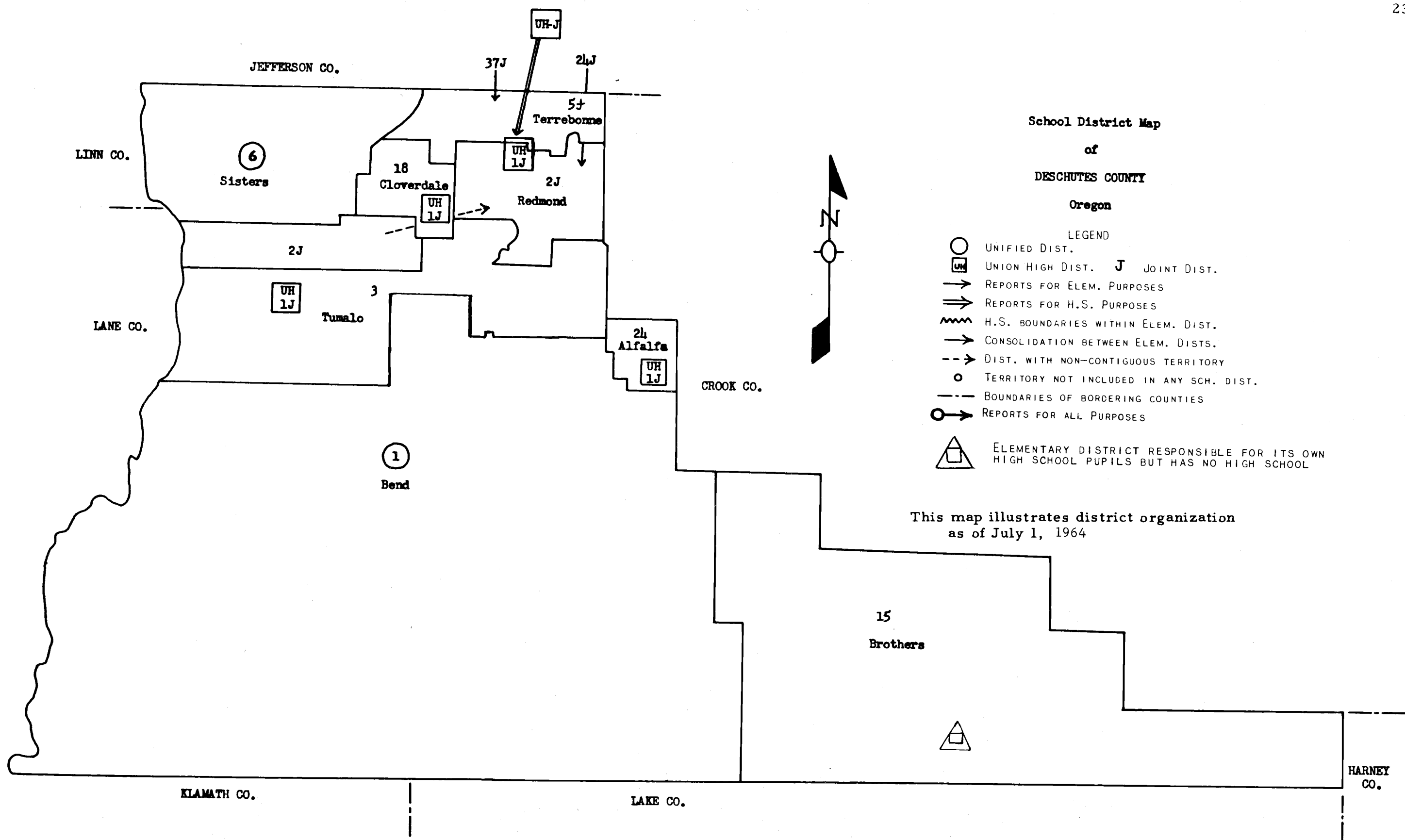


In 1962 the County Committee of Crook and Deschutes Counties approved a boundary change whereby Powell Butte area in Crook was removed from District UH 1j Deschutes County and made a part of Crook County School District for all school purposes. This boundary change was affected. Subsequently, the Crook County Committee notified the State Board of Education that the existing Crook County School District would be retained under provision of ORS 333.005. Reorganization of the county was completed.

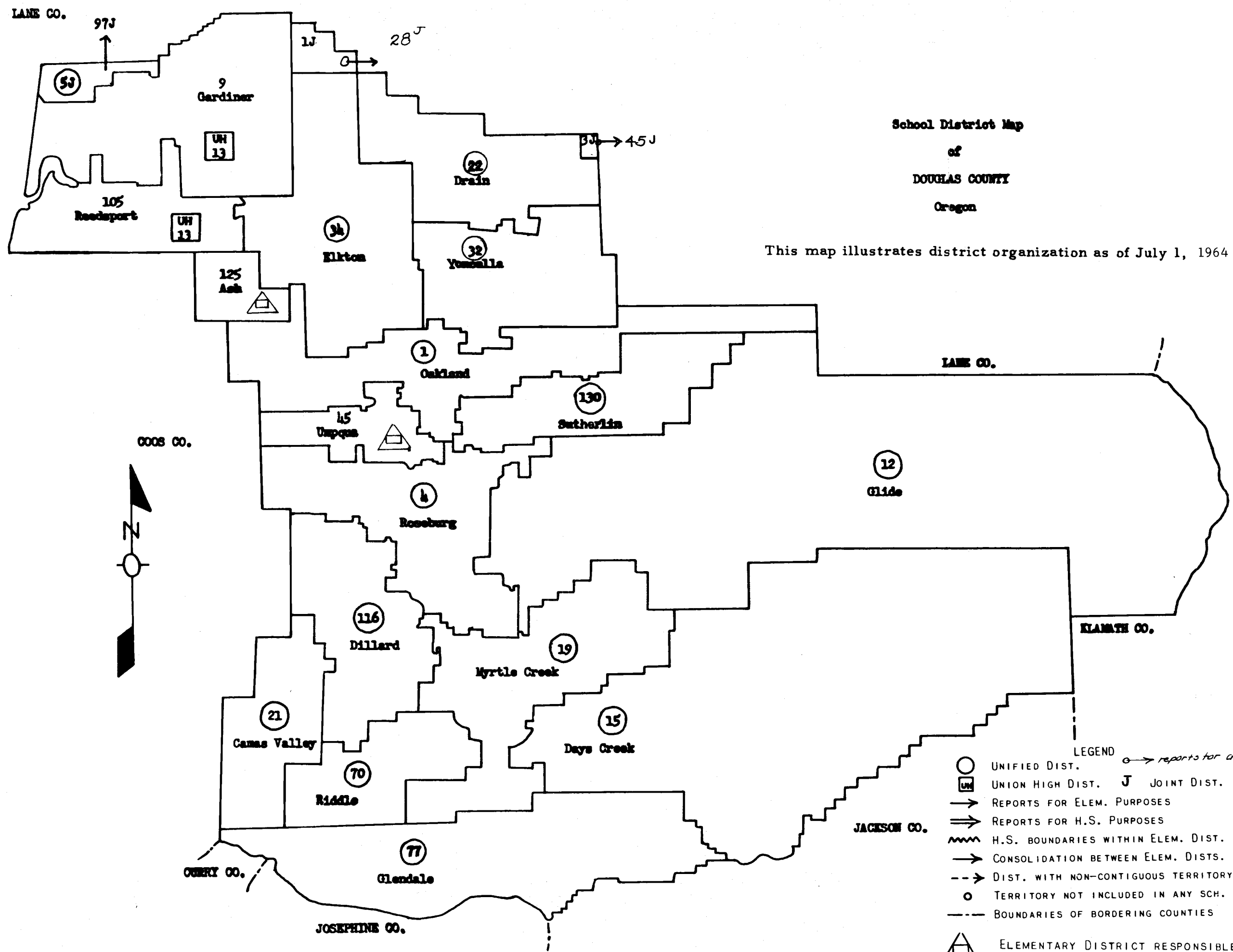
**SCHOOL DISTRICT MAP
OF
CROOK COUNTY
OREGON
Legend**

This map illustrates district organization as of July 1, 1964





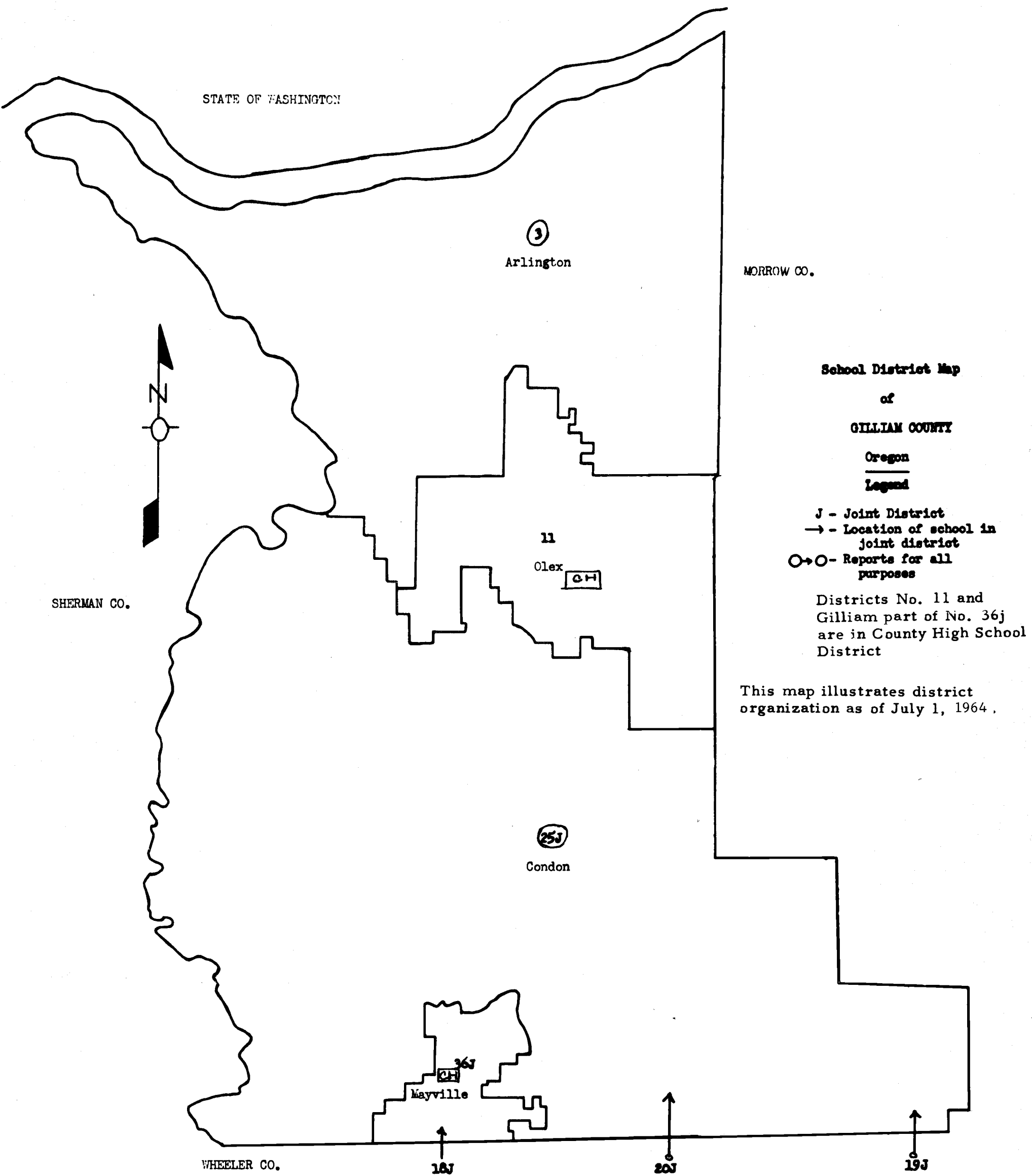
PACIFIC OCEAN

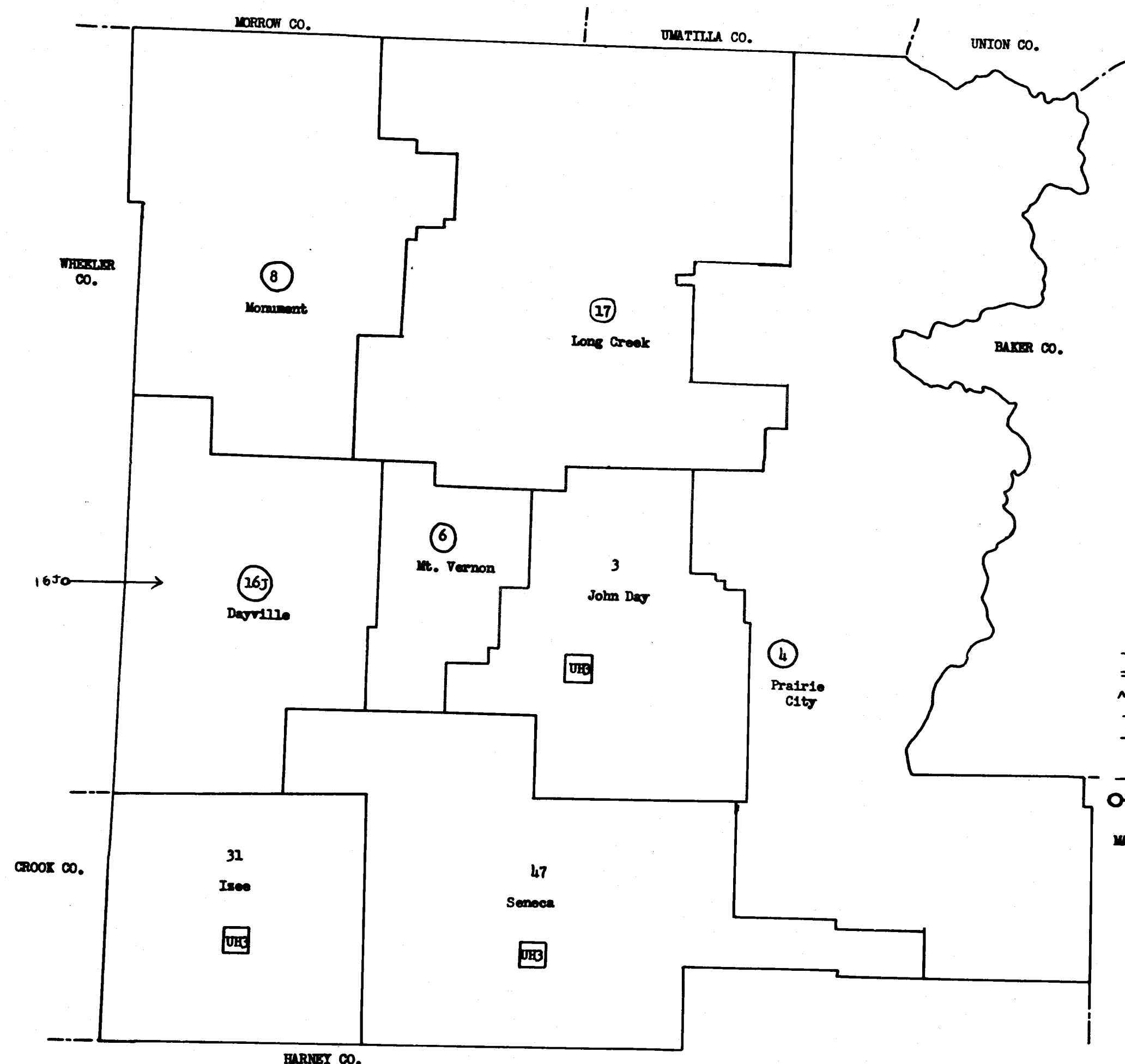


School District Map
of
DOUGLAS COUNTY
Oregon

This map illustrates district organization as of July 1, 1964

- LEGEND
- UNIFIED DIST.
 - UNION HIGH DIST.
 - REPORTS FOR ELEM. PURPOSES
 - ⇒ REPORTS FOR H.S. PURPOSES
 - ~ H.S. BOUNDARIES WITHIN ELEM. DIST.
 - CONSOLIDATION BETWEEN ELEM. DIST.
 - DIST. WITH NON-CONTIGUOUS TERRITORY
 - TERRITORY NOT INCLUDED IN ANY SCH. DIST.
 - BOUNDARIES OF BORDERING COUNTIES
- → reports for all purposes
- J JOINT DIST.
- △ ELEMENTARY DISTRICT RESPONSIBLE FOR ITS OWN HIGH SCHOOL PUPILS BUT HAS NO HIGH SCHOOL





School District Map
of
GRANT COUNTY
Oregon

LEGEND

- UNIFIED DIST.
- ◻ UHS UNION HIGH DIST. J JOINT DIST.
- REPORTS FOR ELEM. PURPOSES
- ⇒ REPORTS FOR H.S. PURPOSES
- ~ H.S. BOUNDARIES WITHIN ELEM. DIST.
- CONSOLIDATION BETWEEN ELEM. DIST.
- > DIST. WITH NON-CONTIGUOUS TERRITORY
- TERRITORY NOT INCLUDED IN ANY SCH. DIST.
- BOUNDARIES OF BORDERING COUNTIES
- ⊙→ REPORTS FOR ALL PURPOSES

MALHEUR CO.

This map illustrates district organization
as of July 1, 1964

GRANT CO.

CROOK CO.

DESCHUTES CO.

LAKE CO.



5
Pine Creek

13
Drewsey

Burns
1

10
Suntex

30
Hines

4
Crane

MALHEUR
CO.

18
Lawen

28
Double O

32
Sodhouse

7
Diamond

16
Frenchglen












29
Andrews

53
Trout
Creek

33
Fields

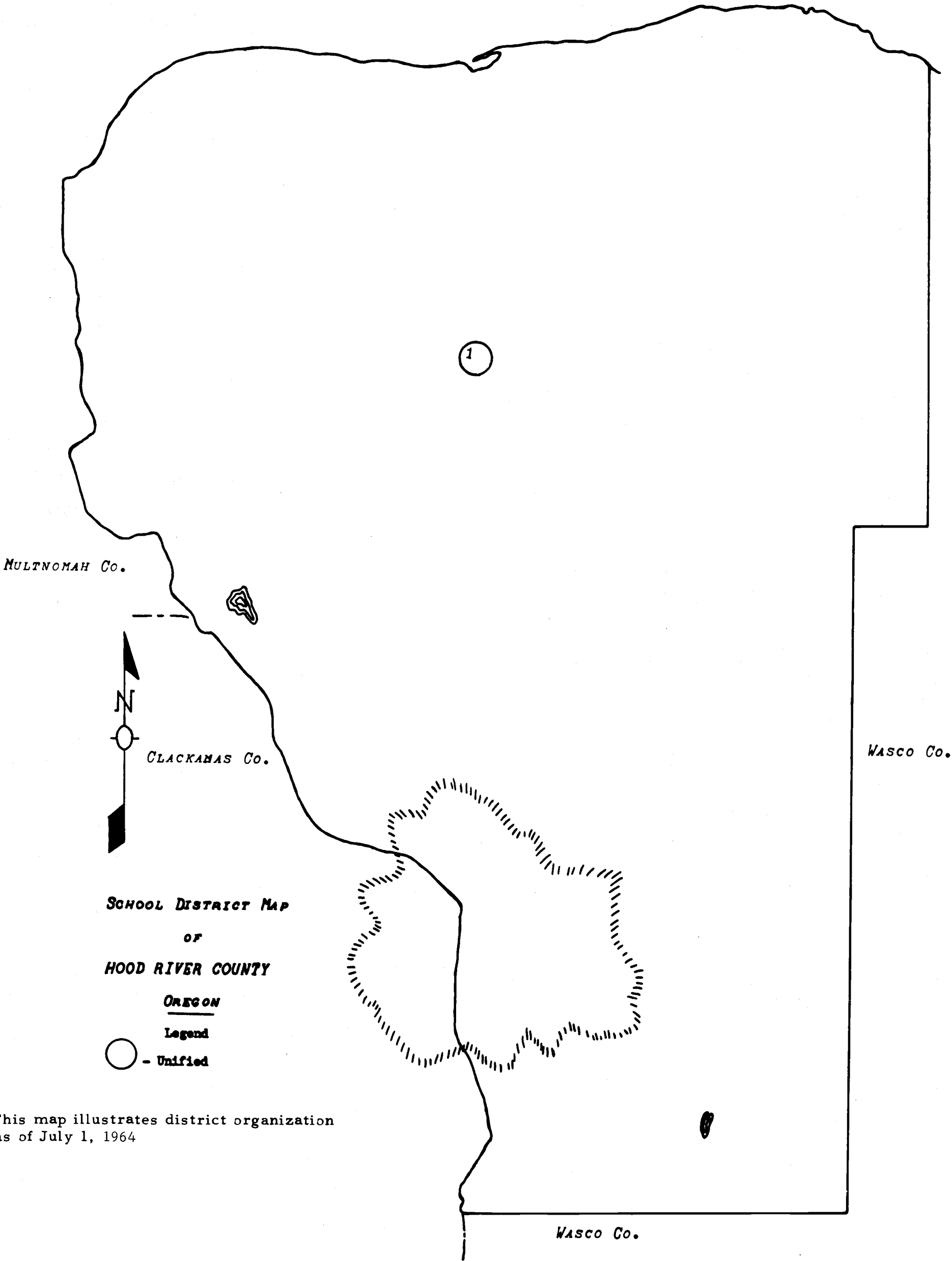
**School District Map
of
HARNEY COUNTY
Oregon**

LEGEND

-  UNIFIED DIST.
-  UNION HIGH DIST.  JOINT DIST.
-  REPORTS FOR ELEM. PURPOSES
-  REPORTS FOR H.S. PURPOSES
-  H.S. BOUNDARIES WITHIN ELEM. DIST.
-  CONSOLIDATION BETWEEN ELEM. DIST.
-  DIST. WITH NON-CONTIGUOUS TERRITORY
-  TERRITORY NOT INCLUDED IN ANY SCH. DIST.
-  BOUNDARIES OF BORDERING COUNTIES
-  REPORTS FOR ALL PURPOSES

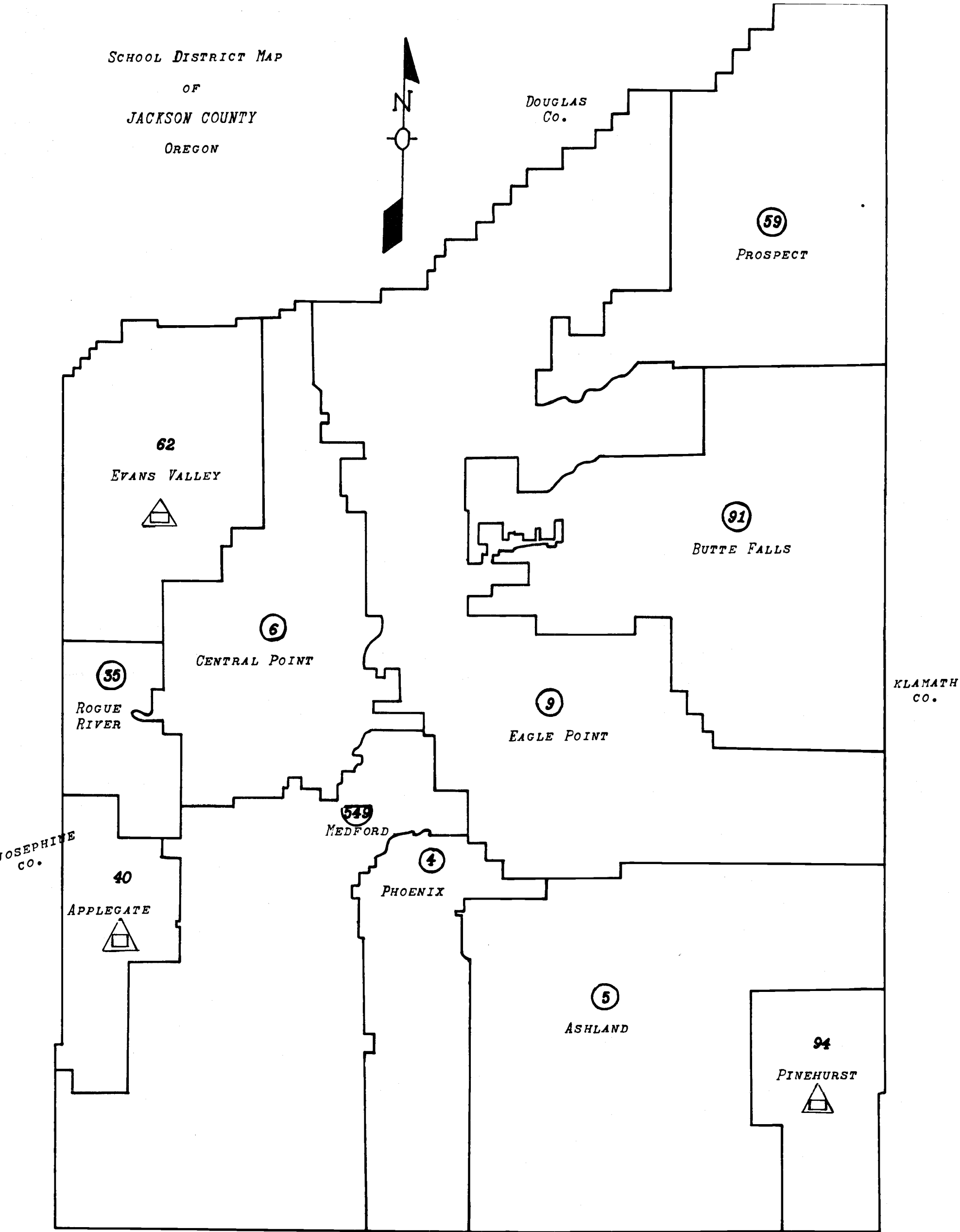
This map illustrates district organization
as of July 1, 1964

