
# High School Teachers in the Workforce: Examining Teacher Retention, Mobility, School Characteristics and School Reform Efforts

**A Report Prepared for the**
**Center for Strengthening the Teaching Profession**

Prepared by:

Ana M. Elfers
Margaret L. Plecki
Michelle McGowan

With the assistance of
Larry Angel
Michael Schulze-Oechtering

University of Washington
College of Education

July 2007


This report was commissioned by the Center for Strengthening the Teaching Profession as part of a longstanding effort to understand teaching quality and the characteristics of Washington's teaching force. The report is available for download from the CSTP website (www.cstp-wa.org).

The suggested citation for this report is:
Elfers, A. M., Plecki, M. L. & McGowan, M. L. (2007). High School Teachers in the Workforce: Examining Teacher Retention, Mobility, School Characteristics and School Reform Efforts. Seattle, WA: University of Washington.

For technical questions about this report, contact: aelfers@u.washington.edu

## Table of Contents

## List of Tables

## List of Figures

## Executive Summary

High schools have come under increasing pressure to improve student learning and to provide students with the knowledge and skills they need for future pursuits. Teachers are central to this process and the stability of a school's teaching staff is an important component of school capacity to provide high quality instruction. Given that many high schools have engaged in various reform efforts in recent years, it is unclear how these changes may impact the stability and retention of a school's teaching staff.

This report provides descriptive information about high schools and high school teachers in Washington state and examines teacher retention and mobility patterns compared to all teachers statewide. Additionally, we examine whether differences exist among staff at high schools that have focused on specific reform strategies. To date, no one has looked comprehensively at Washington's high school teachers in relation to their corresponding school and student characteristics.

To investigate statewide teacher retention and mobility patterns, records for all public school teachers were examined at two points in time (2000/01 and 2004/05). Additionally, teachers located in 329 of the state's high schools (14,065 teachers) were included in an in-depth school-level analysis. Teacher retention and mobility patterns were examined in relation to student demographics, measures of student learning in reading and mathematics and other school and district characteristics. These analyses indicate whether teaching staff had stayed in their same school after five years, moved to another school within the same district, moved to a different district, or exited the Washington state system altogether. Finally, specialized statistical techniques (Ordinary Least Squares and Hierarchical Linear Modeling) were used to examine the relationships that exist among the various school and teacher characteristics.

Washington high schools vary considerably in enrollment size (over a third have fewer than 400 students, and nearly a quarter have more than 1,500), location in the state (one-third in Eastern Washington), grade configuration (75 percent have a 9-12 arrangement), student characteristics (school poverty rates range from 1 to 94 percent), and student performance (schools range from 20-100 percent meeting standard on the 10th grade reading WASL). However, Washington's high school teachers do not vary much with respect to age, experience or race/ethnicity compared to the state's overall teacher workforce. Additionally, the proportion of high school teachers considered beginning (less than one year of experience) or novice (less than five years experience) is similar to all beginning and novice teachers statewide.

High school teachers in Washington are not leaving the workforce in large numbers. Approximately one-fifth of all high school teachers are no longer teaching in Washington state after five years. Nearly 61 percent of all high school teachers are still teaching in

their same school five years later. The results are very similar to all teachers statewide. Although the overall rate of high school teacher retention closely mirrors the state profile, some differences do emerge. A smaller proportion of the high school teachers move within their district compared to all Washington teachers, and the percentage of high school teachers who move out of the district is slightly higher. The lower rate of movers within the district and higher rate out of district is attributable in part to the fact that many of Washington's small school districts have only one high school, thereby limiting opportunities for teachers to change to another school within the district, if they wish to remain teaching at the high school level.

A closer look at teacher retention by level of experience indicates that both beginning and novice high school teachers move out of district at higher rates than high school teachers in general, and the percent of novice high school teachers moving to a new district is slightly higher than the state profile. Finally, the percent of beginning high school teachers who leave the Washington education system is somewhat higher than that of all beginning teachers statewide (31 versus 27 percent, respectively).

The most notable differences in teacher retention rates are revealed when examining teacher retention in relation to the characteristics of the student population. High schools with higher poverty rates and higher proportions of students of color experience slightly lower rates of teacher retention in the same school and higher rates of attrition. Our OLS and HLM statistical analyses indicate that these differences are statistically significant, but small in magnitude. Small differences in teacher retention and mobility rates are also seen between traditional high schools and those identified as alternative. When looking at teacher retention and mobility by region of the state, we find results similar to statewide patterns for all teachers. Retention rates for high school teachers are higher in Eastern Washington (66 percent retain in the same school after five years) compared to high school teachers in Western Washington (61 percent). When examining regional differences more closely, we find that teacher retention after five years is lowest in King County (56 percent) and highest in the Southeast counties of the state (71 percent).

Our initial analysis of teacher retention and mobility in relation to specific high school reform initiatives did not uncover significant differences between teachers in reforming high schools compared to other high school teachers in the state. However, the analytic techniques used to characterize schools as "reforming" have some limitations. Clearly, more complex strategies for identifying high schools engaged in significant reform activity and implementation may result in a different set of high schools for comparison. Aggregate measures of teacher retention and mobility do not capture some of the more specific changes that may be underway as part of a high school reform strategy, such as differences regarding teachers moving within departments or to other newly formed organizational units within a high school (e.g. "houses," schools with a school, etc).