STATE OF NEVADA



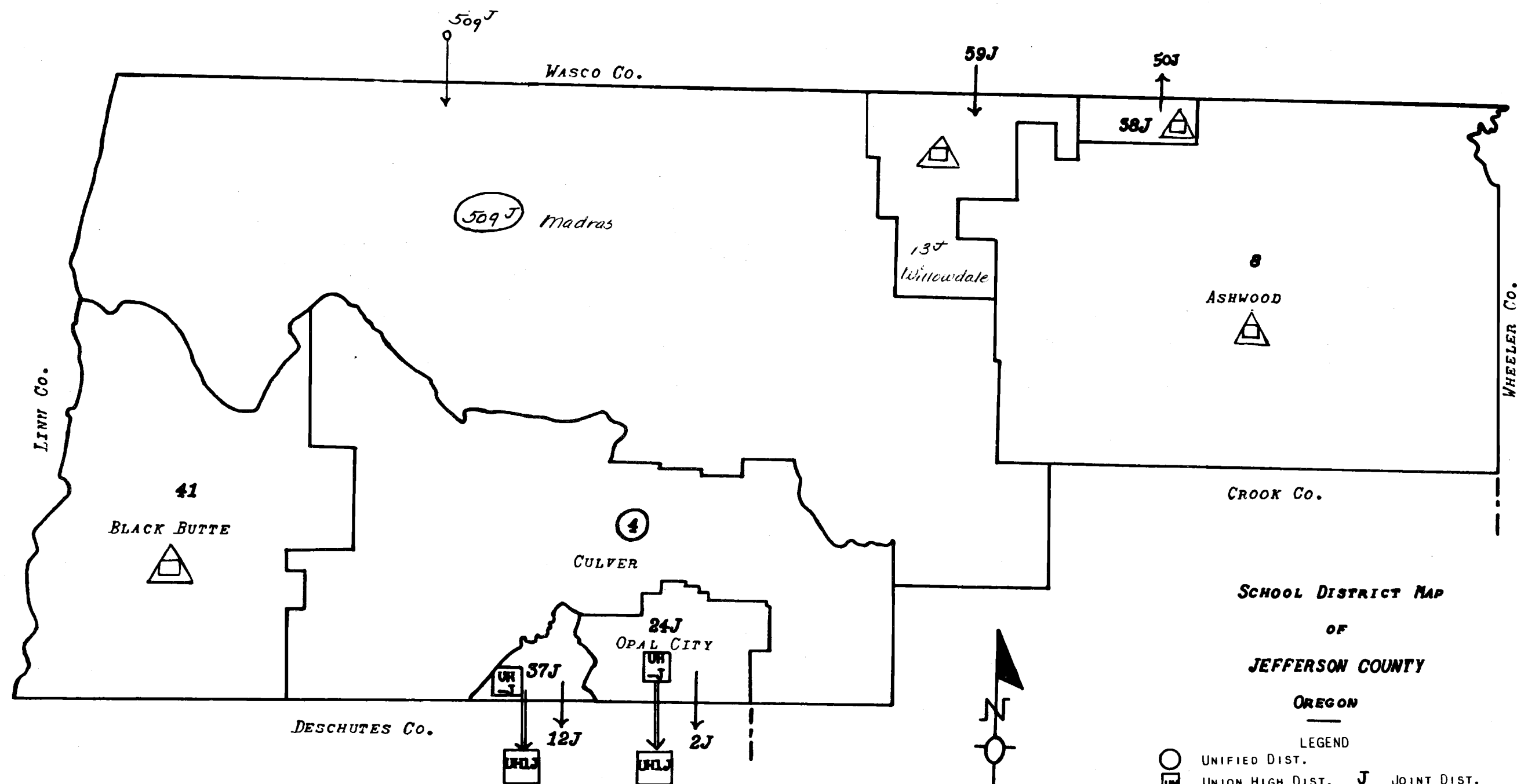
This map illustrates district organization
as of July 1, 1964

SCHOOL DISTRICT MAP
OF
JACKSON COUNTY
OREGON



This map illustrates district organization
as of July 1, 1964

- LEGEND
- UNIFIED DIST.
 - ◻ UN. UNION HIGH DIST. J JOINT DIST.
 - REPORTS FOR ELEM. PURPOSES
 - ⇒ REPORTS FOR H.S. PURPOSES
 - ~~~~~ H.S. BOUNDARIES WITHIN ELEM. DIST.
 - CONSOLIDATION BETWEEN ELEM. DIST.
 - - - DIST. WITH NON-CONTIGUOUS TERRITORY
 - TERRITORY NOT INCLUDED IN ANY SCH. DIST.
 - BOUNDARIES OF BORDERING COUNTIES
 - ⊙ → REPORTS FOR ALL PURPOSES



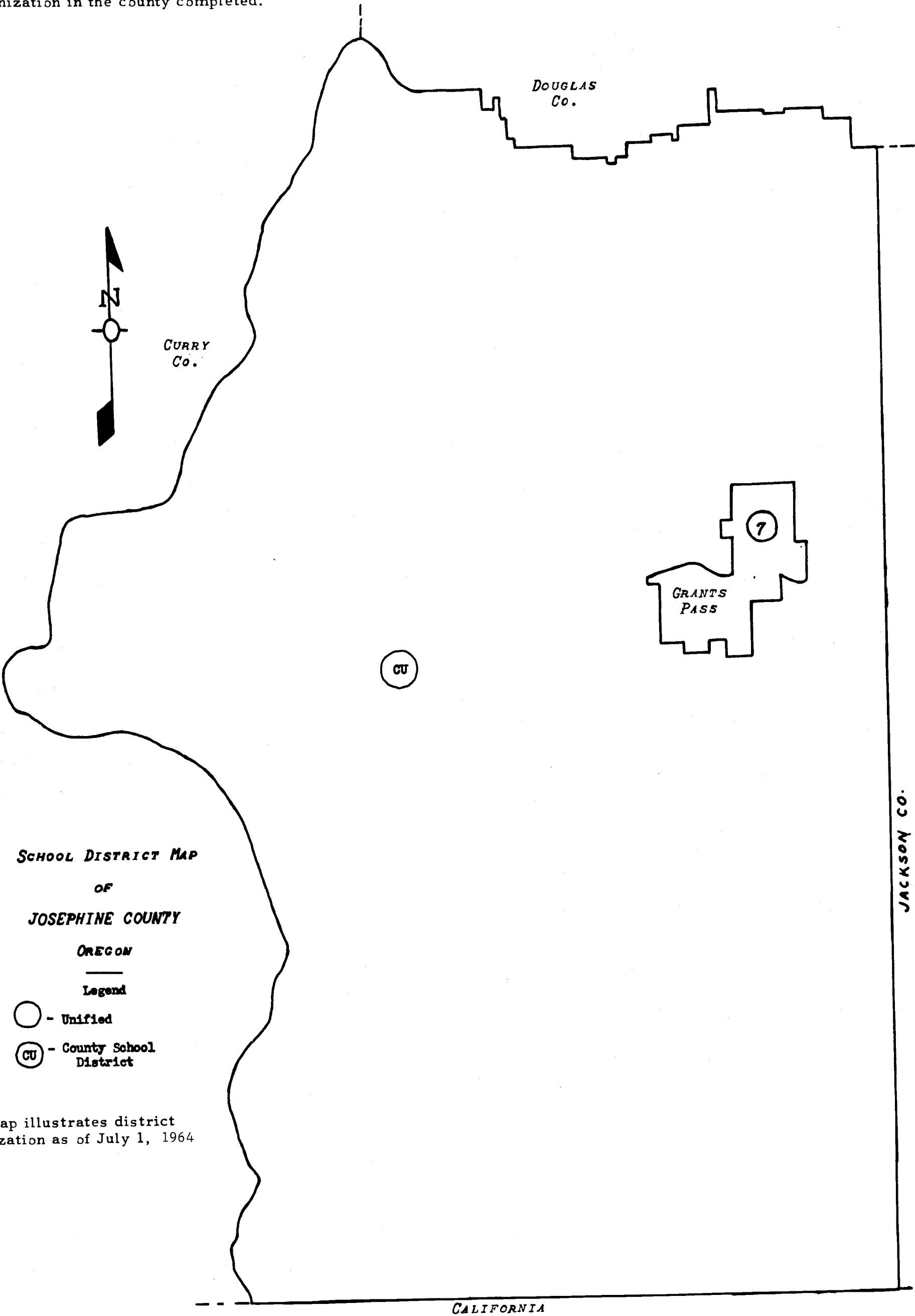
This map illustrates district organization
as of July 1, 1964

**SCHOOL DISTRICT MAP
OF
JEFFERSON COUNTY
OREGON**

LEGEND

- UNIFIED DIST.
- UNION HIGH DIST. **J** JOINT DIST.
- REPORTS FOR ELEM. PURPOSES
- REPORTS FOR H.S. PURPOSES
- H.S. BOUNDARIES WITHIN ELEM. DIST.
- CONSOLIDATION BETWEEN ELEM. DIST.
- DIST. WITH NON-CONTIGUOUS TERRITORY
- TERRITORY NOT INCLUDED IN ANY SCH. DIST.
- BOUNDARIES OF BORDERING COUNTIES
- REPORTS FOR ALL PURPOSES
- ELEMENTARY DISTRICT RESPONSIBLE FOR ITS OWN HIGH SCHOOL PUPILS BUT HAS NO HIGH SCHOOL

In 1960, District No. 7, Grants Pass, became an Administrative District and the Josephine County Committee notified the State Board of Education that existing Josephine County School District would be retained under provisions of ORS 333.005. Reorganization in the county completed.



DESCHUTES Co.

09-6
JANE
Co.

DOUGLAS
Co.

LAKE
Co.



**SCHOOL DISTRICT MAP
OF
KLAMATH COUNTY**

OREGON

Legend

□ - Union High School

○ - Unified District

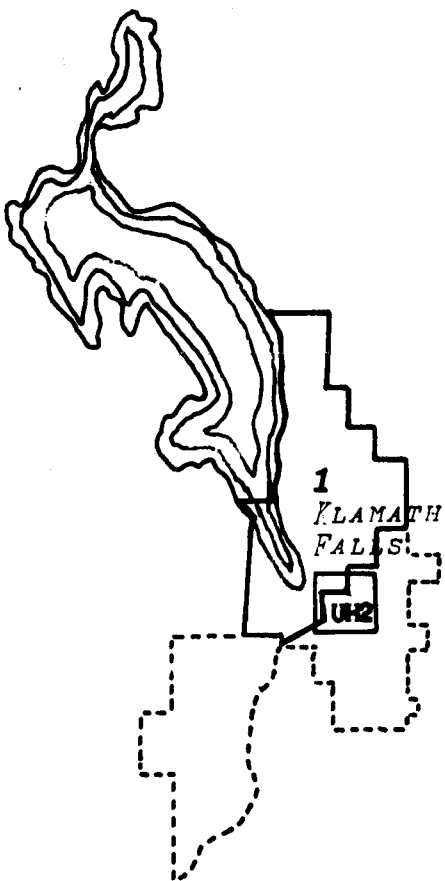
C U - County School District

UH2 area exceeds District No. 1 area
by territory included within dotted
lines.

C U

JACKSON
Co.

LAKE
Co.



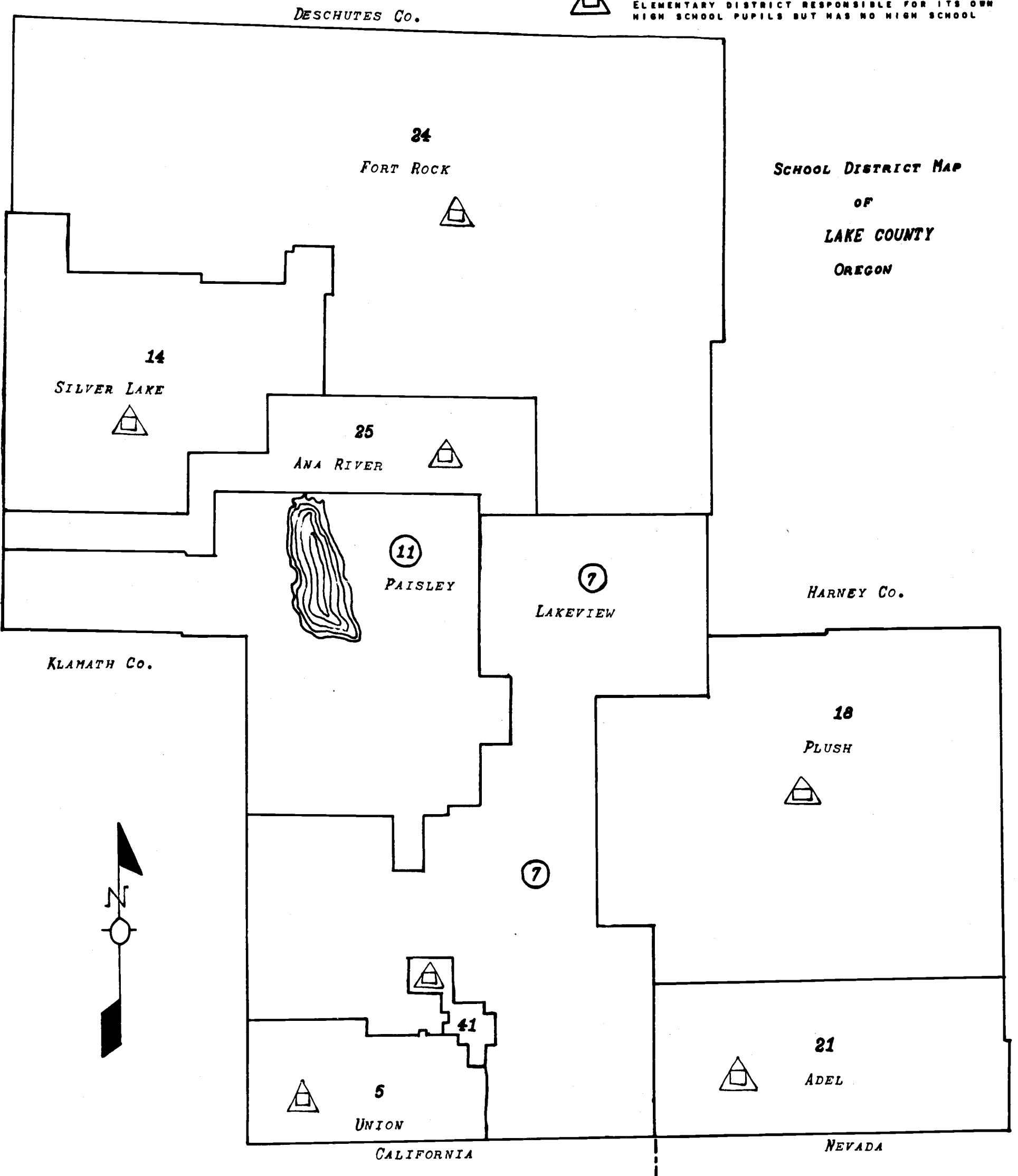
CALIFORNIA

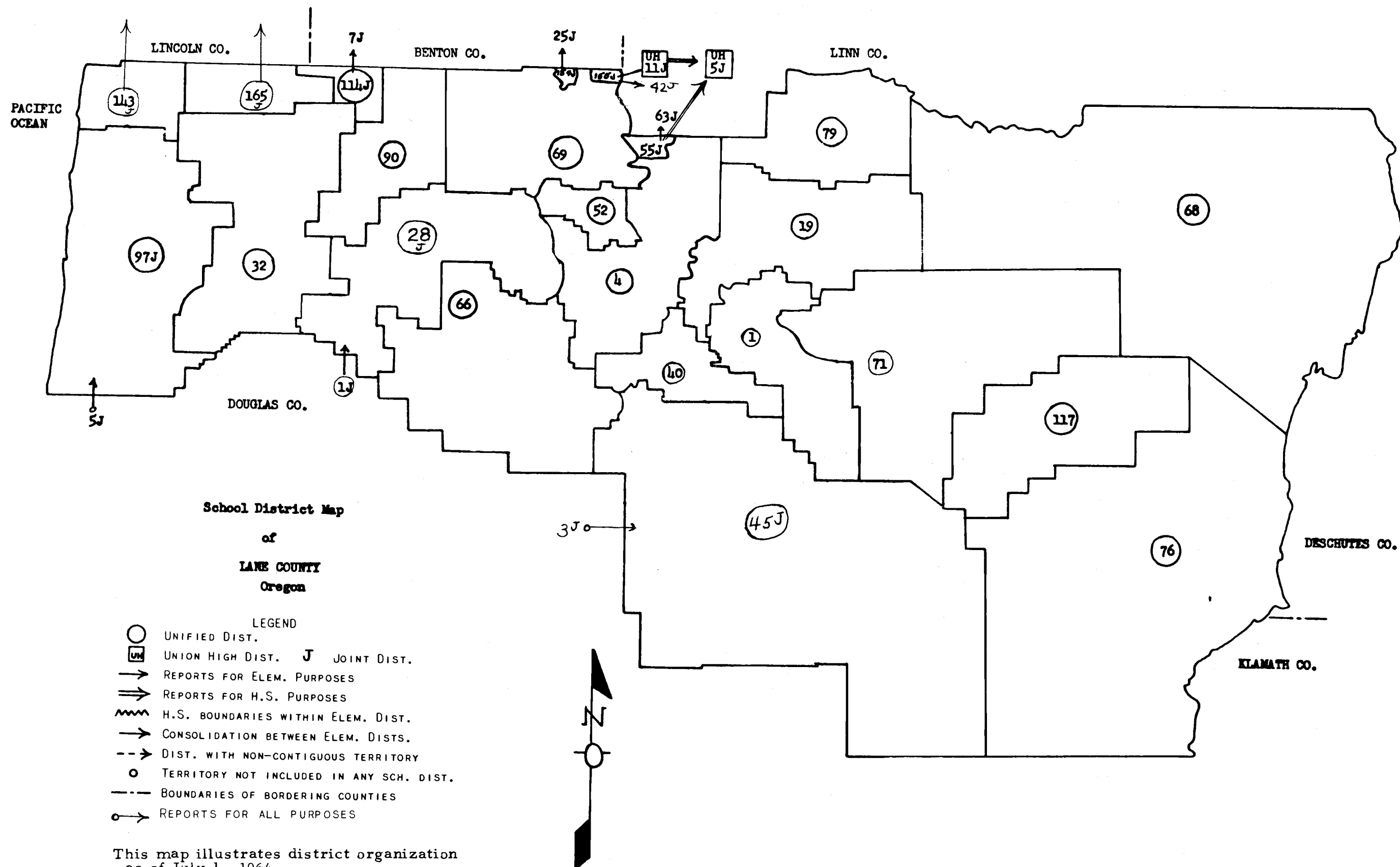
This map illustrates district organization
as of July 1, 1964

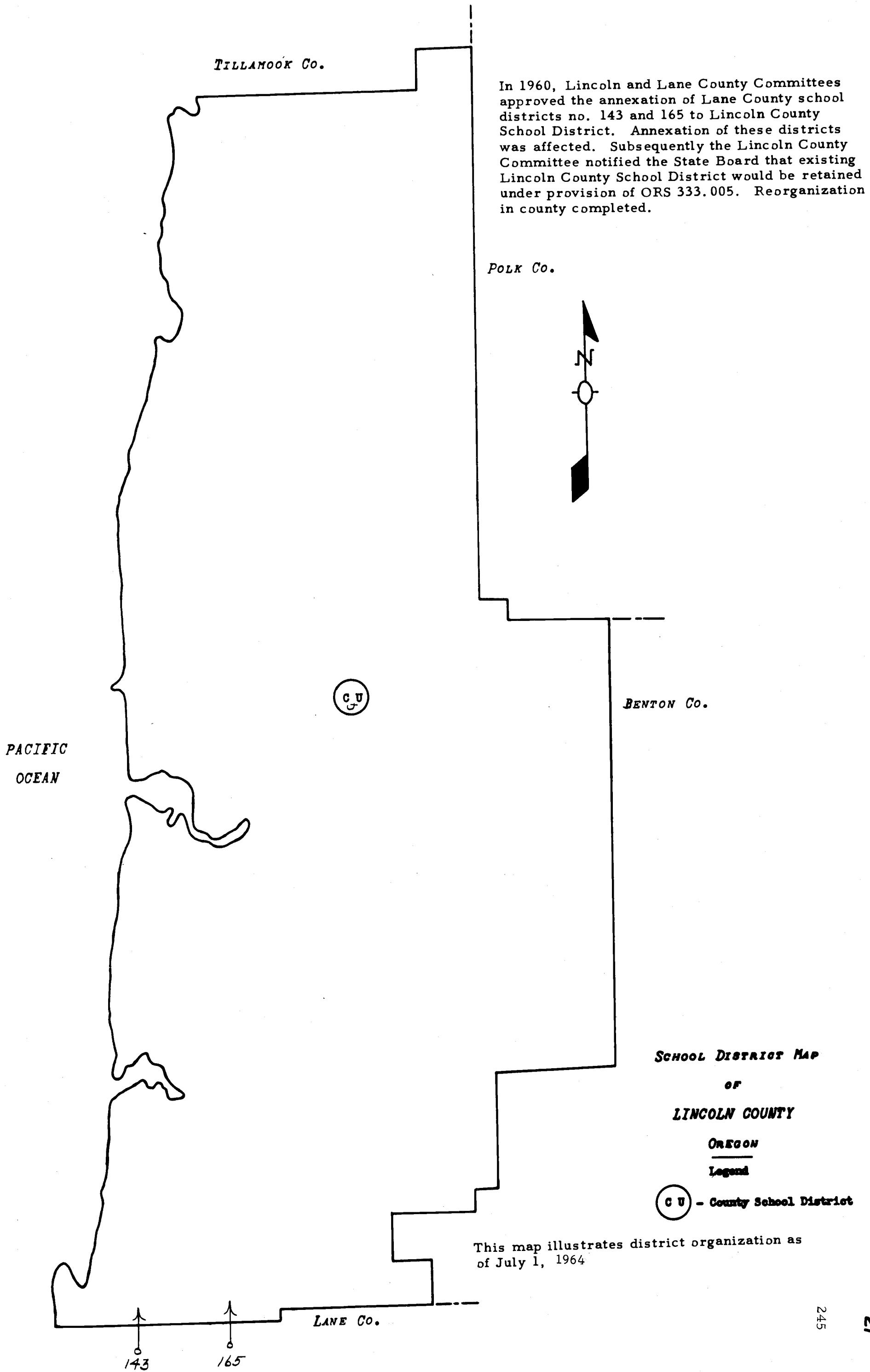
- LEGEND
- UNIFIED DIST.
 - ◻ UNION HIGH DIST. J JOINT DIST.
 - REPORTS FOR ELEM. PURPOSES
 - ⇒ REPORTS FOR H.S. PURPOSES
 - ⋈ H.S. BOUNDARIES WITHIN ELEM. DIST.
 - CONSOLIDATION BETWEEN ELEM. DIST.
 - DIST. WITH NON-CONTIGUOUS TERRITORY
 - TERRITORY NOT INCLUDED IN ANY SCH. DIST.
 - BOUNDARIES OF BORDERING COUNTIES
 - ⌘ REPORTS FOR ALL PURPOSES

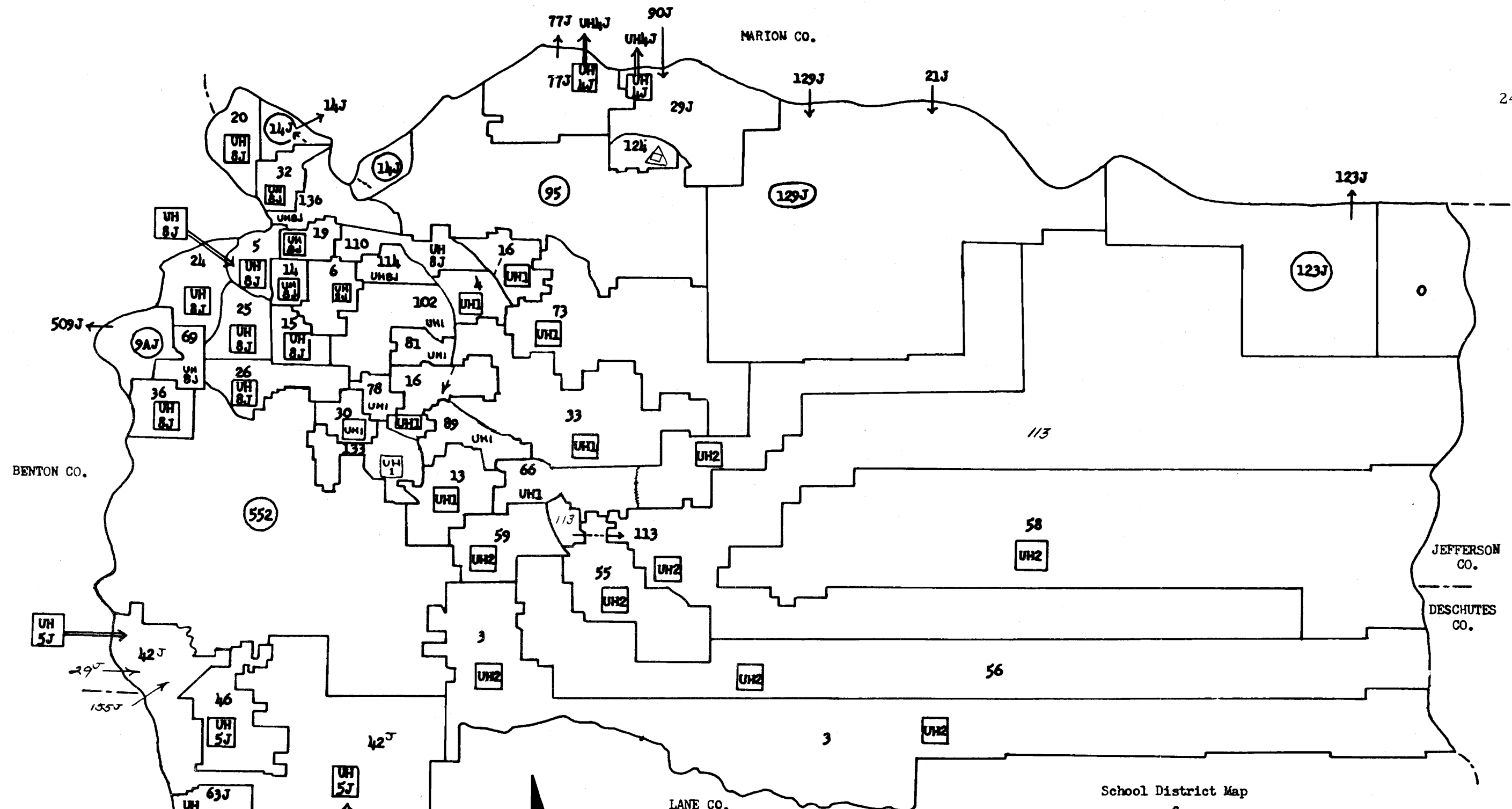


ELEMENTARY DISTRICT RESPONSIBLE FOR ITS OWN
HIGH SCHOOL PUPILS BUT HAS NO HIGH SCHOOL









LANE CO.

BENTON CO.

MARION CO.

JEFFERSON CO.

DESCHUTES CO.

LANE CO.

School District Map
of
LINN COUNTY
Oregon

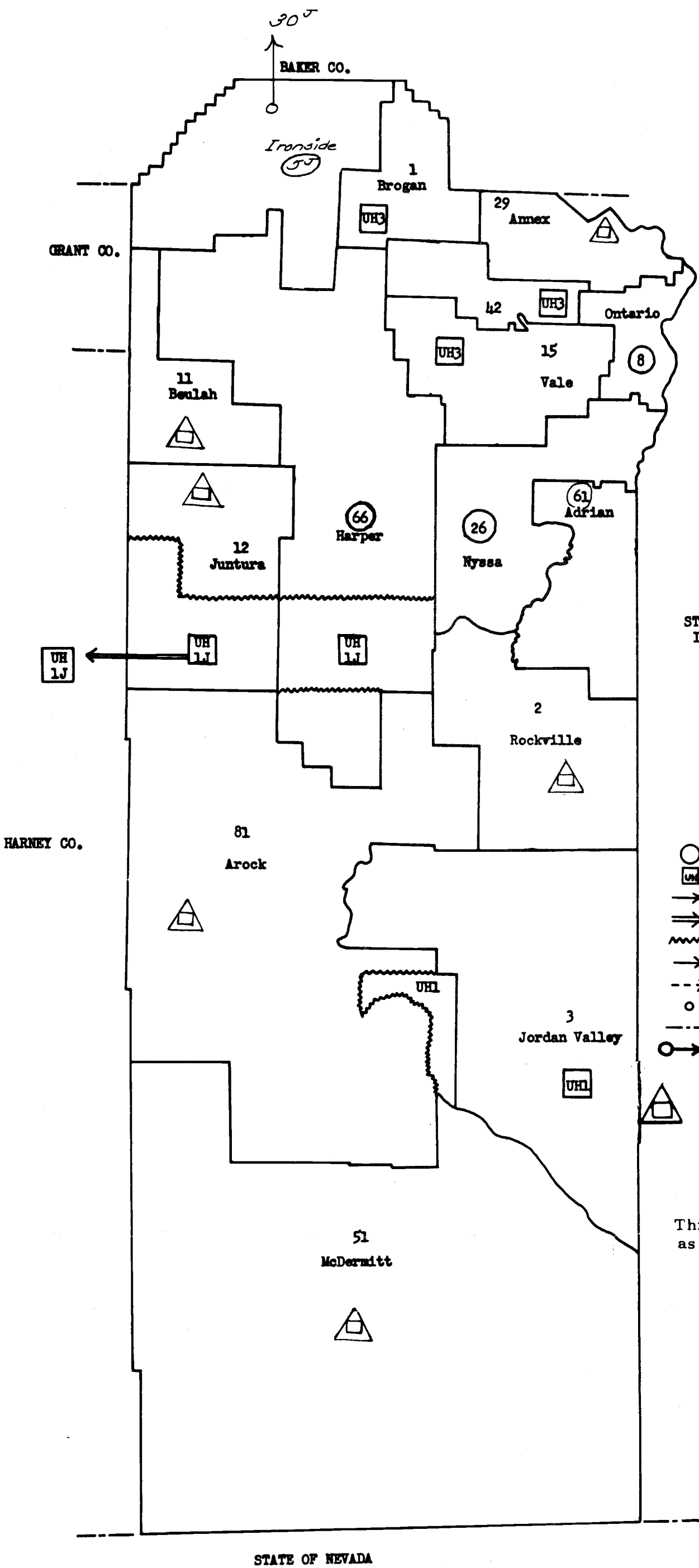
LEGEND

- UNIFIED DIST.
- UH UNION HIGH DIST. J JOINT DIST.
- REPORTS FOR ELEM. PURPOSES
- ⇒ REPORTS FOR H.S. PURPOSES
- ⋈ H.S. BOUNDARIES WITHIN ELEM. DIST.
- CONSOLIDATION BETWEEN ELEM. DIST.
- DIST. WITH NON-CONTIGUOUS TERRITORY
- TERRITORY NOT INCLUDED IN ANY SCH. DIST.
- BOUNDARIES OF BORDERING COUNTIES



ELEMENTARY DISTRICT RESPONSIBLE FOR ITS OWN
HIGH SCHOOL PUPILS BUT HAS NO HIGH SCHOOL

This map illustrates district organization
as of July 1, 1964



STATE OF IDAHO

School District Map
of
MALHEUR COUNTY
Oregon

LEGEND

- UNIFIED DIST.
- UH UNION HIGH DIST. J JOINT DIST.
- REPORTS FOR ELEM. PURPOSES
- ⇒ REPORTS FOR H.S. PURPOSES
- ⋈ H.S. BOUNDARIES WITHIN ELEM. DIST.
- CONSOLIDATION BETWEEN ELEM. DIST.
- DIST. WITH NON-CONTIGUOUS TERRITORY
- TERRITORY NOT INCLUDED IN ANY SCH. DIST.
- BOUNDARIES OF BORDERING COUNTIES
- ⦿ → REPORTS FOR ALL PURPOSES
- △ ELEMENTARY DISTRICT RESPONSIBLE FOR ITS OWN HIGH SCHOOL PUPILS BUT HAS NO HIGH SCHOOL

This map illustrates district organization
as of July 1, 1964.












This map illustrates district organization as of July 1, 1964

School District Map

of
MARION COUNTY

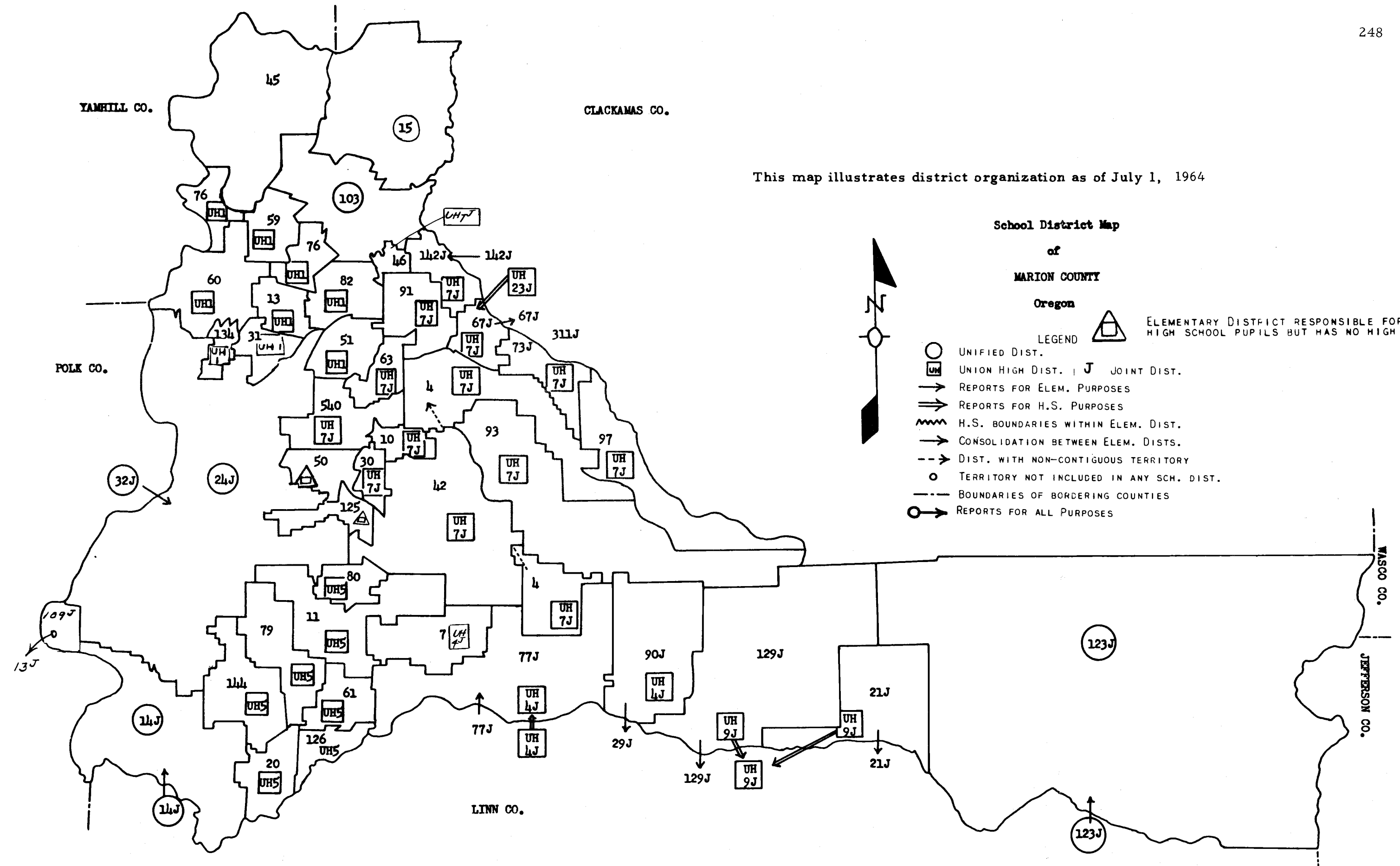
Oregon

LEGEND

-  UNIFIED DIST.
 UNION HIGH DIST. |  JOINT DIST.
 REPORTS FOR ELEM. PURPOSES
 REPORTS FOR H.S. PURPOSES
 H.S. BOUNDARIES WITHIN ELEM. DIST.
 CONSOLIDATION BETWEEN ELEM. DIST.
 DIST. WITH NON-CONTIGUOUS TERRITORY
 TERRITORY NOT INCLUDED IN ANY SCH. DIST.
 BOUNDARIES OF BORDERING COUNTIES
 REPORTS FOR ALL PURPOSES



ELEMENTARY DISTRICT RESPONSIBLE FOR ITS HIGH SCHOOL PUPILS BUT HAS NO HIGH SCHC

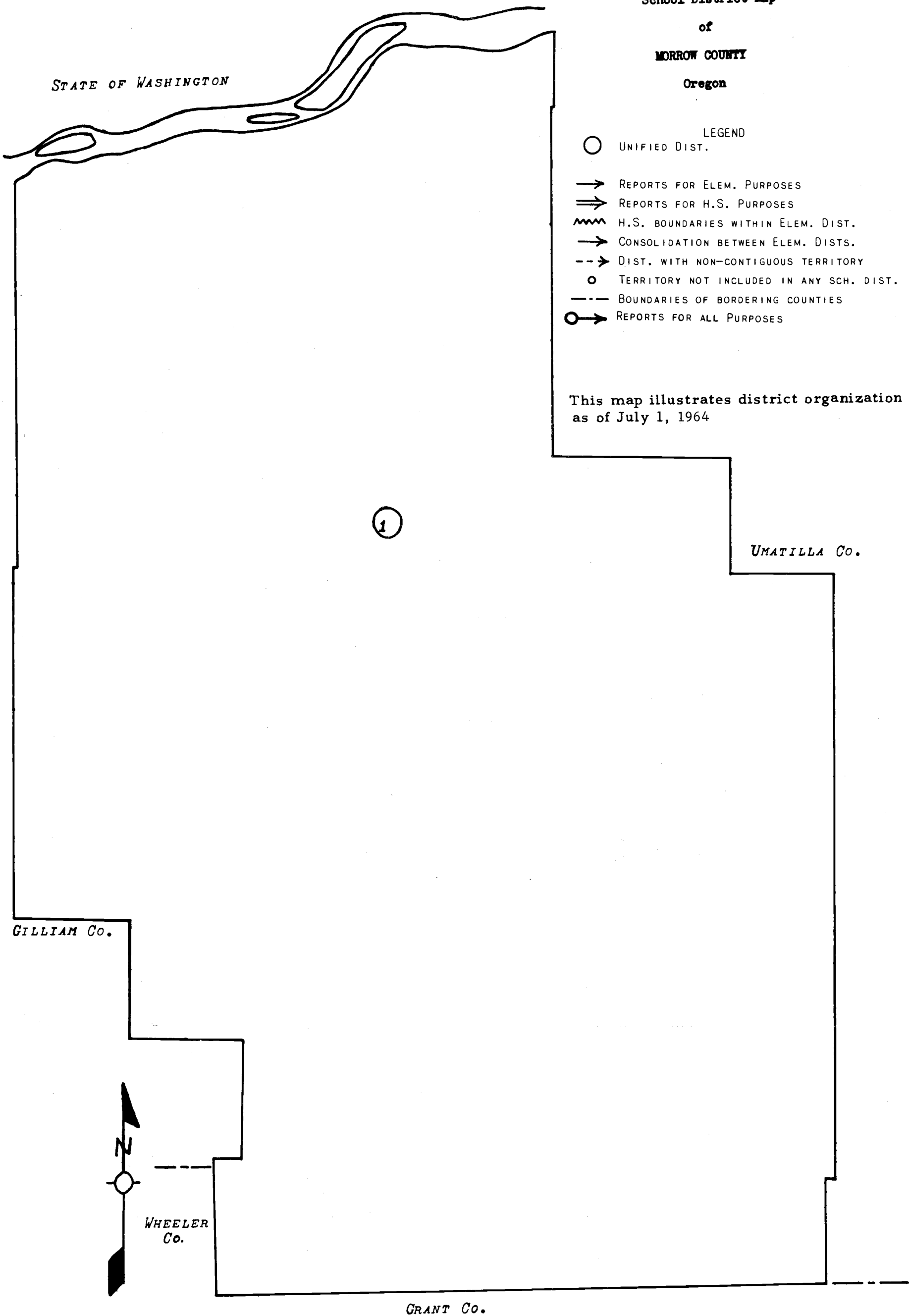


School District Map
of
MORROW COUNTY
Oregon

LEGEND

- UNIFIED DIST.
- REPORTS FOR ELEM. PURPOSES
- ⇒ REPORTS FOR H.S. PURPOSES
- ⋈ H.S. BOUNDARIES WITHIN ELEM. DIST.
- CONSOLIDATION BETWEEN ELEM. DIST.
- - → DIST. WITH NON-CONTIGUOUS TERRITORY
- TERRITORY NOT INCLUDED IN ANY SCH. DIST.
- - - BOUNDARIES OF BORDERING COUNTIES
- → REPORTS FOR ALL PURPOSES

This map illustrates district organization
as of July 1, 1964














School District Map

of

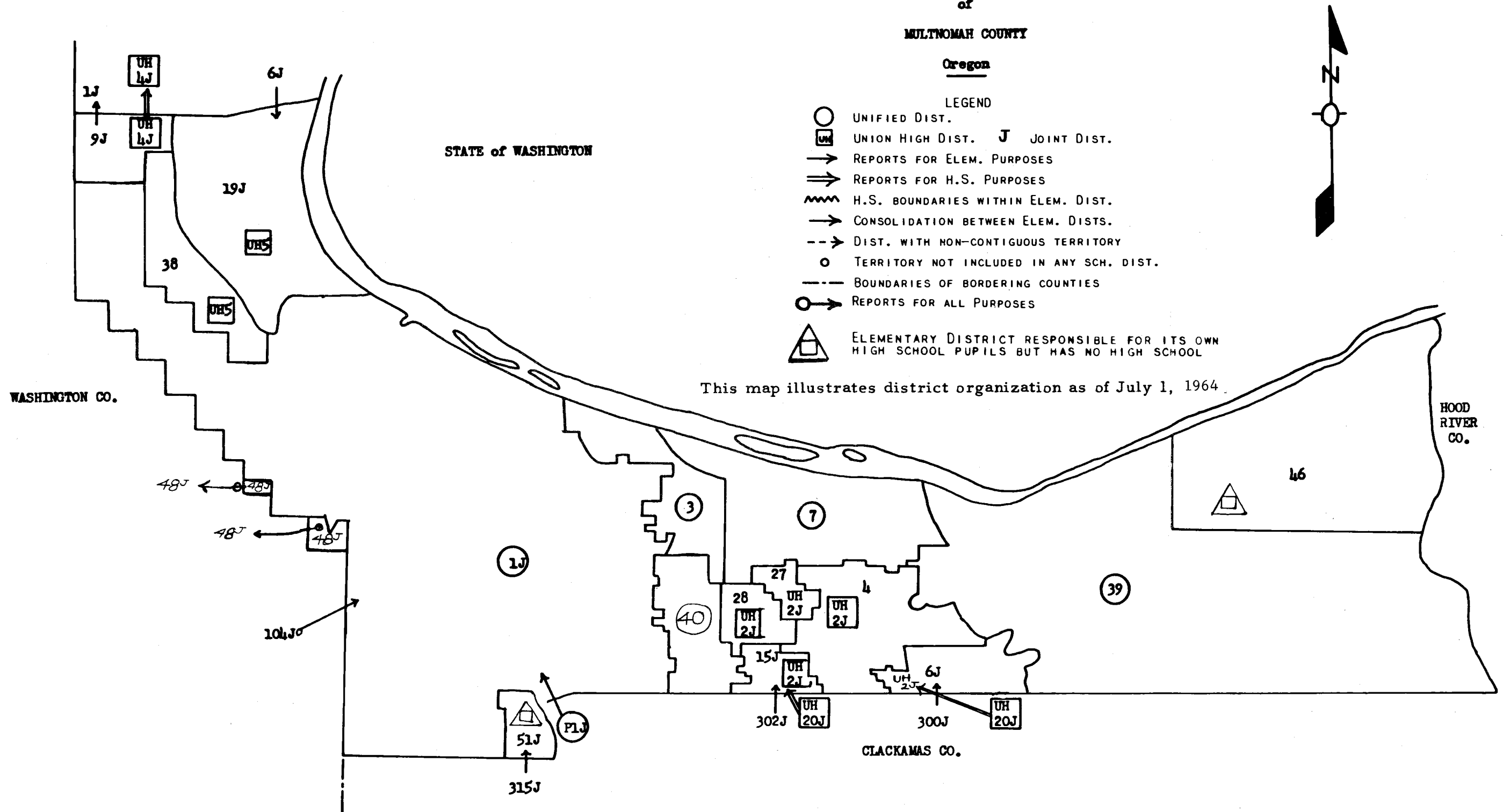
MULTNOMAH COUNTY

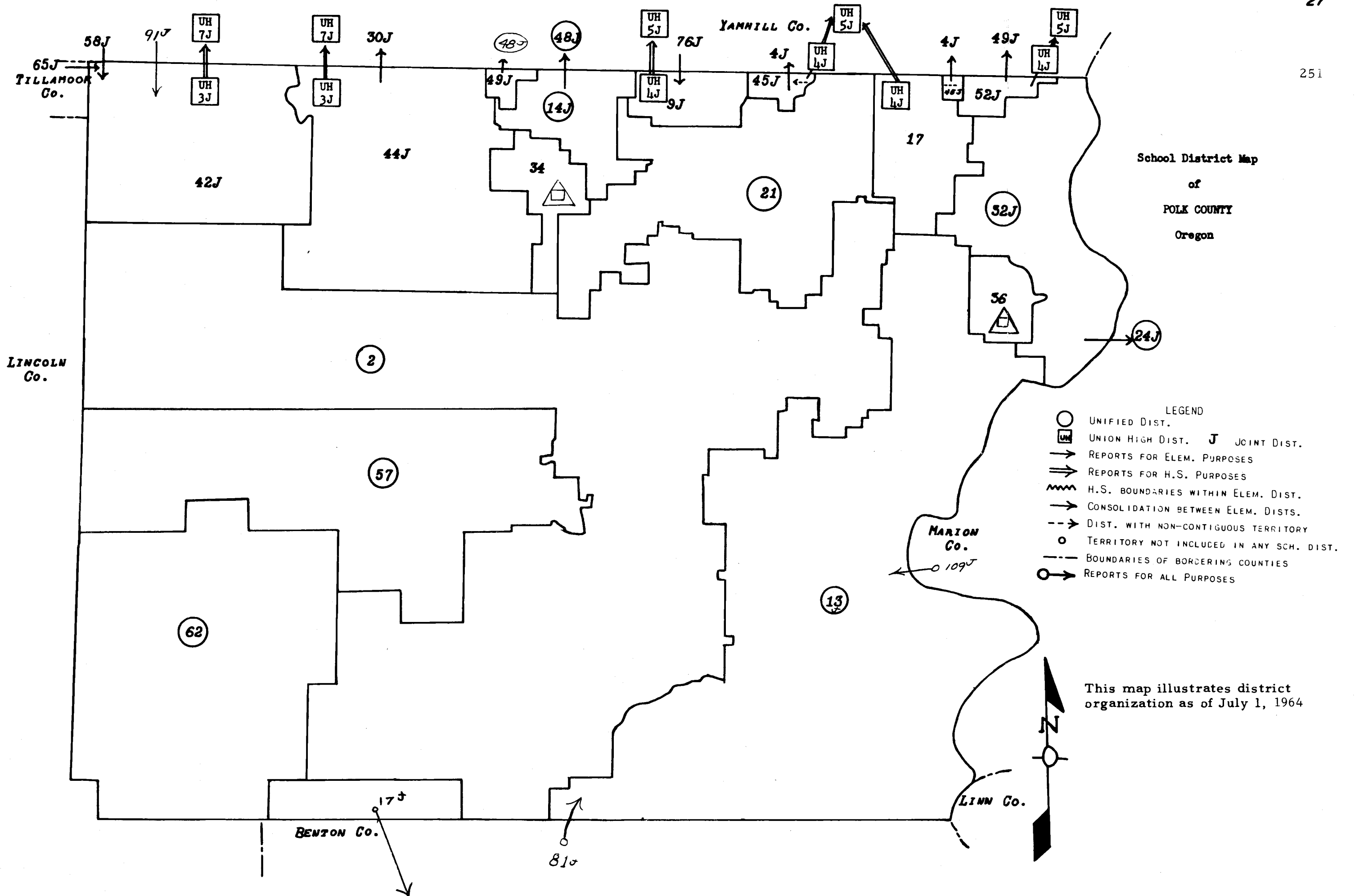
Oregon

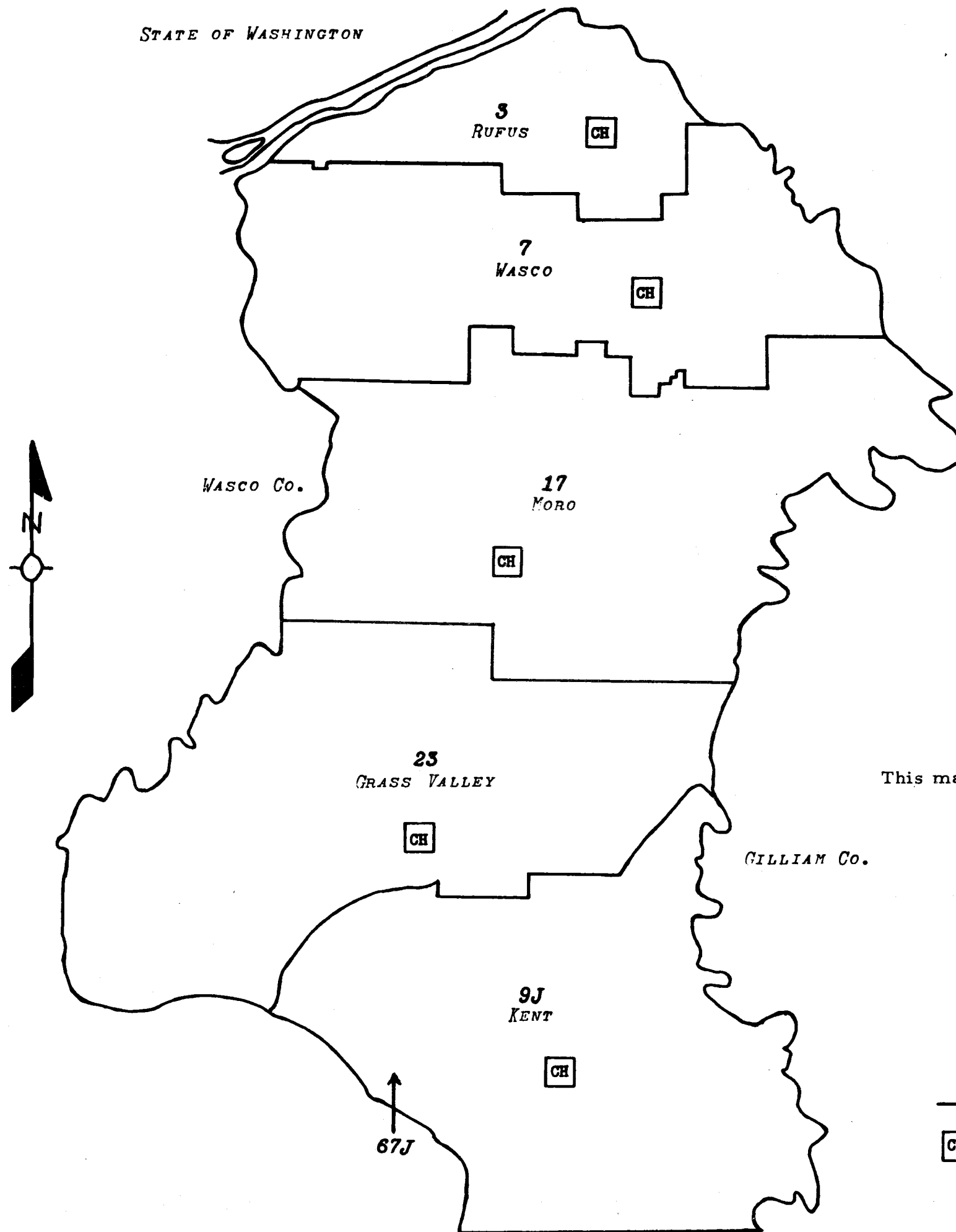
LEGEND

- LEGEND
-  UNIFIED DIST.
-  UNION HIGH DIST. **J** JOINT DIST.
-  REPORTS FOR ELEM. PURPOSES
-  REPORTS FOR H.S. PURPOSES
-  H.S. BOUNDARIES WITHIN ELEM. DIST.
-  CONSOLIDATION BETWEEN ELEM. DIST.
-  DIST. WITH NON-CONTIGUOUS TERRITORY
-  TERRITORY NOT INCLUDED IN ANY SCH. DIST.
-  BOUNDARIES OF BORDERING COUNTIES
-  REPORTS FOR ALL PURPOSES
-  ELEMENTARY DISTRICT RESPONSIBLE FOR ITS OWN HIGH SCHOOL PUPILS BUT HAS NO HIGH SCHOOL

This map illustrates district organization as of July 1, 1964.







This map illustrates district organization as of July 1, 1964

SCHOOL DISTRICT MAP

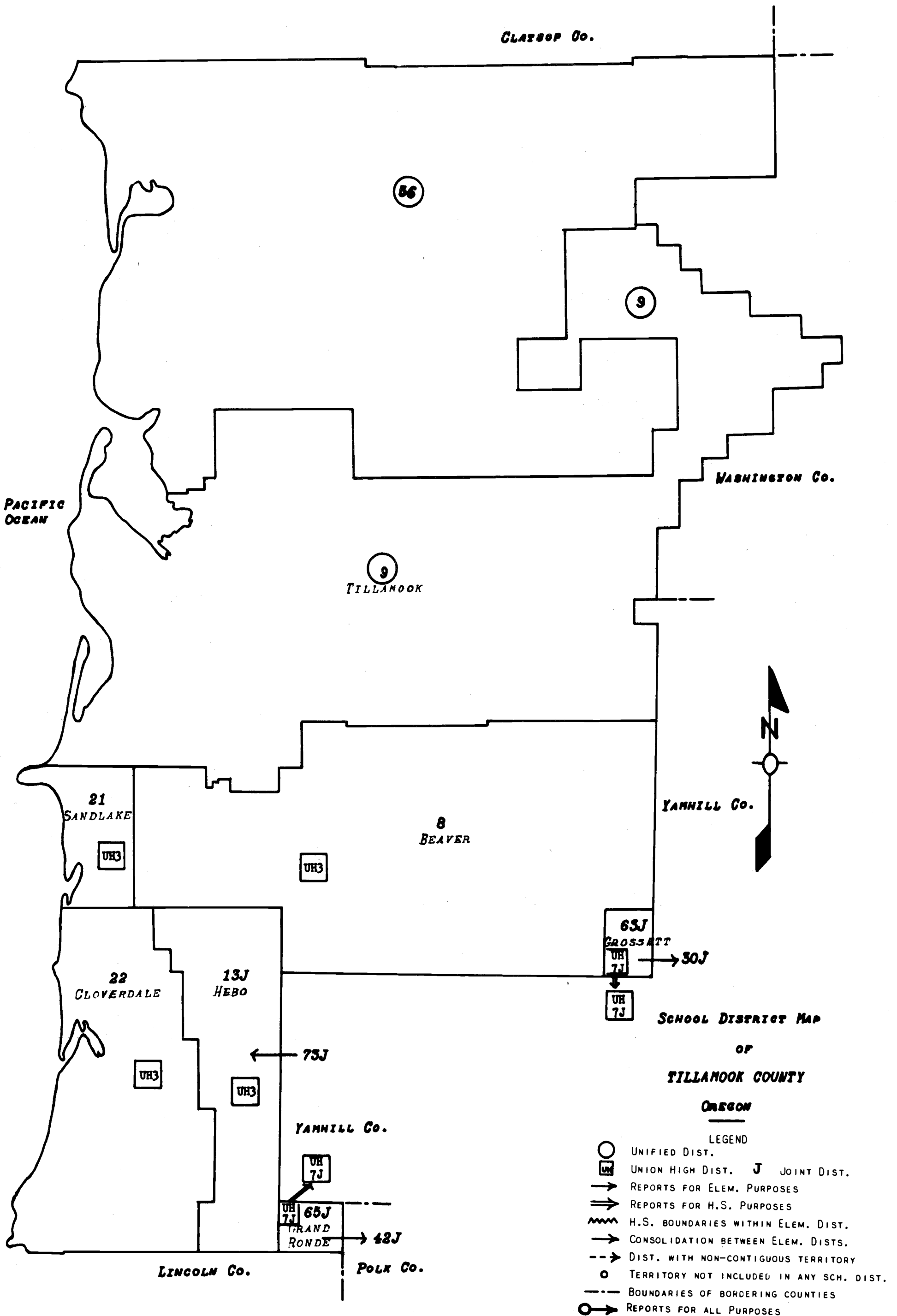
OF

SHERMAN COUNTY

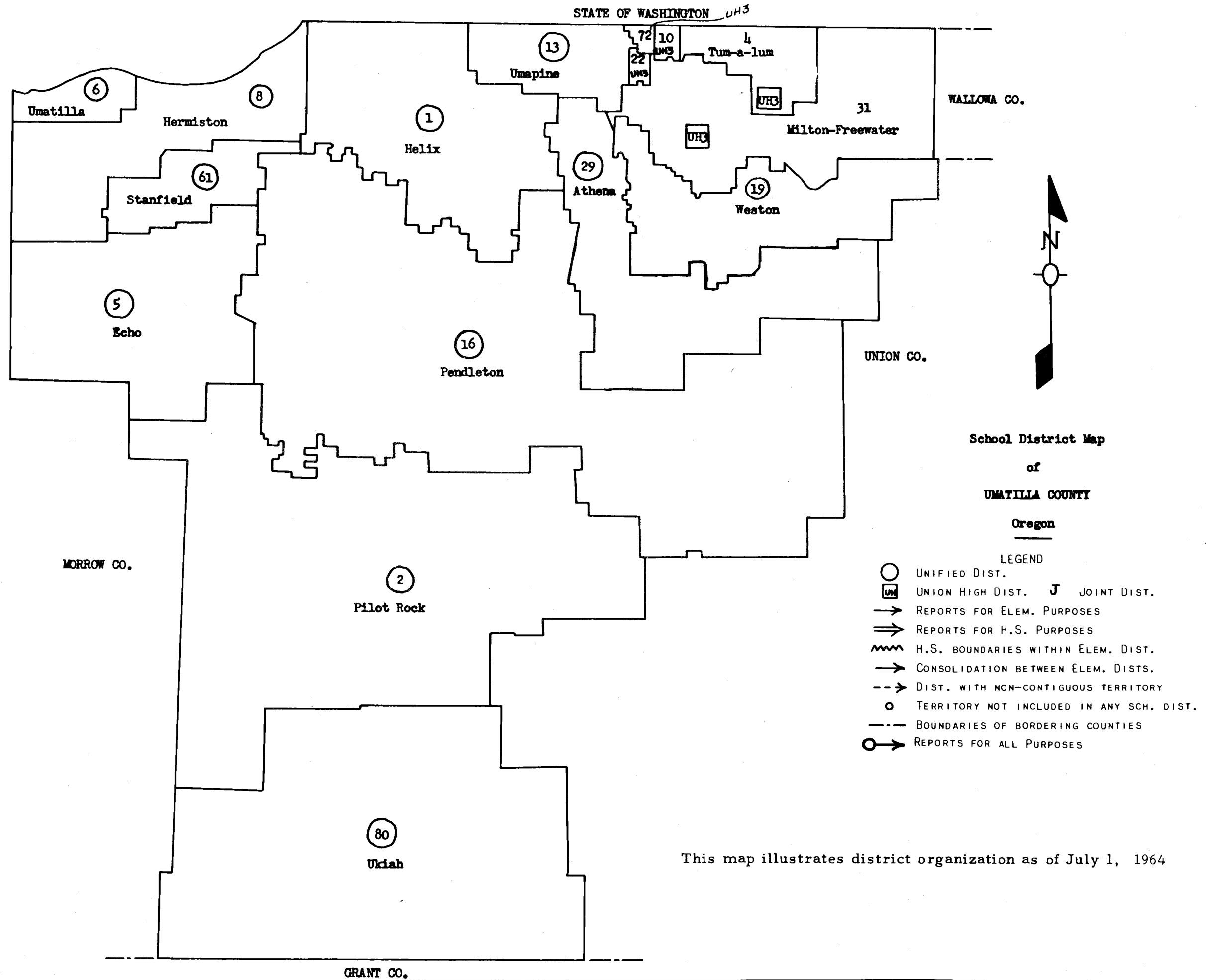
OREGON

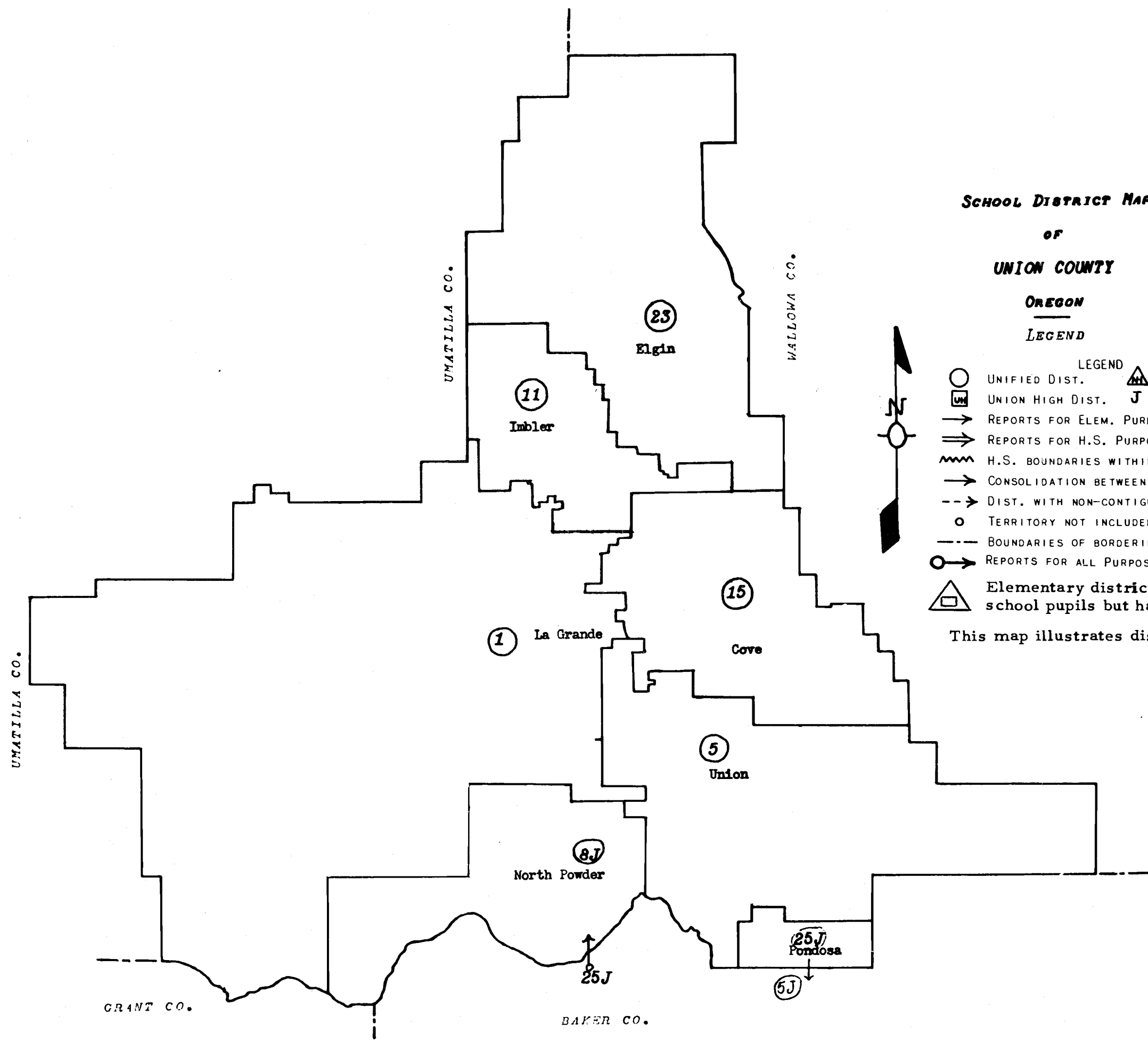
LEGEND

- J - JOINT DISTRICT**
- - LOCATION OF SCHOOL IN JOINT DISTRICT**
- CH - In County High district for high school purposes**



This map illustrates district organization as of July 1, 1964
















SCHOOL DISTRICT MAP
OF
UNION COUNTY
OREGON
LEGEND

- LEGEND
- UNIFIED DIST.
 - UNION HIGH DIST.
 - REPORTS FOR ELEM. PURPOSES
 - ⇨ REPORTS FOR H.S. PURPOSES
 - ~ H.S. BOUNDARIES WITHIN ELEM. DIST.
 - CONSOLIDATION BETWEEN ELEM. DIST.
 - - - DIST. WITH NON-CONTIGUOUS TERRITORY
 - TERRITORY NOT INCLUDED IN ANY SCH. DIST.
 - - - BOUNDARIES OF BORDERING COUNTIES
 - → REPORTS FOR ALL PURPOSES
 - △ Elementary district responsible for its own high school pupils but has no high school.
 - △ Non-HIGH DIST.
 - J JOINT DIST.

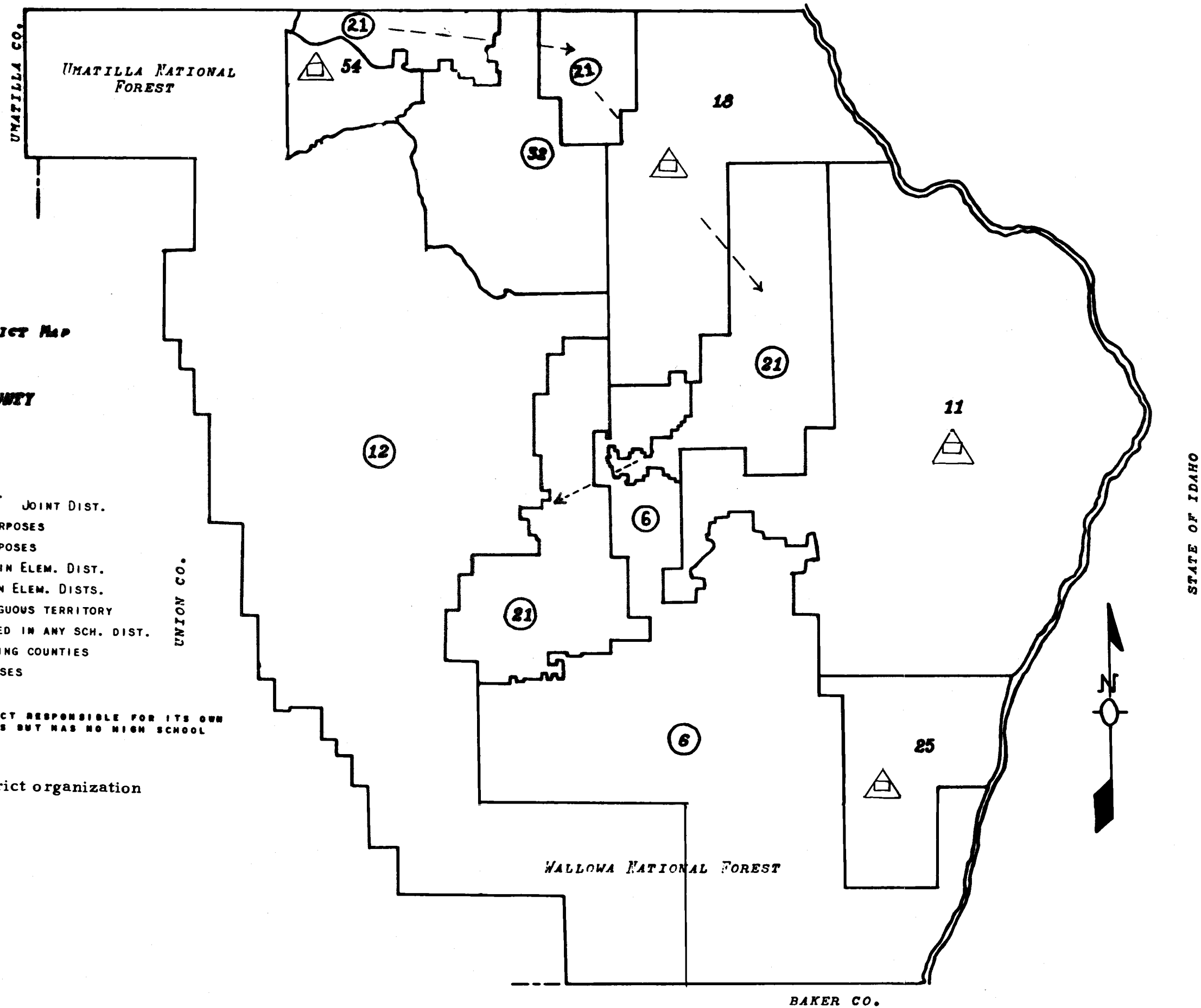
This map illustrates district organization as of July 1, 1964

**SCHOOL DISTRICT MAP
OF
WALLOWA COUNTY
OREGON**

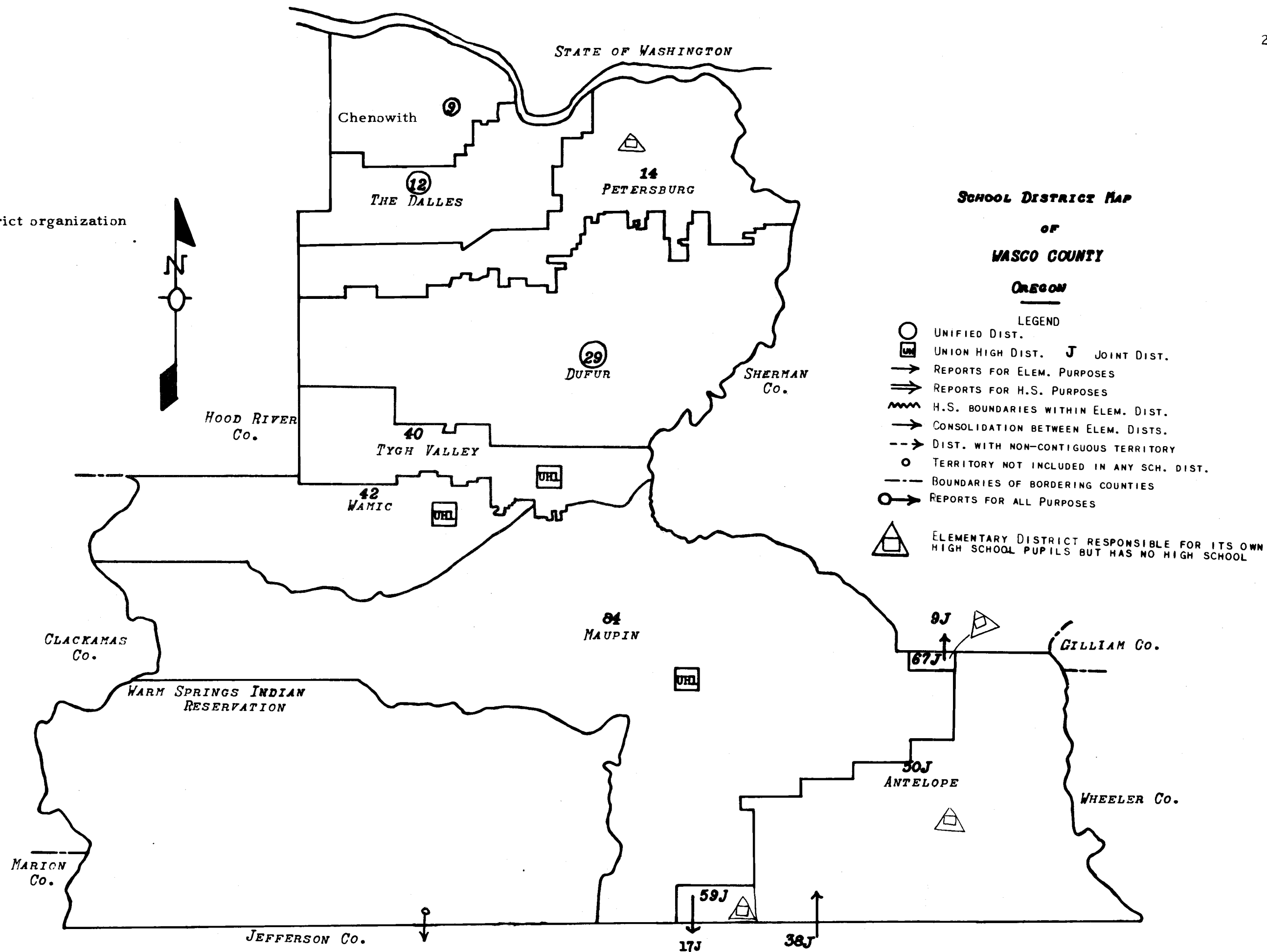
LEGEND

-  UNIFIED DIST.
-  UNION HIGH DIST. **J** JOINT DIST.
-  REPORTS FOR ELEM. PURPOSES
-  REPORTS FOR H.S. PURPOSES
-  H.S. BOUNDARIES WITHIN ELEM. DIST.
-  CONSOLIDATION BETWEEN ELEM. DIST.
-  DIST. WITH NON-CONTIGUOUS TERRITORY
-  TERRITORY NOT INCLUDED IN ANY SCH. DIST.
-  BOUNDARIES OF BORDERING COUNTIES
-  REPORTS FOR ALL PURPOSES
-  ELEMENTARY DISTRICT RESPONSIBLE FOR ITS OWN HIGH SCHOOL PUPILS BUT HAS NO HIGH SCHOOL

This map illustrates district organization
as of July 1, 1964.

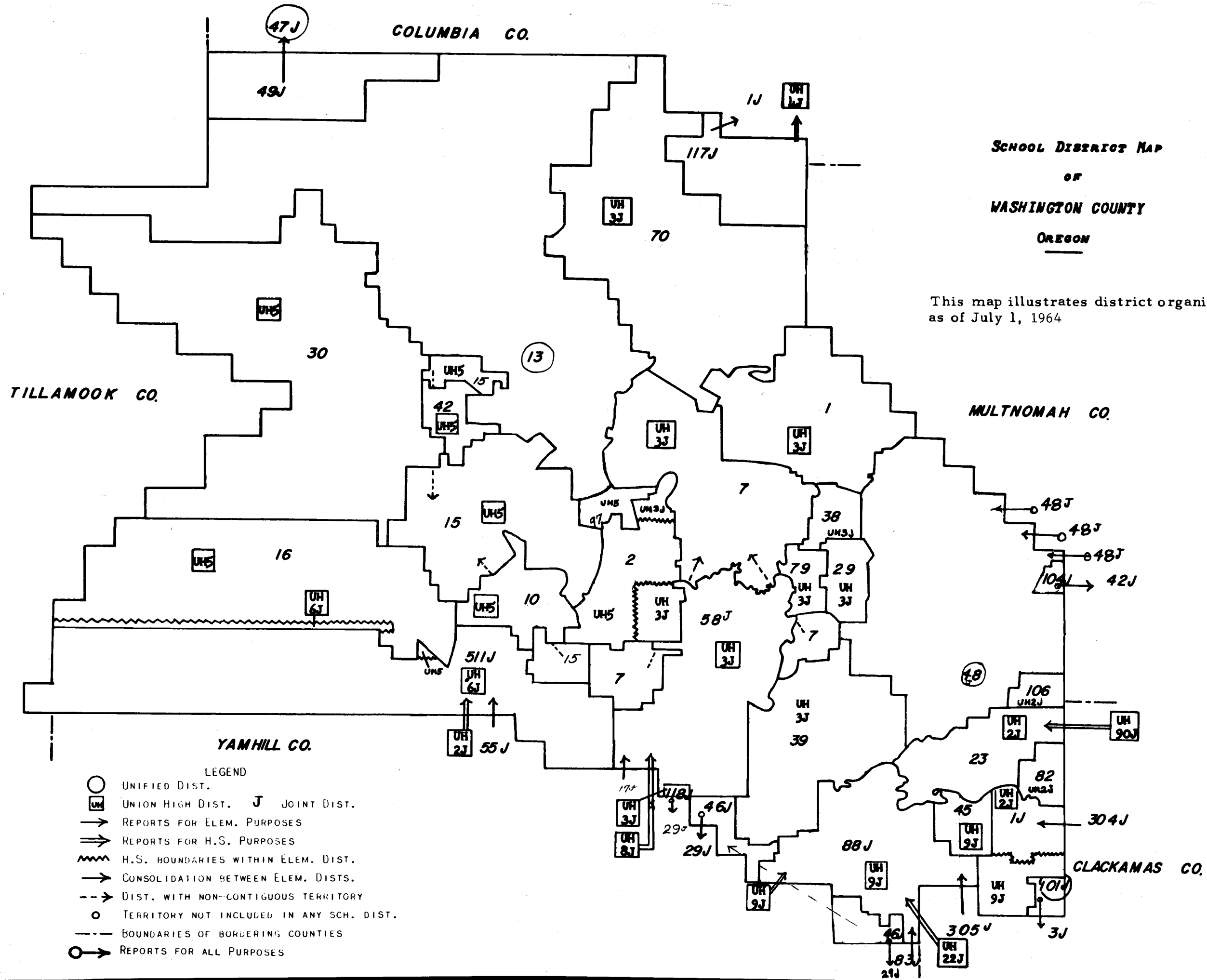


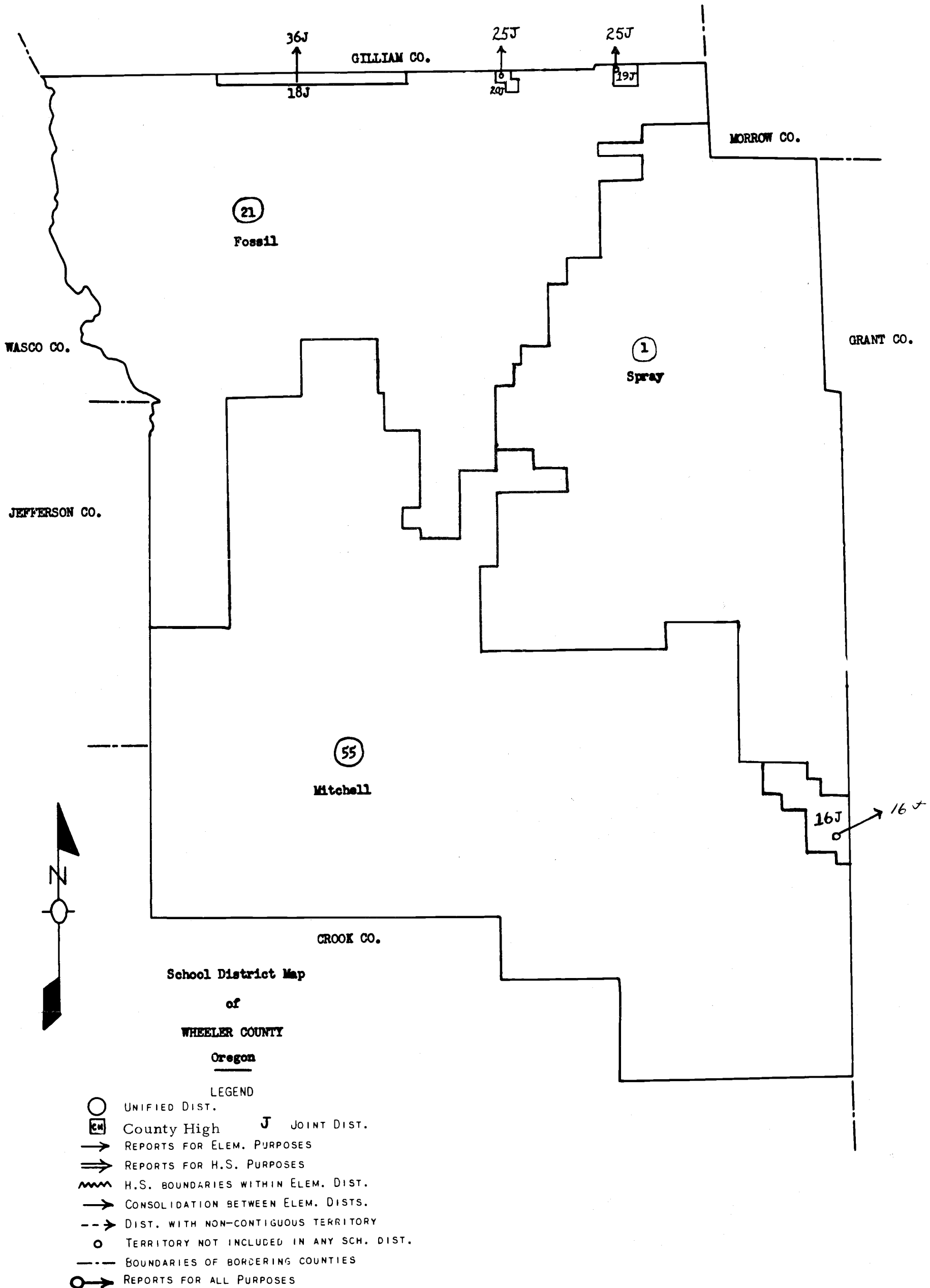
is map illustrates district organization
of July 1, 1964.



**SCHOOL DISTRICT MAP
OF
WASHINGTON COUNTY
OREGON**

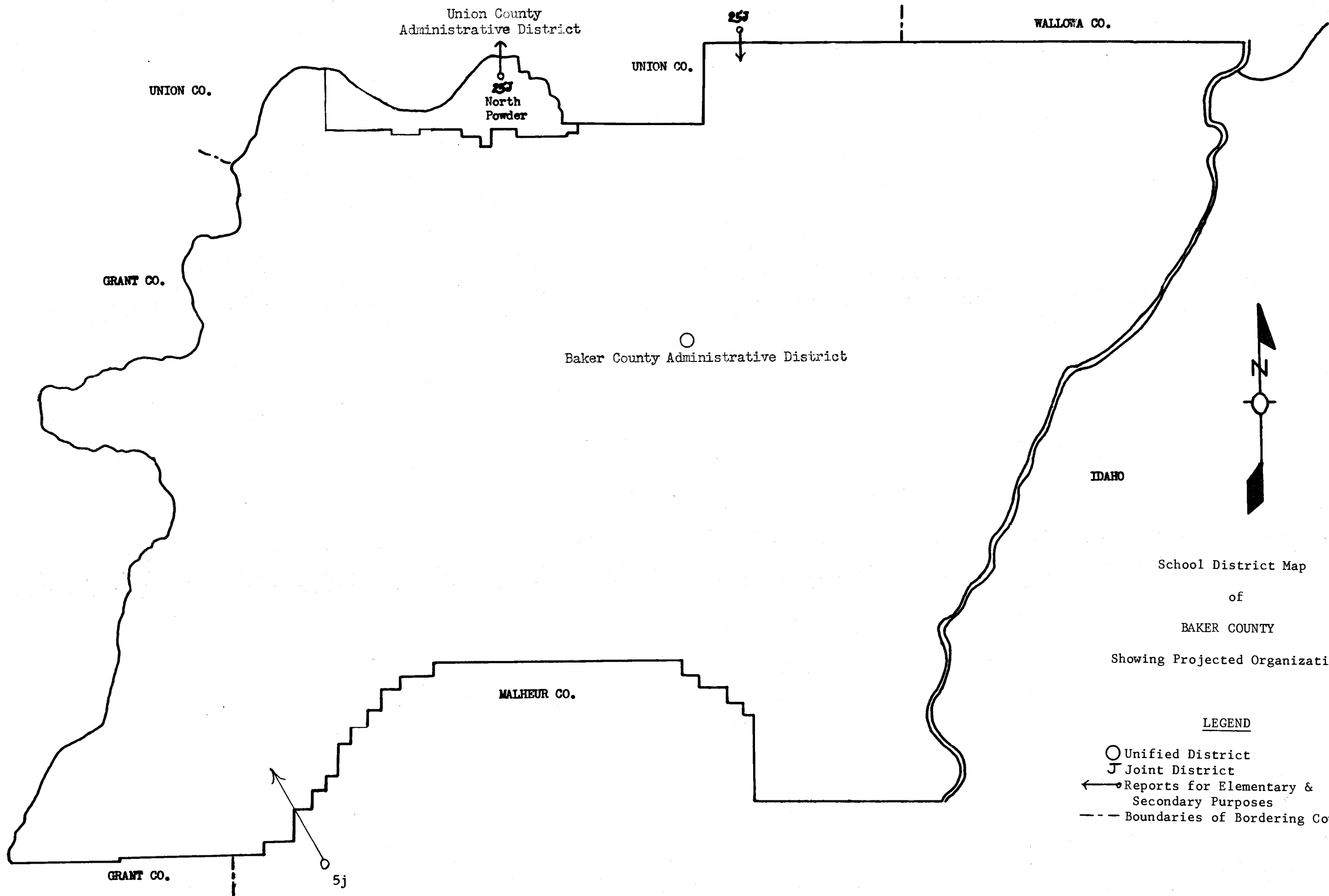
This map illustrates district organization
as of July 1, 1964





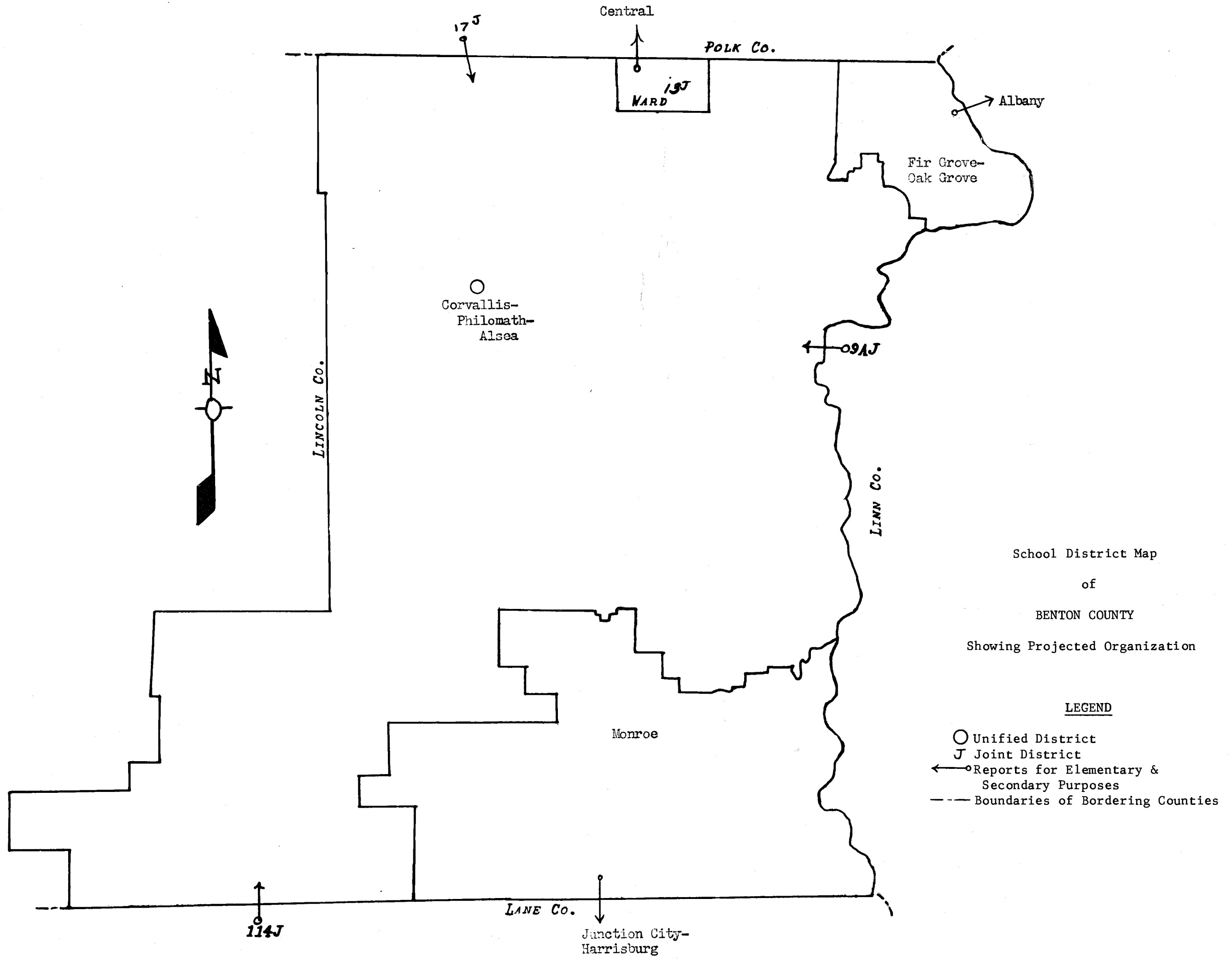
This map illustrates district organization as of July 1, 1964

APPENDIX D



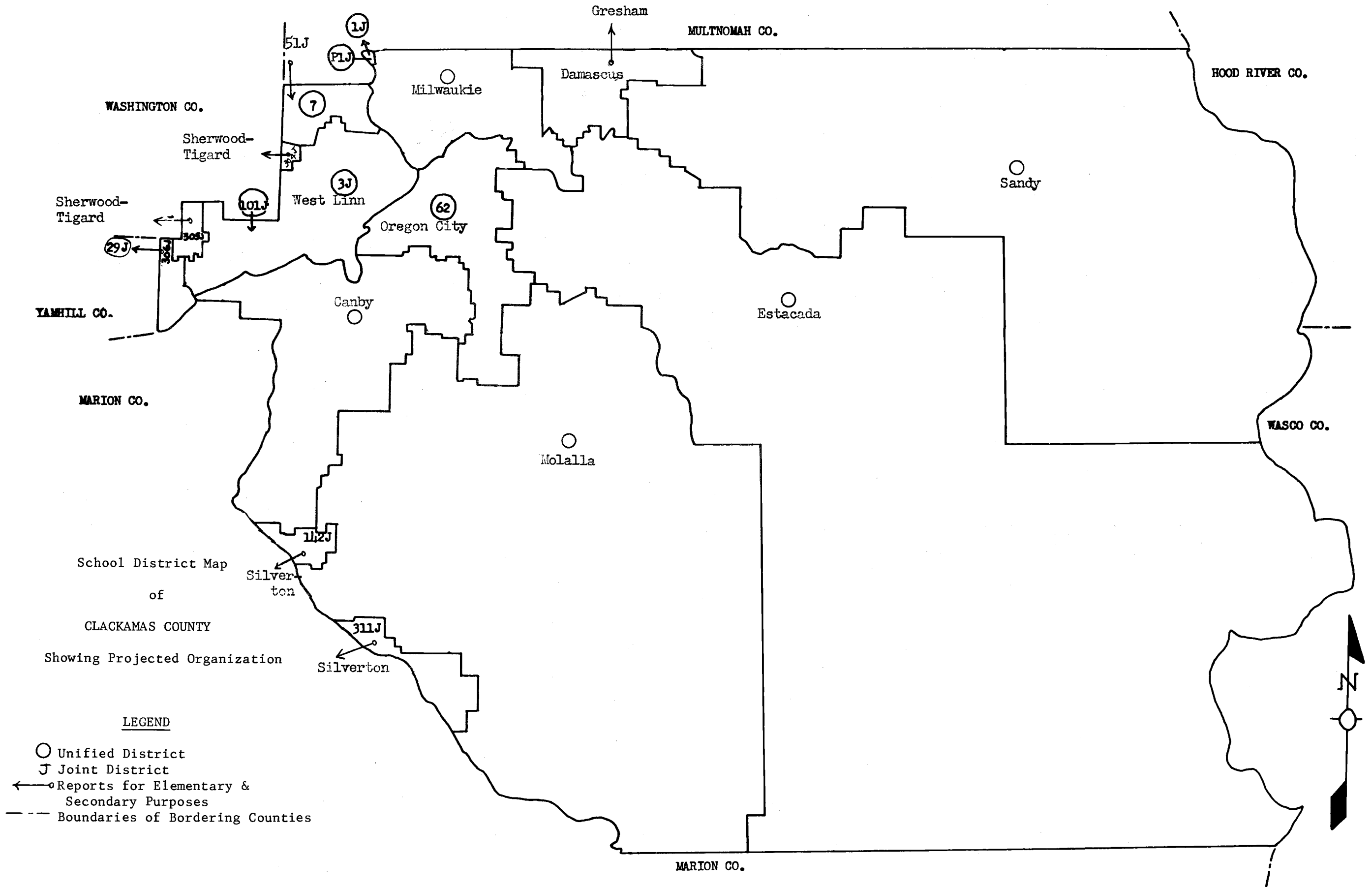
School District Map
of
BAKER COUNTY
Showing Projected Organization

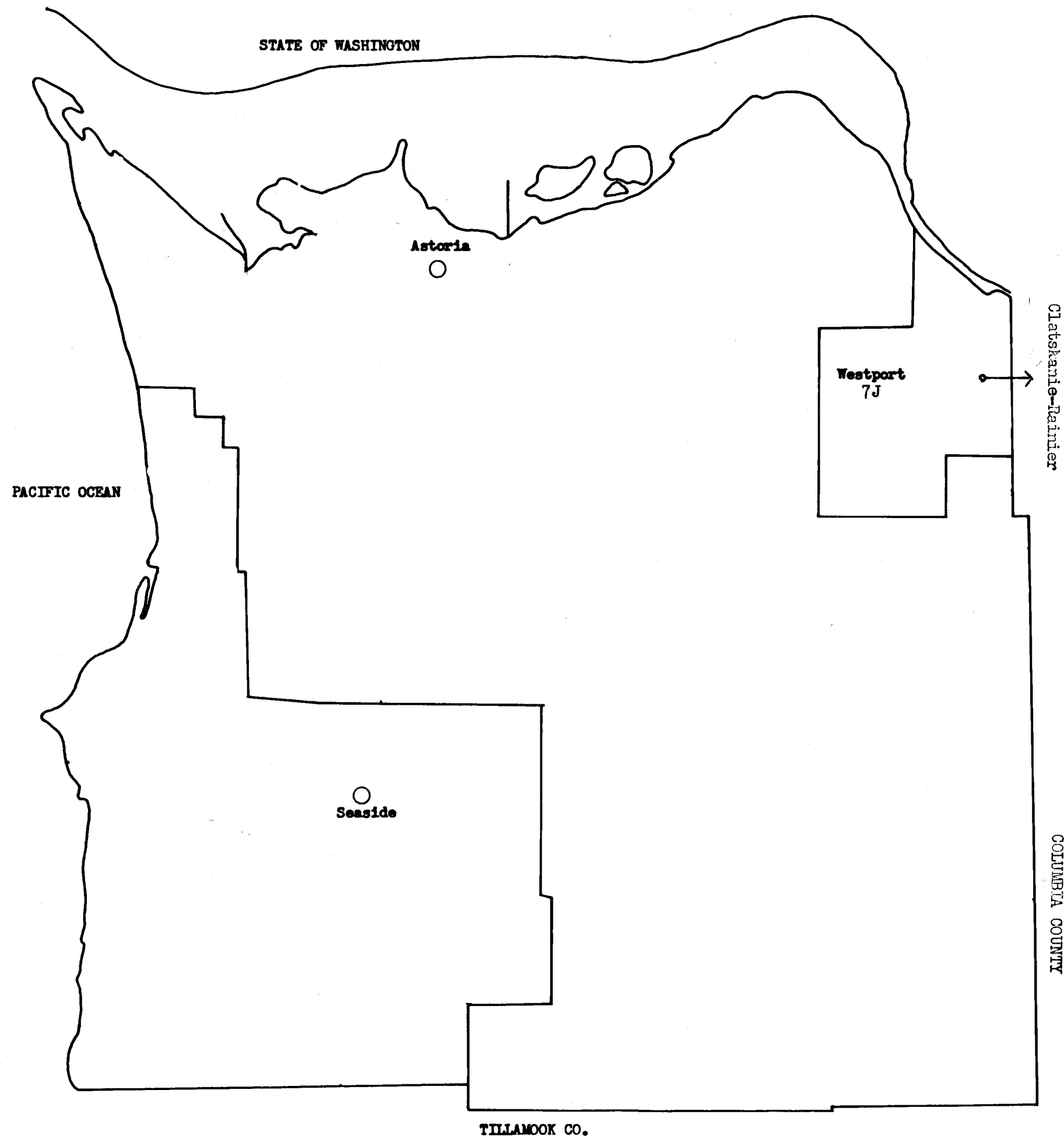
- LEGEND
- Unified District
 - ⌋ Joint District
 - ← Reports for Elementary & Secondary Purposes
 - Boundaries of Bordering Counties



School District Map
of
BENTON COUNTY
Showing Projected Organization

- LEGEND
- Unified District
 - J Joint District
 - Reports for Elementary & Secondary Purposes
 - - - Boundaries of Bordering Counties



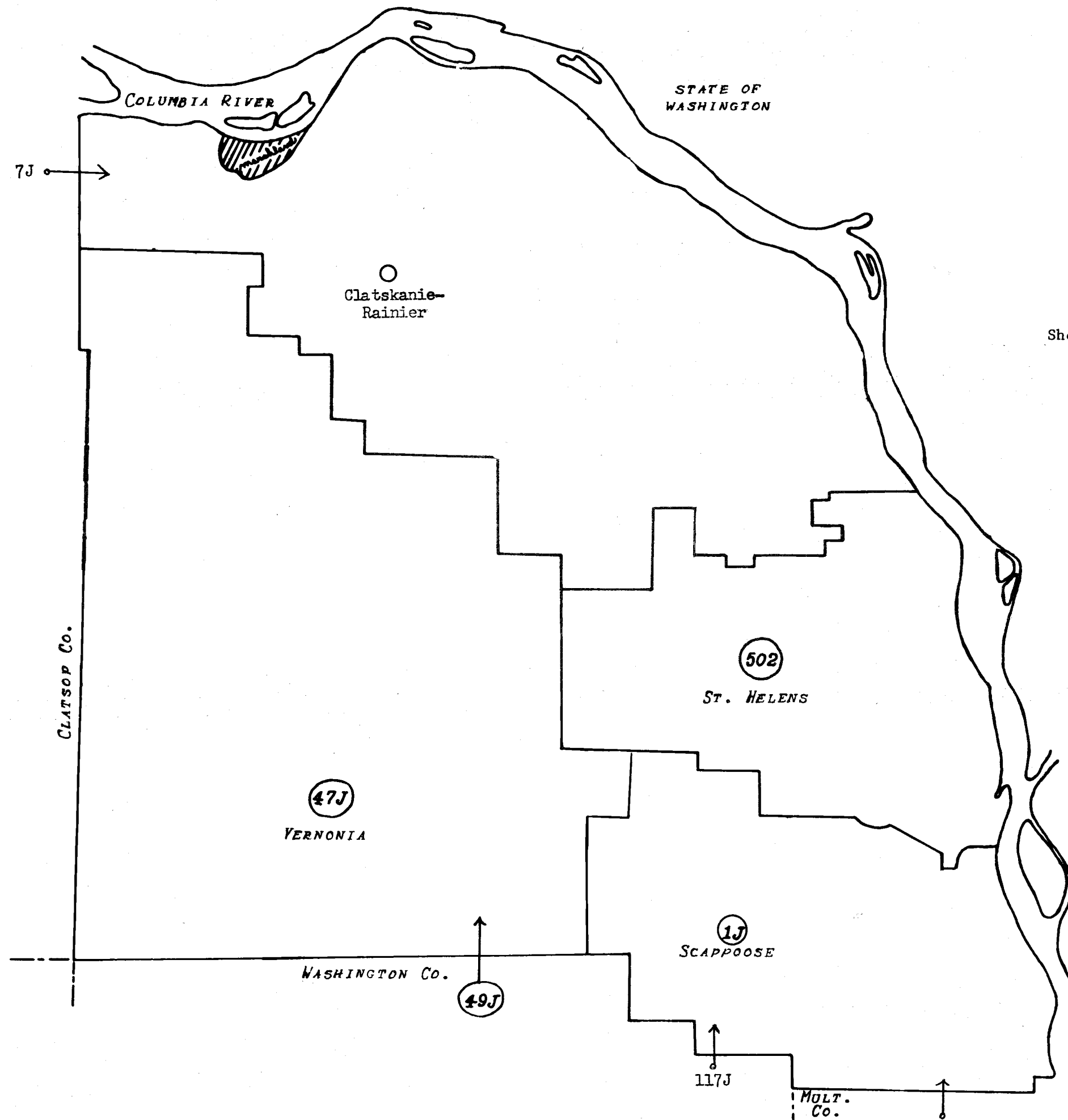


School District Map
of
CLATSOP COUNTY
Showing Projected Organization

LEGEND

- Unified District
- J Joint District
- ↔ Reports for Elementary & Secondary Purposes
- Boundaries of Bordering Counties



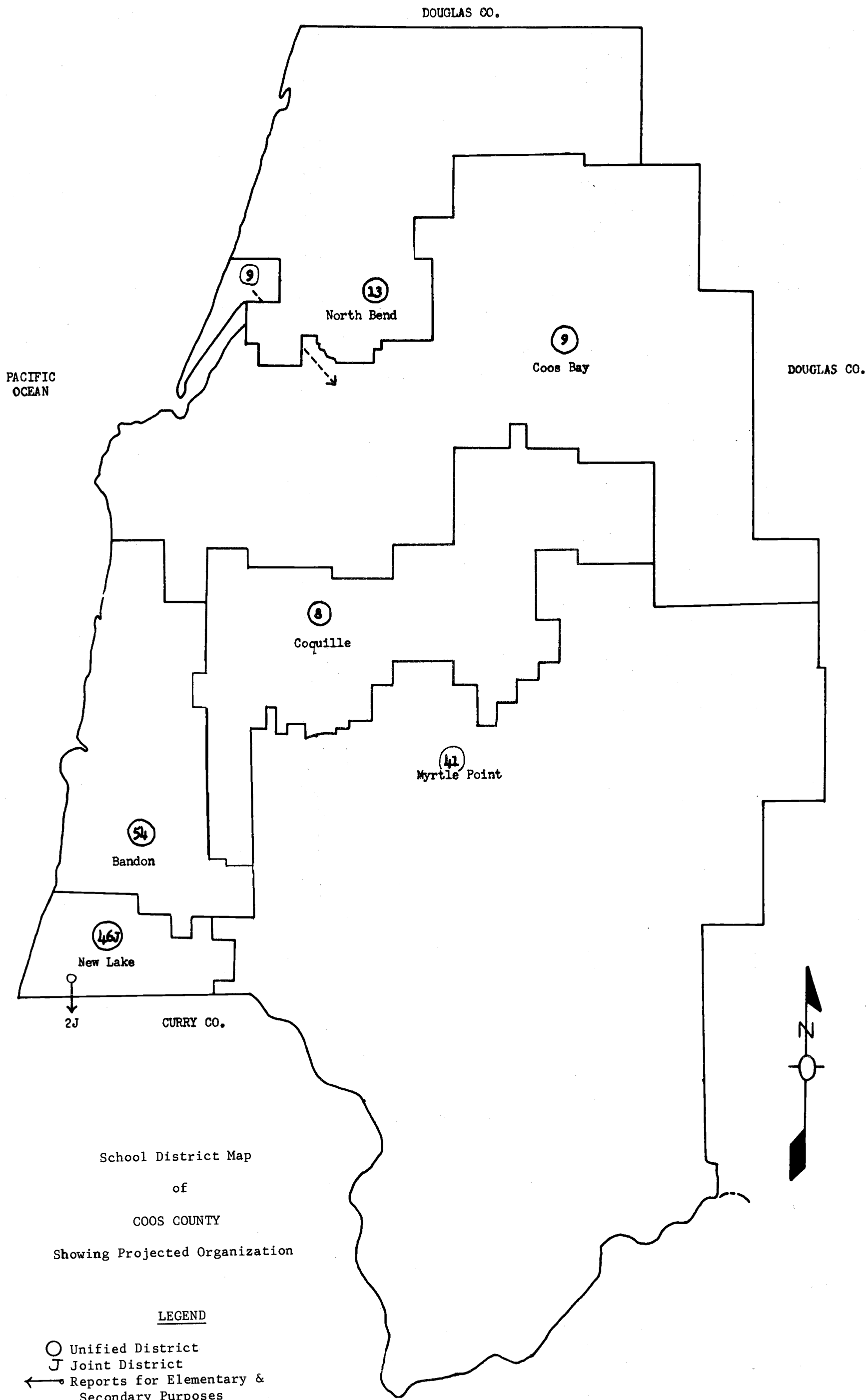


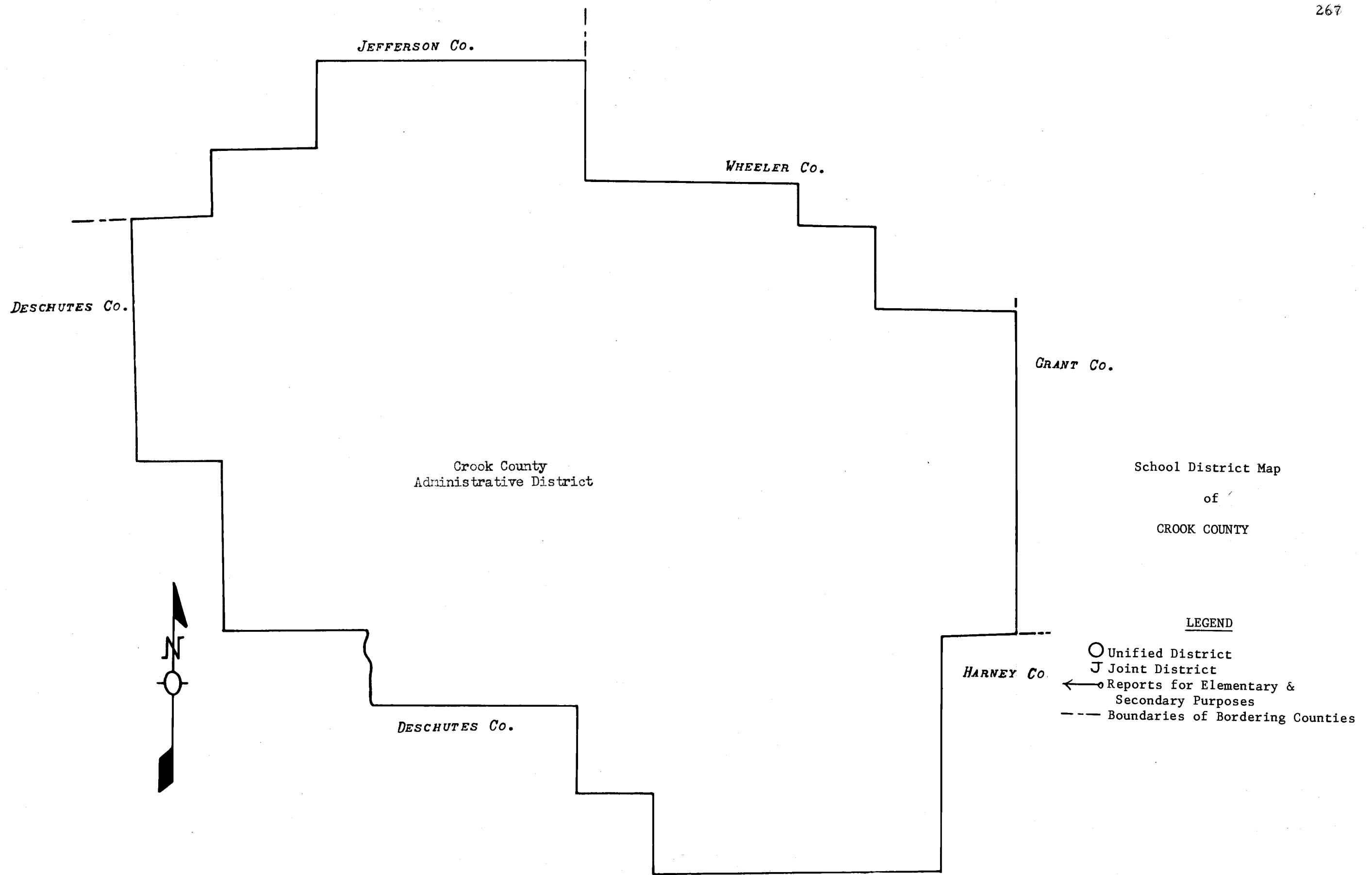
School District Map
of
COLUMBIA COUNTY
Showing Projected Organization

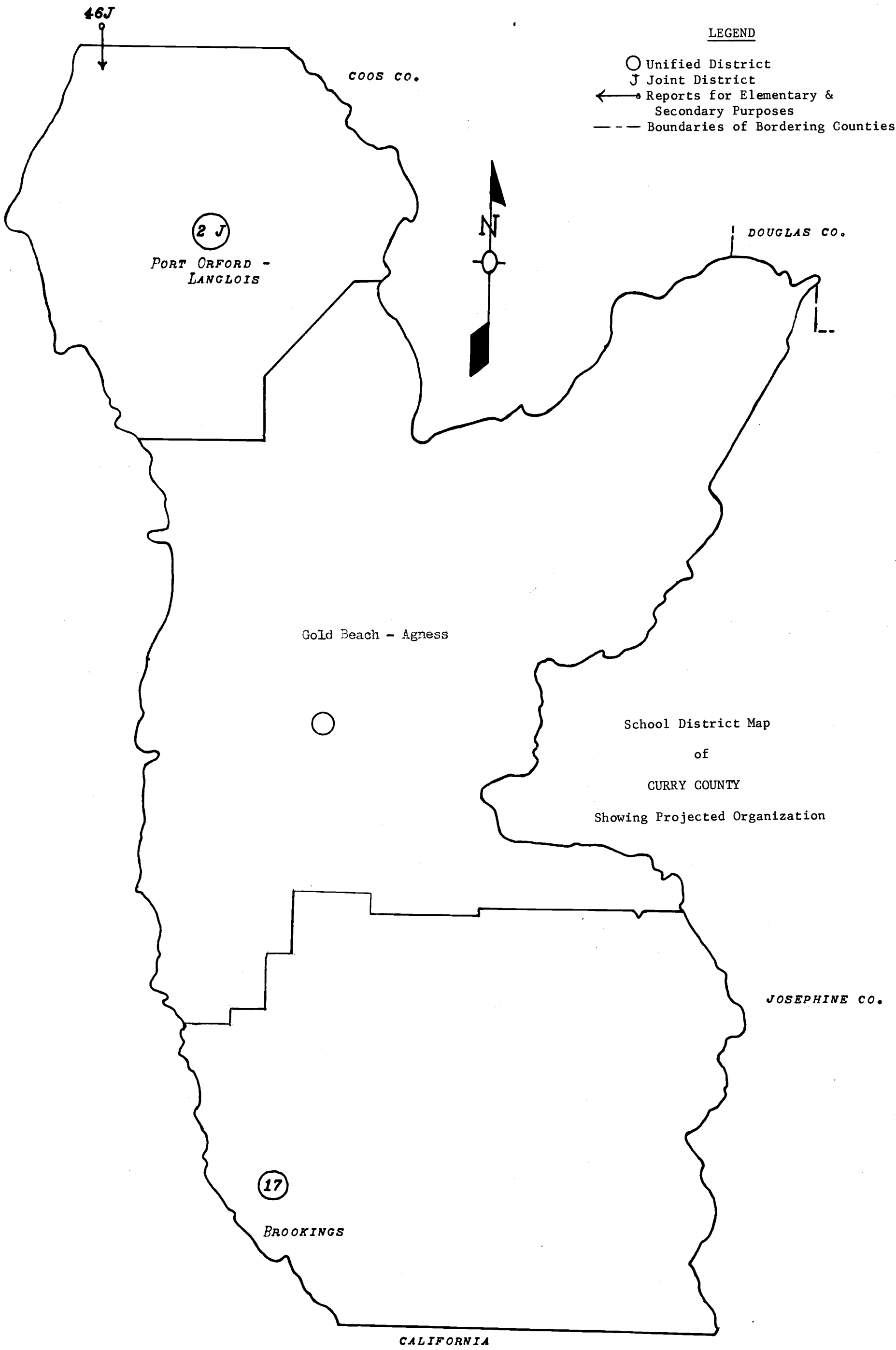


LEGEND

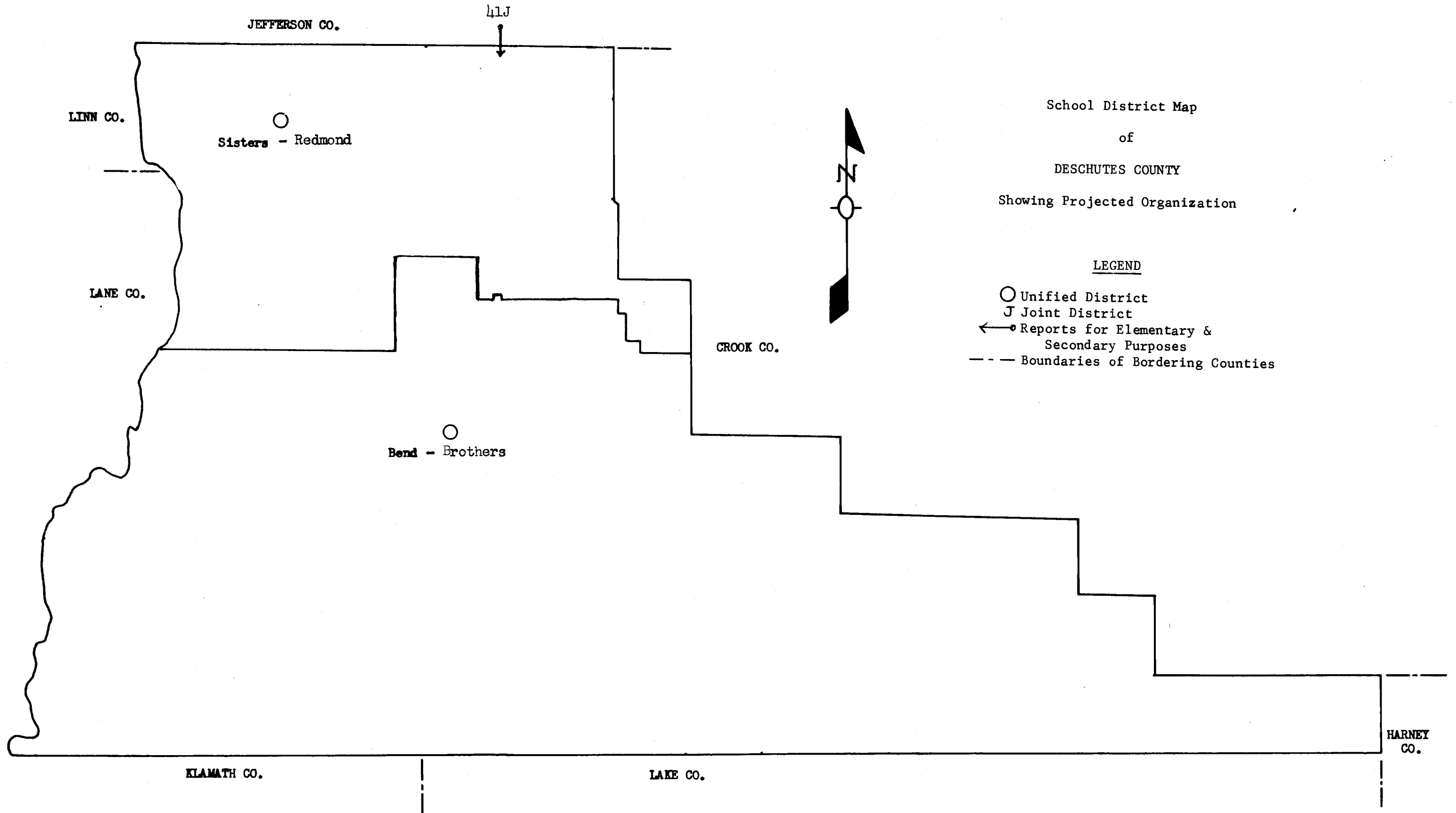
- Unified District
- J Joint District
- ← Reports for Elementary & Secondary Purposes
- Boundaries of Bordering Counties

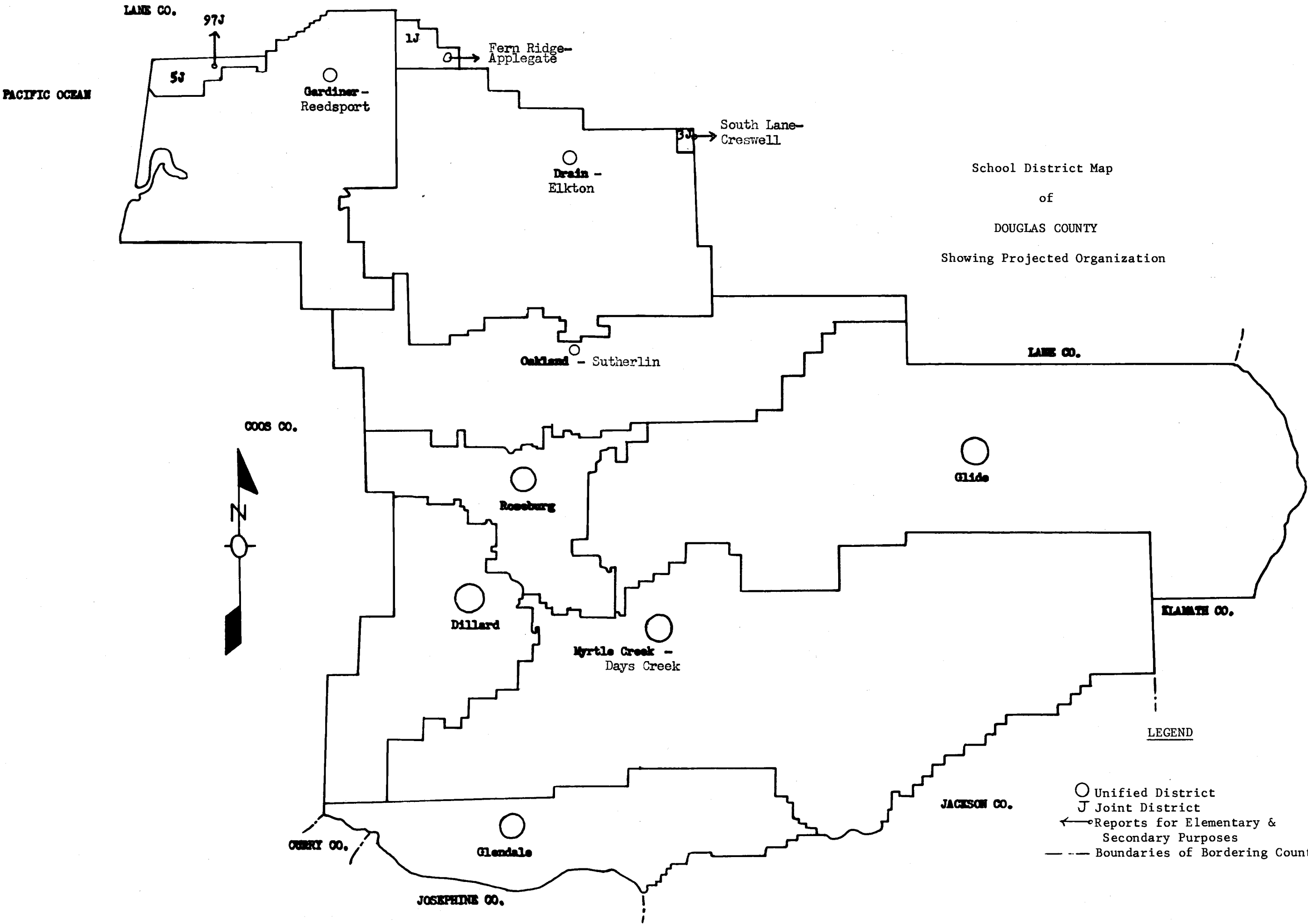


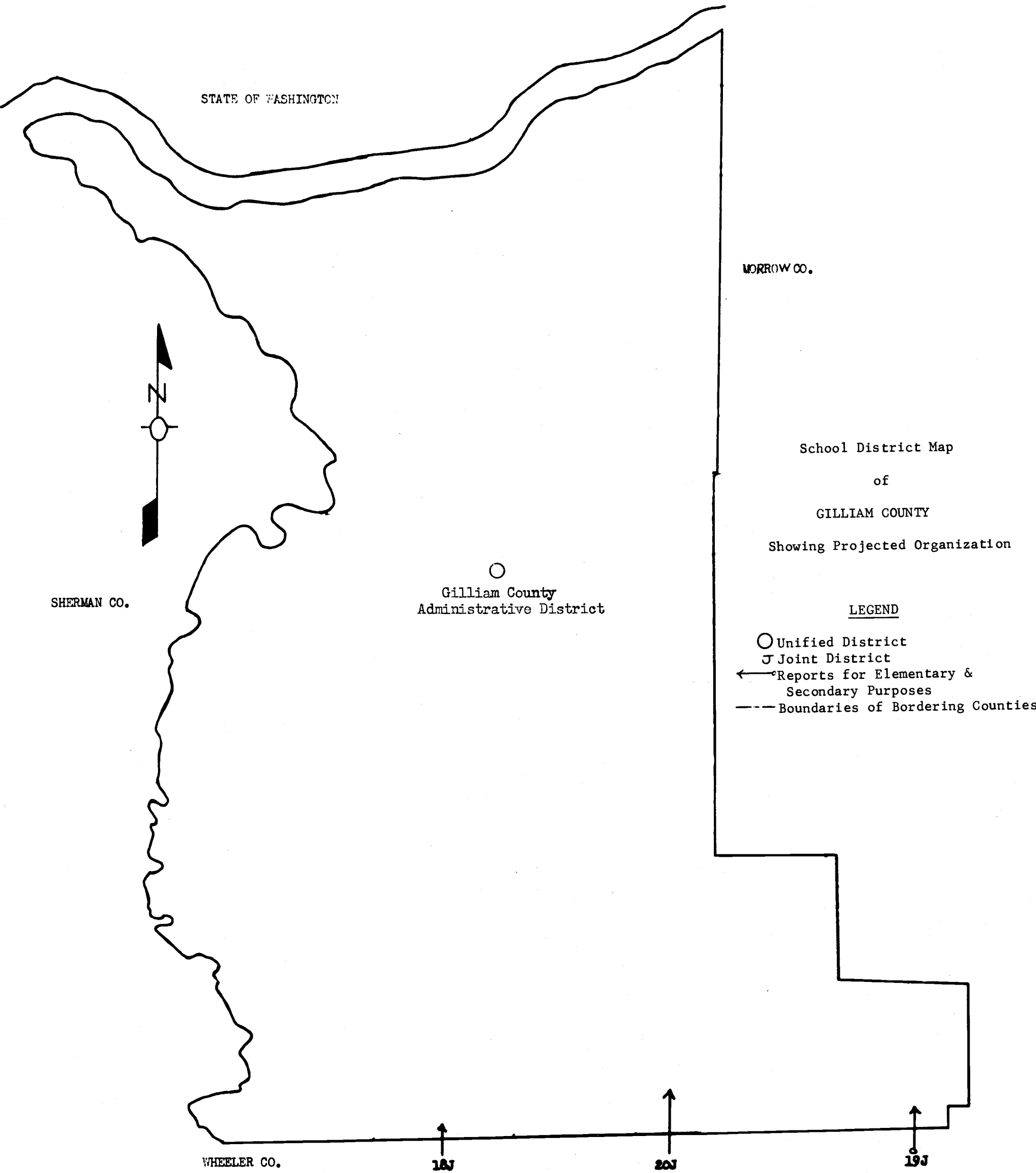


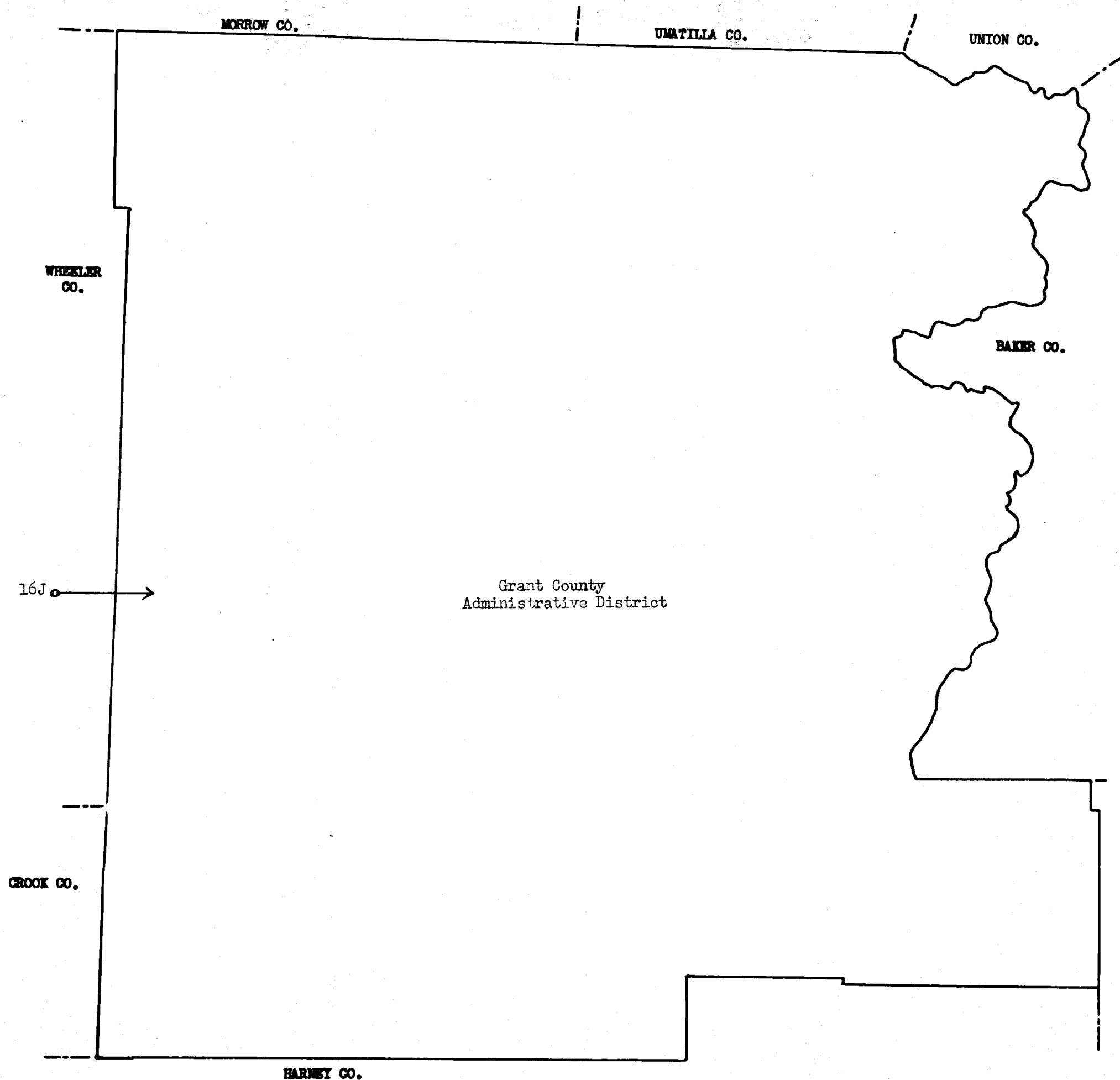


School District Map
of
CURRY COUNTY
Showing Projected Organization









School District Map
of
GRANT COUNTY
Showing Projected Organization

LEGEND

- Unified District
- J Joint District
- ← Reports for Elementary & Secondary Purposes
- Boundaries of Bordering Counties

GRANT CO.

CROOK CO.

DESCHUTES CO.

LAKE CO.

MALHEUR
CO.

○
Harney County
Administrative District

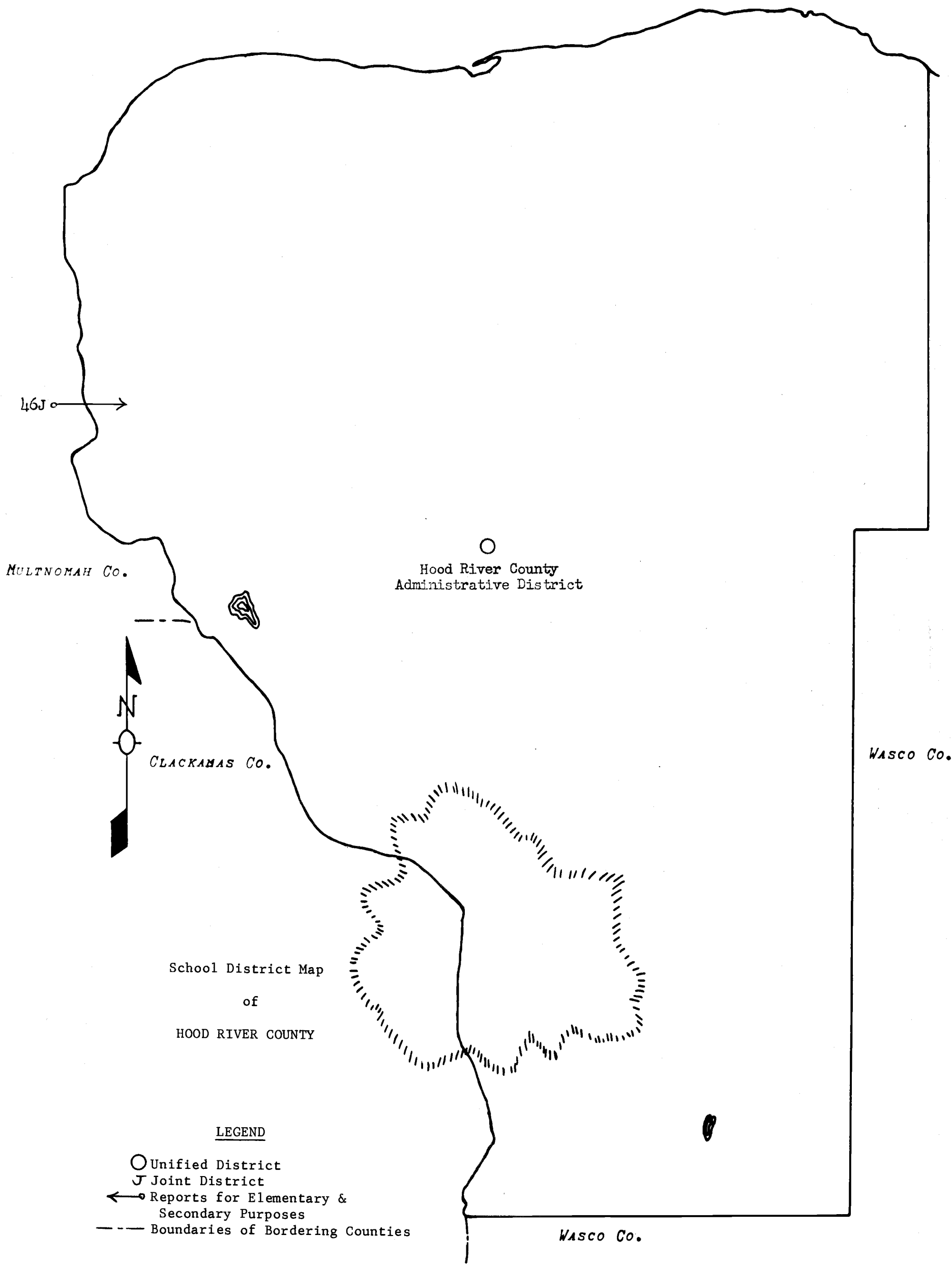
School District Map
of
HARNEY COUNTY
Showing Projected Organization

LEGEND

- Unified District
- ⌈ Joint District
- ← Reports for Elementary &
Secondary Purposes
- Boundaries of Bordering Counties

STATE OF NEVADA

STATE OF WASHINGTON



School District Map
of
JACKSON COUNTY
Showing Projected Organization



DOUGLAS
Co.

59

PROSPECT

○
Evans Valley-
Rogue River

6

CENTRAL POINT

9

EAGLE POINT

549

MEDFORD

4

PHOENIX

5

ASHLAND

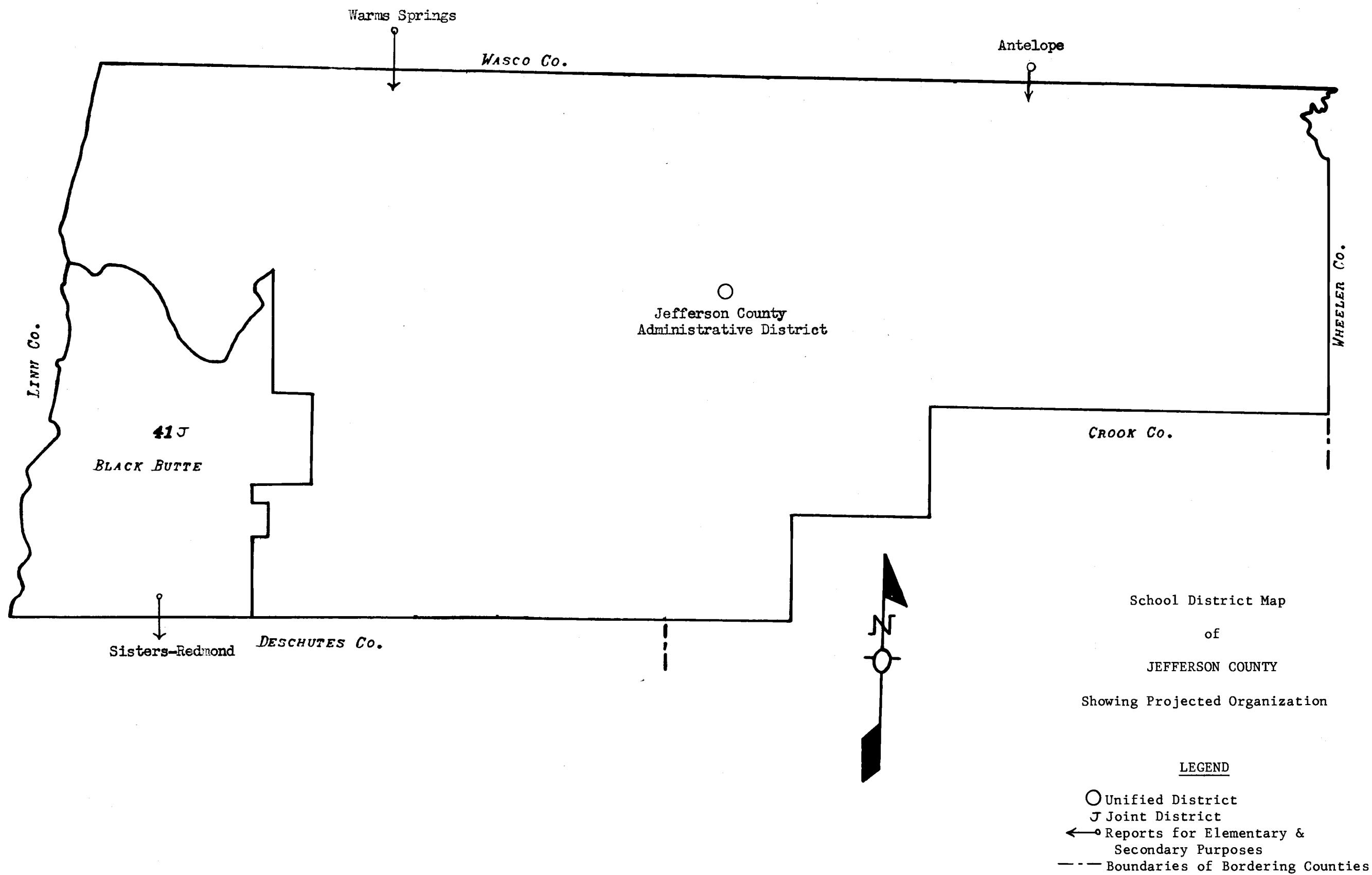
KLAMATH
CO.

JOSEPHINE
CO.

CALIFORNIA

LEGEND

- Unified District
- J Joint District
- ←○ Reports for Elementary &
Secondary Purposes
- Boundaries of Bordering Counties





CURRY
Co.

DOUGLAS
Co.

Josephine County
Administrative District

JACKSON CO.

CALIFORNIA

School District Map

of

JOSEPHINE COUNTY

Showing Projected Organization

LEGEND

○ Unified District

⌋ Joint District

← Reports for Elementary &
Secondary Purposes

--- Boundaries of Bordering Counties

DESCHUTES Co.

JANE
Co.

DOUGLAS
Co.

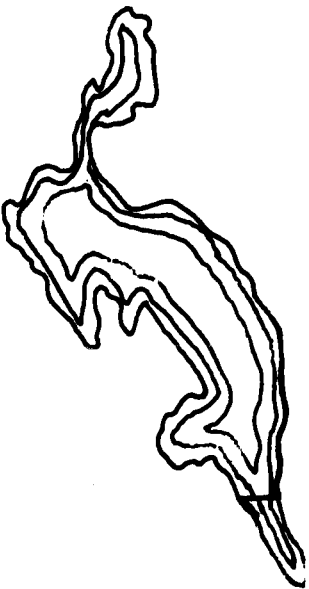
LAKE
Co.



School District Map
of
KLAMATH COUNTY
Showing Projected Organization

Klamath County
Administrative District

○ - Unified District



LAKE
Co.

CALIFORNIA

LEGEND

- Unified District
- J Joint District
- ← Reports for Elementary & Secondary Purposes
- Boundaries of Bordering Counties

DESCHUTES Co.

School District Map
of
LAKE COUNTY
Showing Projected Organization

○
Lake County
Administrative District



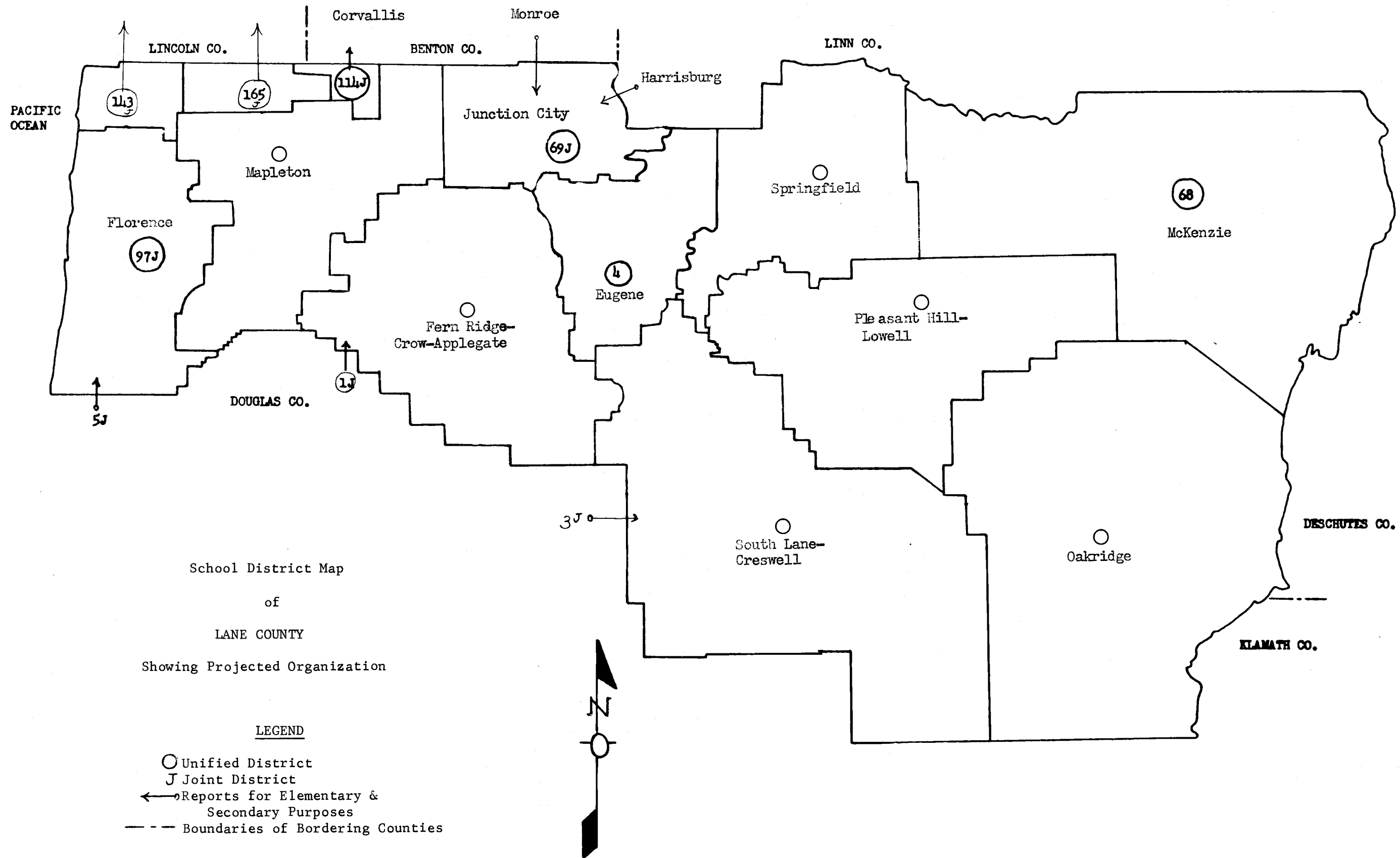
HARNEY Co.

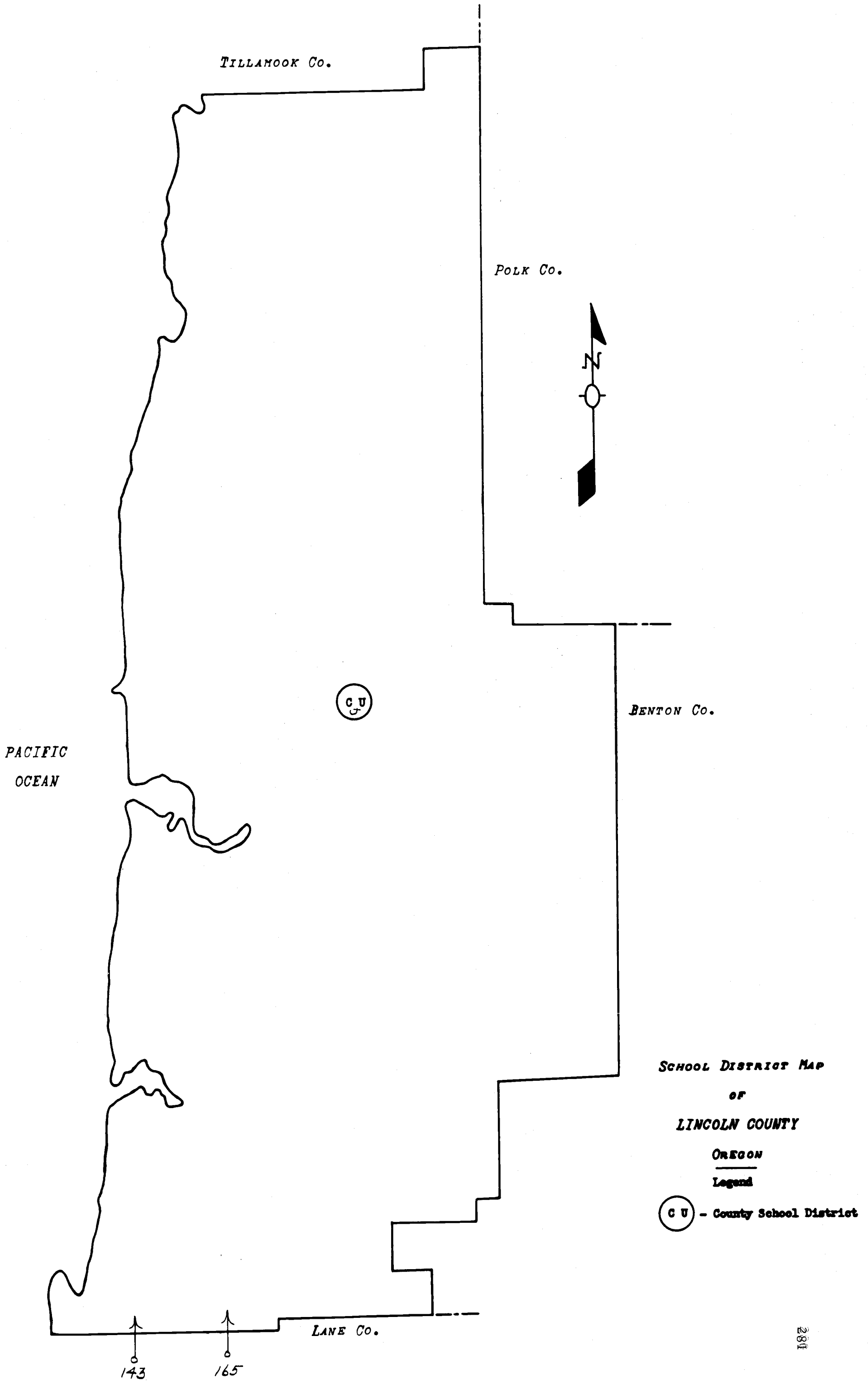
KLAMATH Co.

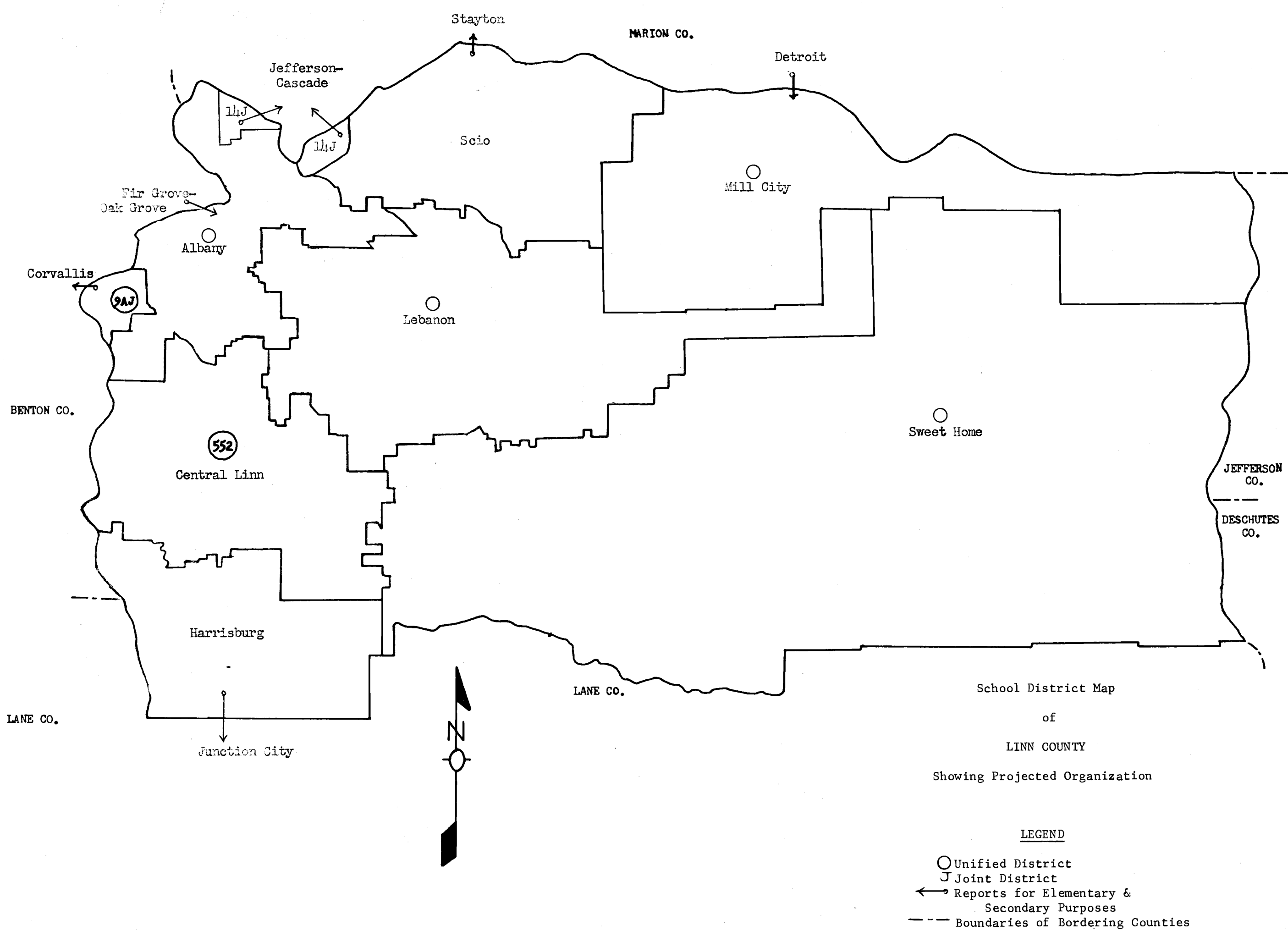


CALIFORNIA

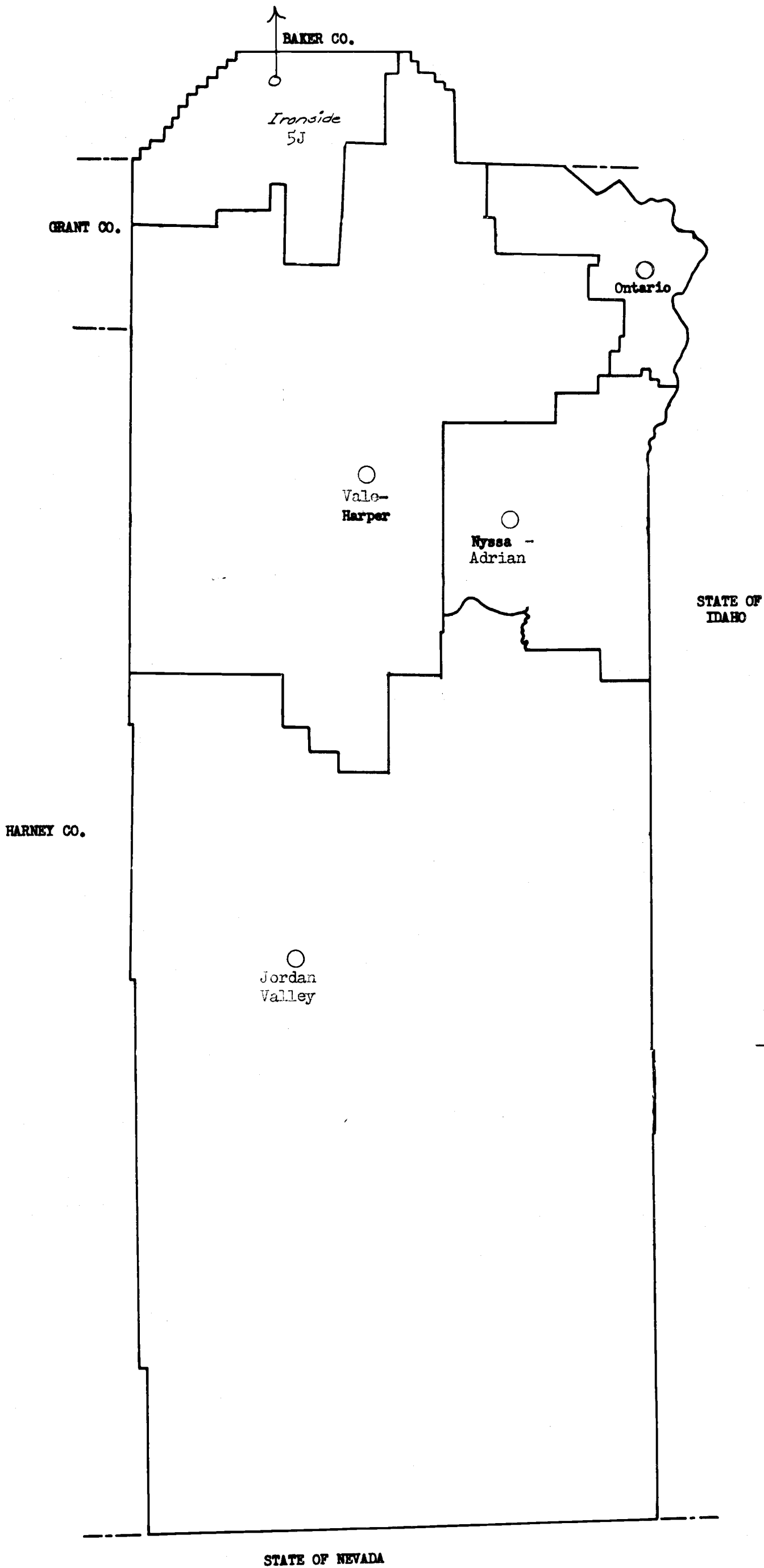
NEVADA







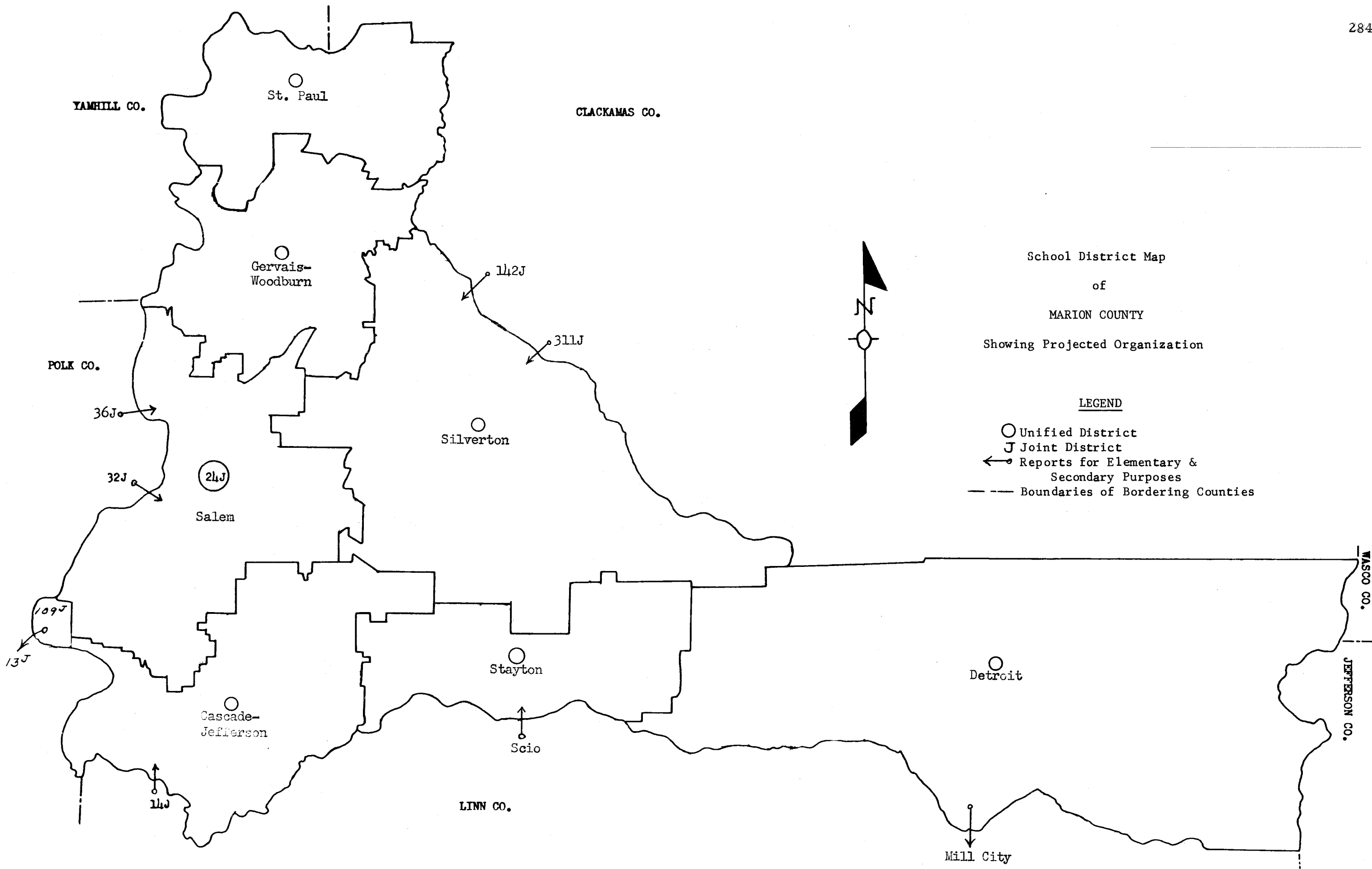
Baker County
Administrative District



School District Map
of
MALHEUR COUNTY
Showing Projected Organization

LEGEND

- Unified District
- J Joint District
- ←○ Reports for Elementary &
Secondary Purposes
- Boundaries of Bordering Counties



School District Map
of
MARION COUNTY
Showing Projected Organization

- LEGEND
- Unified District
 - J Joint District
 - ↔ Reports for Elementary & Secondary Purposes
 - Boundaries of Bordering Counties

STATE OF WASHINGTON

School District Map
of
MORROW COUNTY

LEGEND

- Unified District
- J Joint District
- ← Reports for Elementary & Secondary Purposes
- Boundaries of Bordering Counties

①

Morrow County
Administrative District

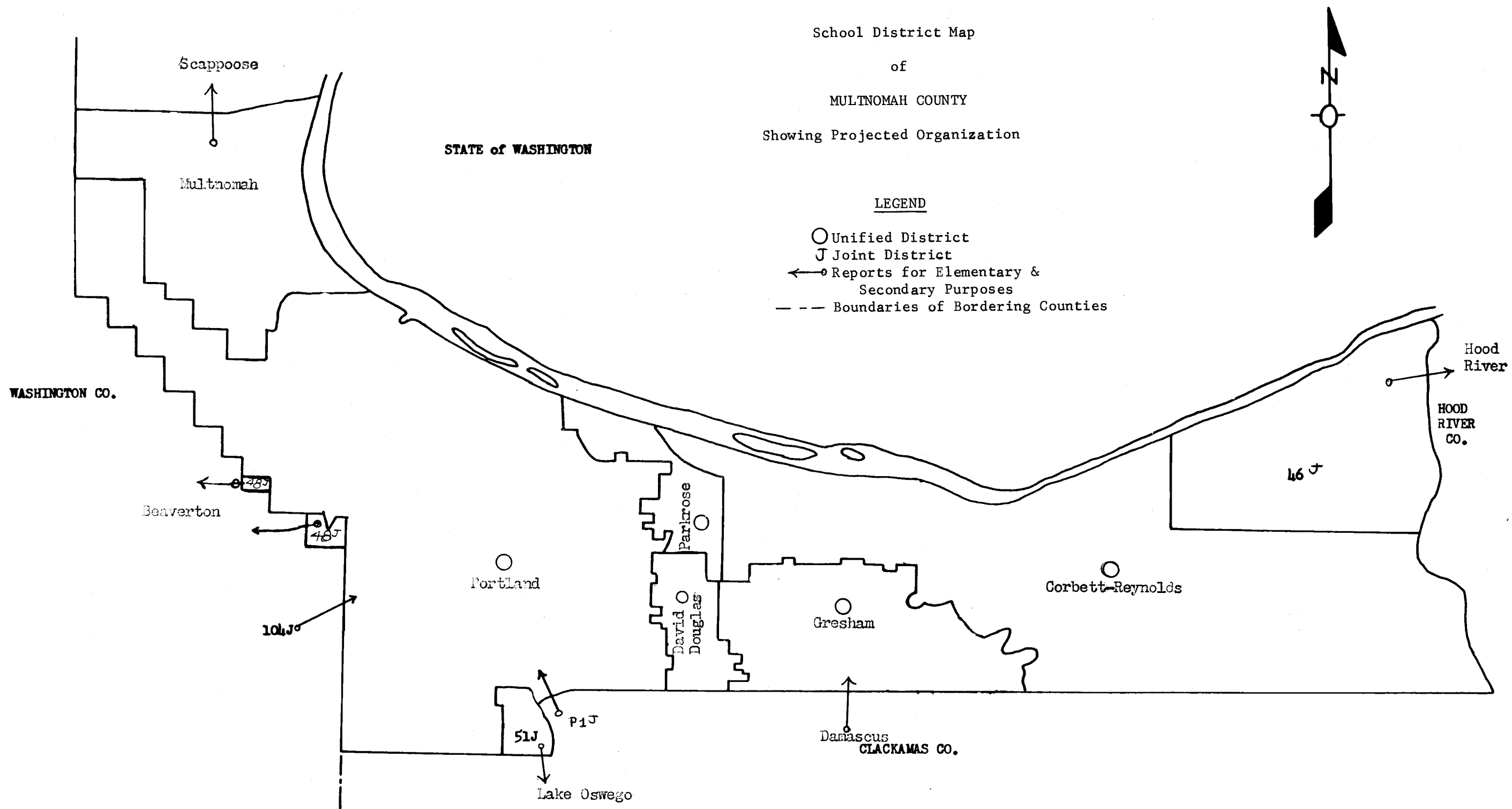
UMATILLA Co.

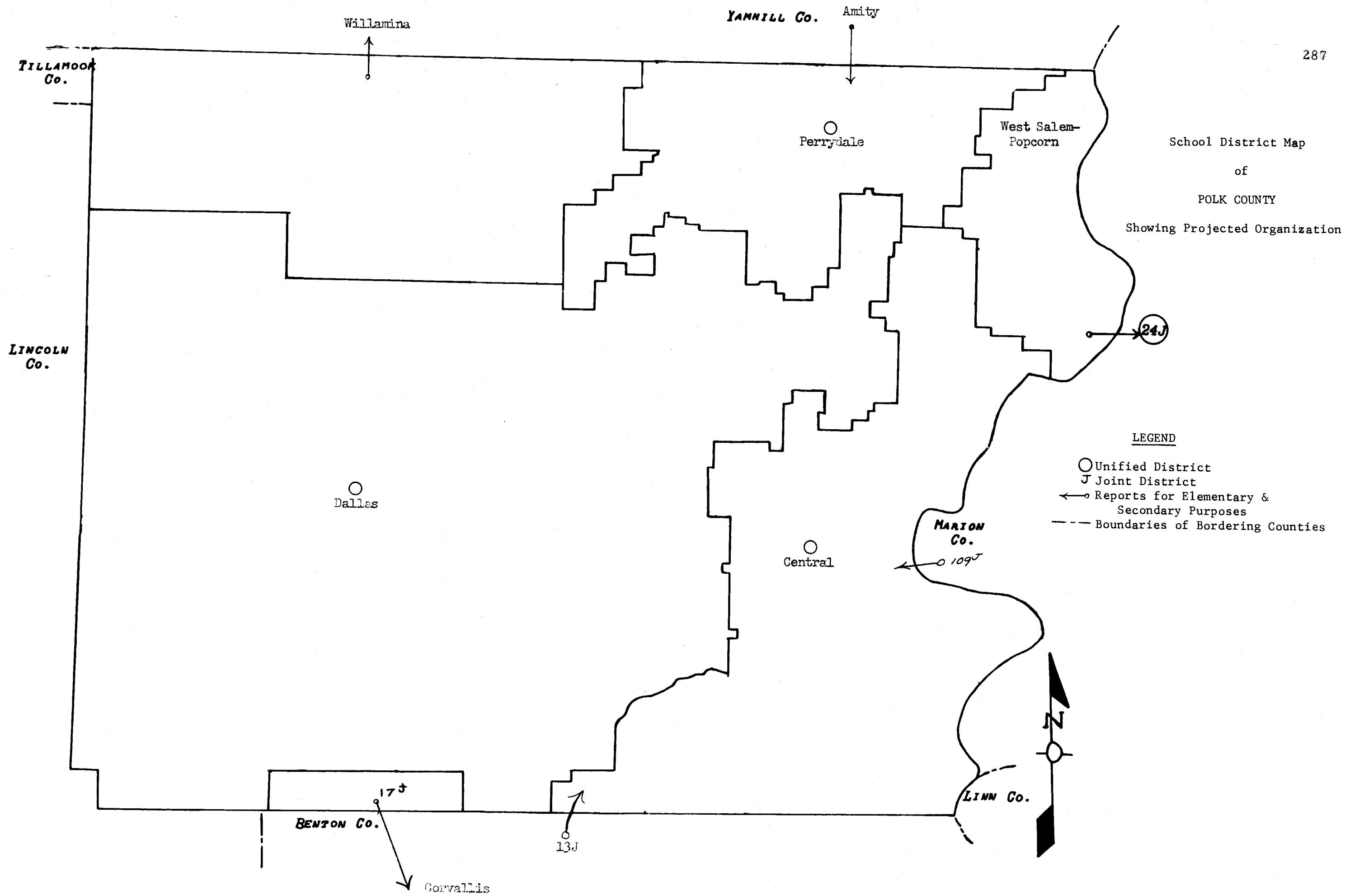
GILLIAM Co.

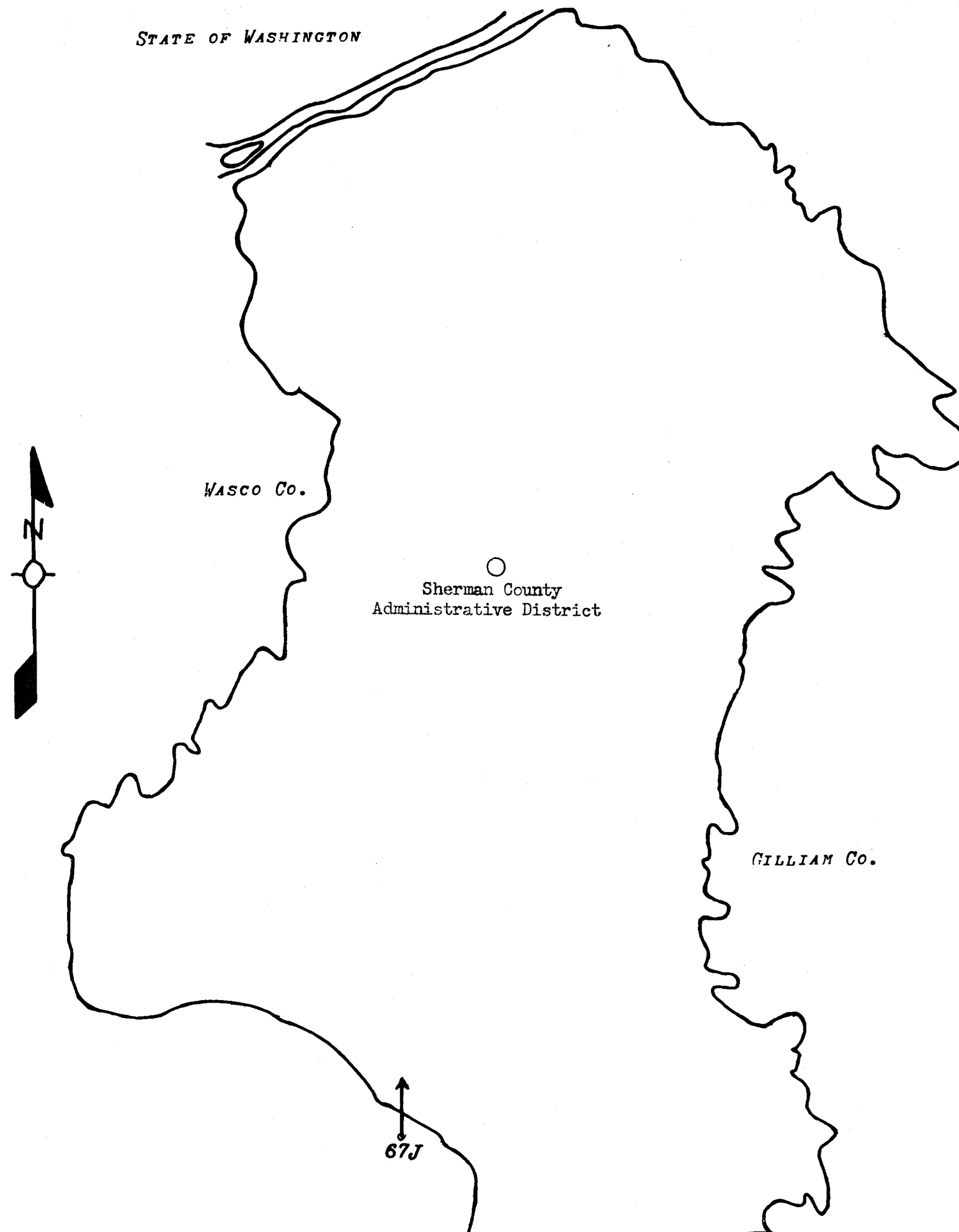


WHEELER
Co.

GRANT Co.



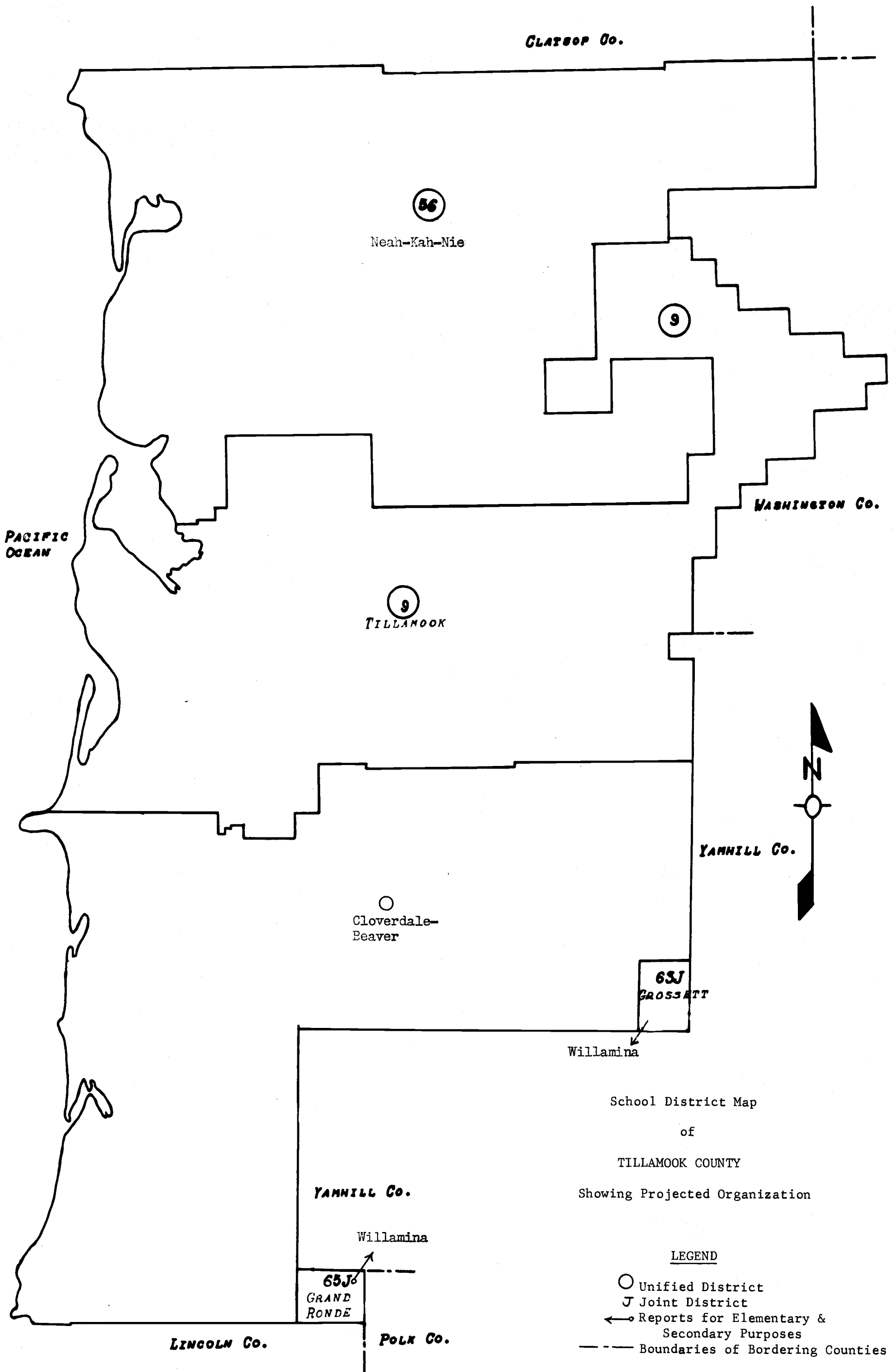


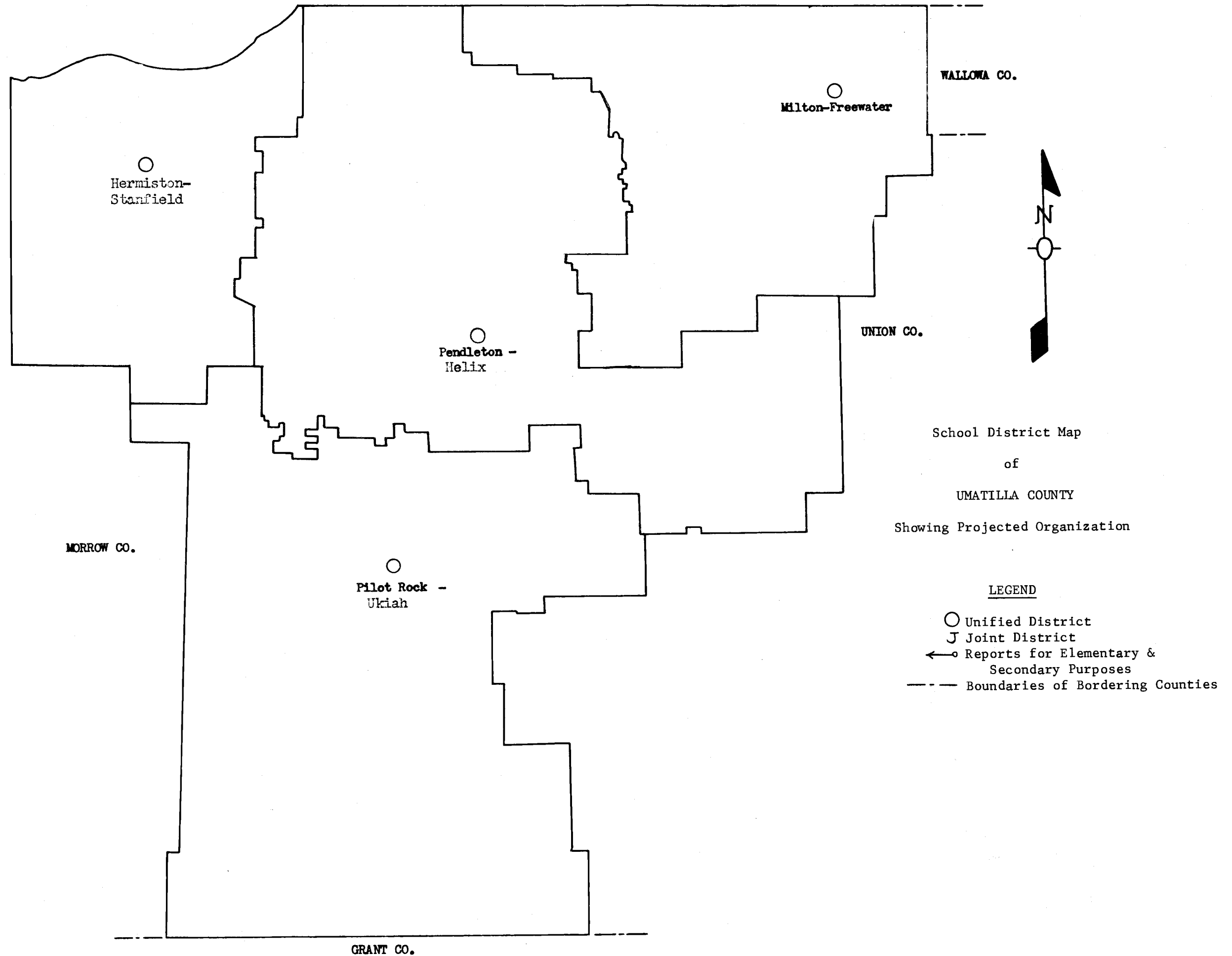


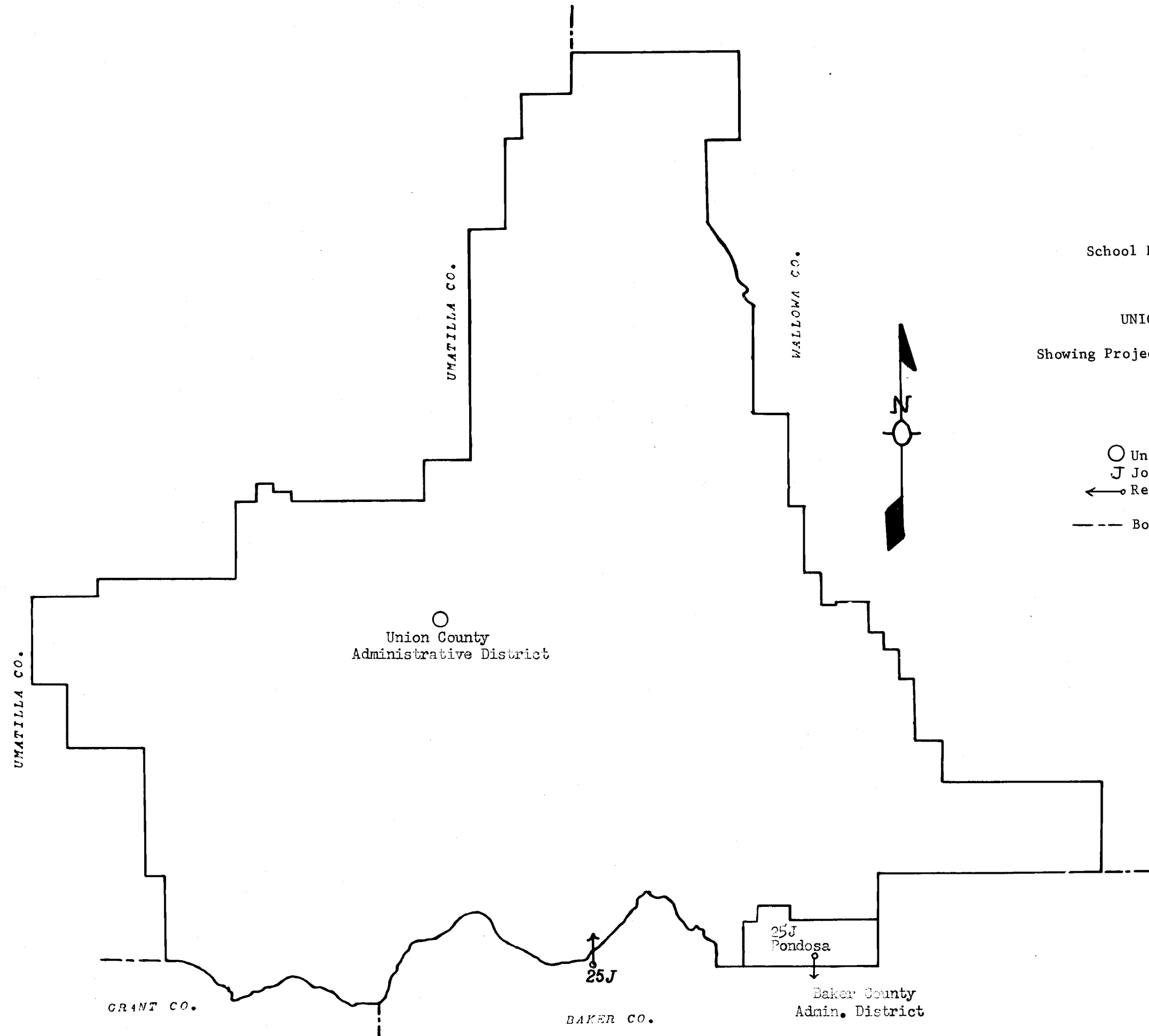
School District Map
of
SHERMAN COUNTY
Showing Projected Organization

LEGEND

- Unified District
- J Joint District
- ←• Reports for Elementary & Secondary Purposes
- Boundaries of Bordering Counties







School District Map
of
UNION COUNTY
Showing Projected Organization

LEGEND

- Unified District
- J Joint District
- ← Reports for Elementary & Secondary Purposes
- Boundaries of Bordering Counties

School District Map
of
WALLOWA COUNTY
Showing Projected Organization

LEGEND

- Unified District
- J Joint District
- ←○ Reports for Elementary &
Secondary Purposes
- Boundaries of Bordering Counties

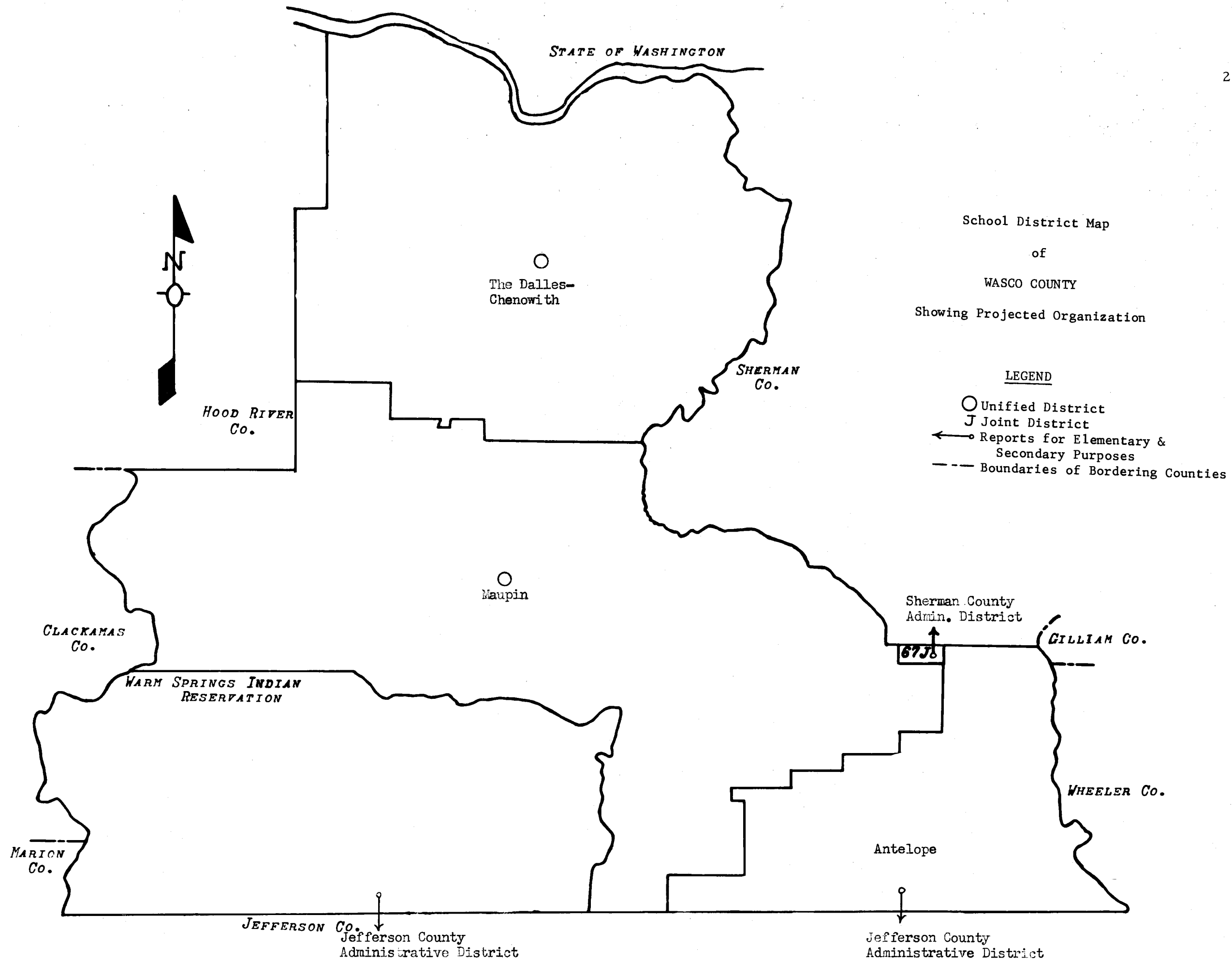
○
Wallowa County
Administrative District

UMATILLA CO.

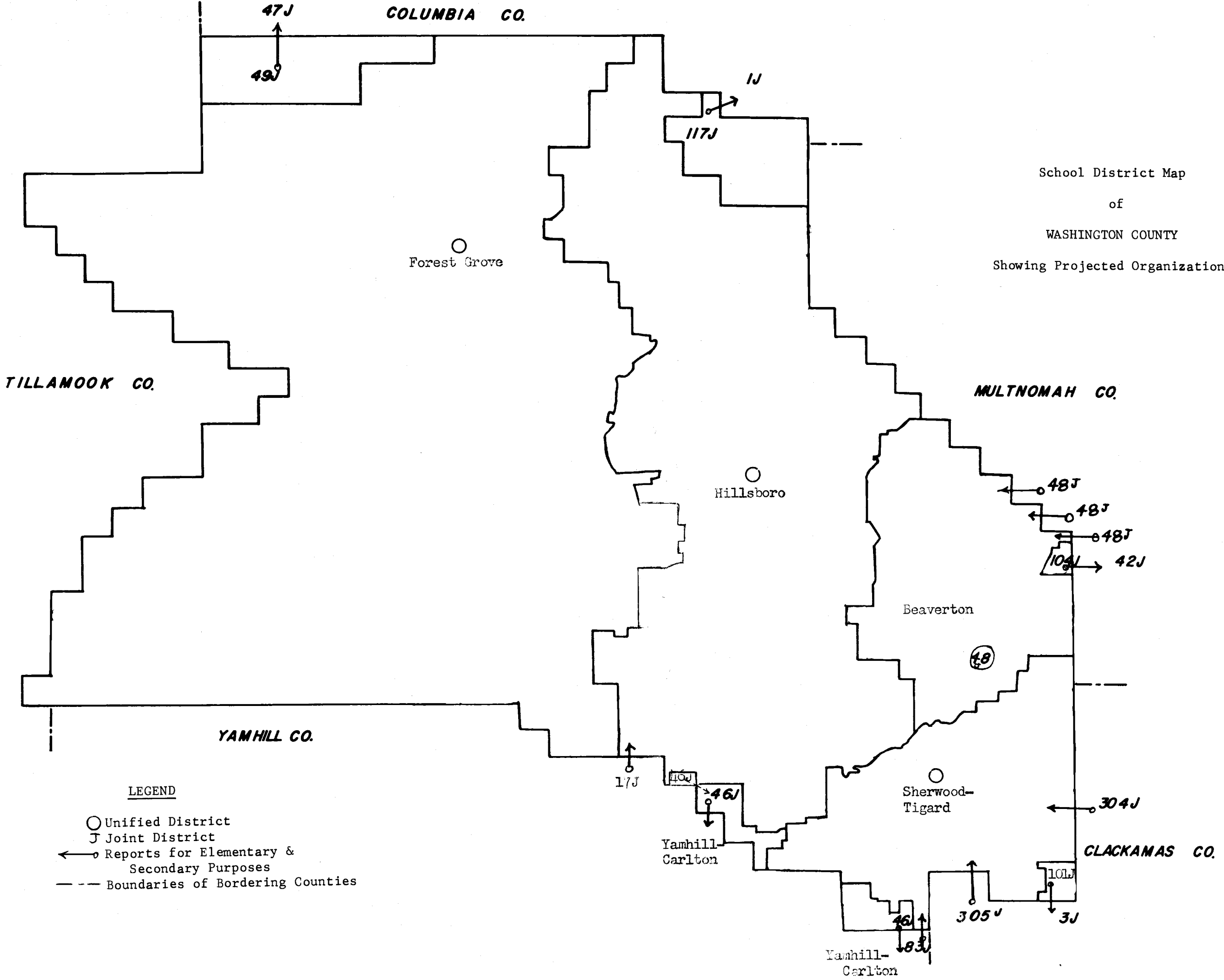
STATE OF IDAHO

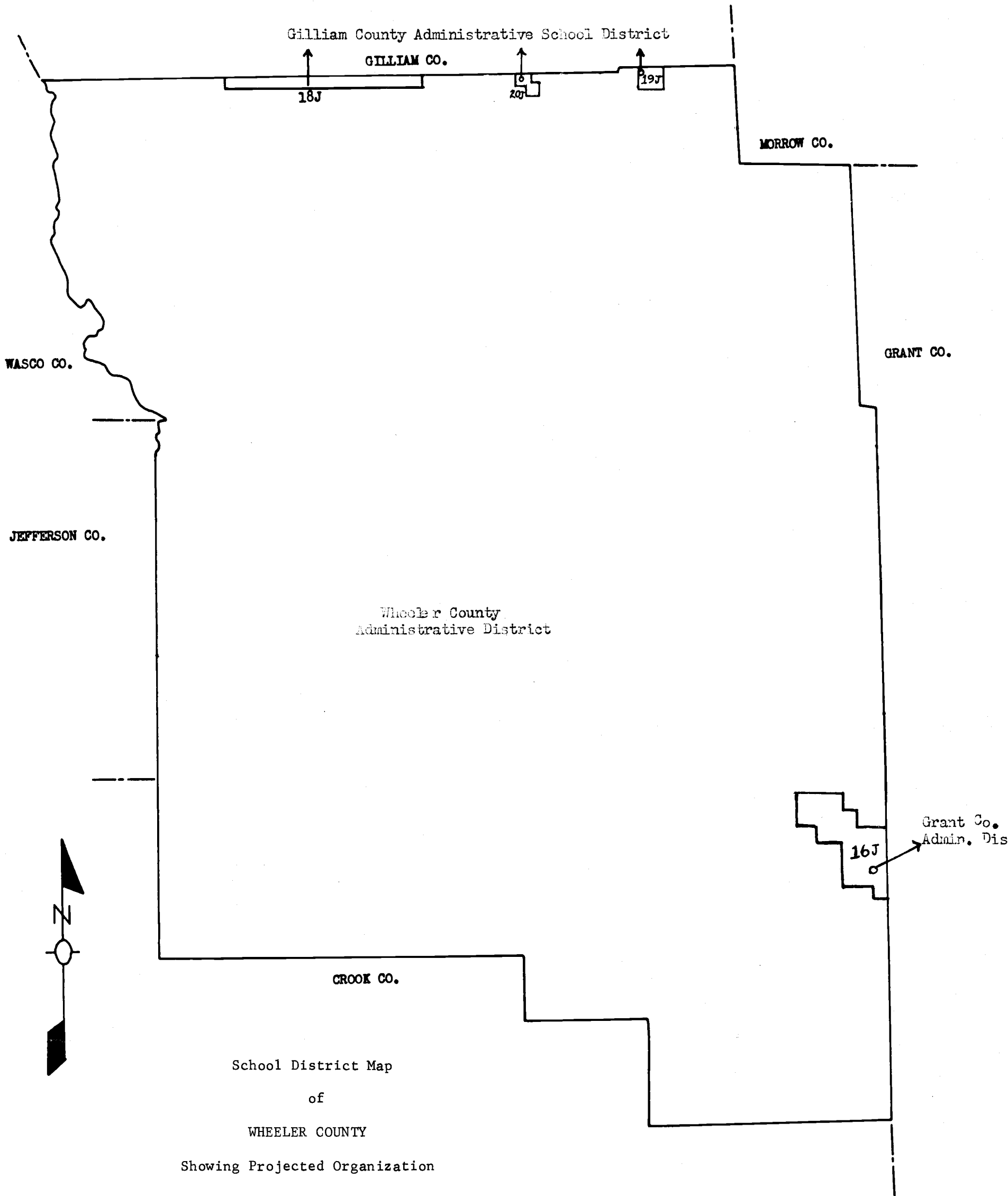
BAKER CO.





School District Map
of
WASHINGTON COUNTY
Showing Projected Organization





LEGEND

- Unified District
- ⌋ Joint District
- ←○ Reports for Elementary &
Secondary Purposes
- Boundaries of Bordering Counties

School District Map
of
YAMHILL COUNTY
Showing Projected Organization

LEGEND

- Unified District
- J Joint District
- ←○ Reports for Elementary & Secondary Purposes
- Boundaries of Bordering Counties