Taken together these findings provide a baseline for understanding the high school workforce in Washington state. While retention and mobility patterns at the high school level do not differ considerably from teachers statewide, they do point to some potential concerns, including teacher retention and mobility in schools with higher proportions of students in poverty or students of color. Also, the somewhat higher rates of departure from the Washington workforce by beginning teachers gives pause. The study raises a number of important questions which would require improved data capacity or other methods of inquiry in order to answer, particularly with respect to subject matter differences (e.g., math and science teachers compared to social studies or language arts teachers). Nevertheless, database analyses such as these can help sharpen the questions that state and district policy makers need to address as they consider ways to improve teaching and learning in Washington's high schools.

## Study Purpose and Overview

The quality of teachers and teaching is at the heart of improving student learning. Teachers are key players in helping to provide students with the knowledge and skills that they need for future pursuits. The stability of a school's teaching staff also plays an important role in the capacity of a school to provide high quality instruction. In recent years, a great deal of emphasis has been placed on school improvement efforts at the elementary level, particularly with respect to improving literacy. More recently, high schools have become a focal point of school improvement initiatives. Many high schools have engaged in various reform efforts but it is unclear how these changes may have impacted the stability and retention of a school's teaching staff.

Efforts to reform and reinvent the nation's high schools have received very specific attention in recent years. In 2005, the National Governors Association sponsored a national summit on high schools and called for increased rigor in courses and content, heightened accountability for improving college and work readiness, and a redesign of high schools that are "more flexible, supportive, and effective in helping low-performing students catch up with their peers" (National Governors Association, 2005). Coalitions of educators, business leaders, and members of the philanthropic community have provided support and focused policy attention on high schools. Some high school improvement efforts have concentrated on promoting collaboration among staff and increased personalization for students. Others have focused on structural changes, such as the conversion of large comprehensive high schools into smaller learning communities. Understanding workforce issues for high school teachers can help inform the design of state and local policies aimed at improving the high school experience for students and teachers.

The research presented in this report has a three-fold purpose: 1) to describe Washington's high school teachers and the institutions in which they work, 2) to investigate the retention and mobility patterns of high school teachers in relation to teachers statewide, and 3) to examine whether differences exist among staff at high schools that have focused on specific reform strategies. To conduct this study, we draw on prior work about the teacher workforce in Washington state (Plecki, et al., 2005) as a comparison for examining high school teacher retention, attrition, and mobility.

## Background and Literature Review

In recent years, the challenge of retaining a strong and effective teaching force has received considerable attention by researchers and policy makers. One reason is that studies have shown that teacher quality can make a difference in student learning (Goldhaber & Anthony, 2004; Hanushek, Kain, & Rivkin, 2004, Sanders & Horn, 1998). Additionally, teacher turnover can negatively affect the cohesiveness and effectiveness of school communities by disrupting educational programs and professional relationships intended to improve student learning (Bryk, Lee, & Smith, 1990; Ingersoll, 2001a). Most agree that some attrition is normal and that healthy turnover can promote innovation in

schools (Macdonald, 1999), but not all attrition may be voluntary (Singer & Willet, 1988).

A number of studies have focused on teachers' overall patterns of staying, moving and leaving (Ingersoll, 2001a; National Center for Education Statistics, 2005; Whitener et al., 1997). Whether or not teachers stay in their school of origin or move elsewhere is partially related to their experience levels. Teacher mobility and attrition is most pronounced for those in their early years of teaching and those in the later years of their careers (Lortie, 1975; Murnane, 1984; Murnane, Singer & Willett, 1988; Shen, 1997). Attrition and mobility is common in the initial stages of most occupations as individuals learn about a workplace and discover whether or not the job is a good fit. However, induction into the teaching profession is particularly critical because teaching requires a significant acquisition of skills in the first few years, and a high turnover of beginning teachers can impact the quality of instruction that students receive (Lankford, Loeb & Wyckoff, 2002).

Often teachers leave for personal reasons--the desire for career change or family pressures--but organizational conditions may potentially be part of the story. According to a series of national studies, lack of collegial and administrative support, student misbehavior and disinterest, insufficient salary, lack of teacher autonomy, unreasonable teaching assignment, lack of professional development opportunities, and inadequate allocation of time all contribute to the departure of teachers (Ingersoll, 2003; Kelly, 2004; Luekens et al., 2004; National Center for Education Statistics, 2003).

The composition of a school's student body with regard to race, ethnicity, and poverty has been shown to influence teacher attrition and mobility (Carroll, Reichhardt, & Guarino, 2000; Guarino, Santibañez, & Daley, 2006; Guin, 2004; Hanushek, Kain, & Rivkin, 2004; Ingersoll, 2001b; Kelly, 2004; Lankford, Loeb, & Wyckoff, 2002; National Center for Education Statistics, 2005; Shen, 1997; Smith and Ingersoll, 2004). Although these factors may pose particular challenges, a recent study found that the influence of student demographics on reported turnover and hiring problems may be reduced when factoring in certain positive working conditions (Loeb, Darling-Hammond & Luczak, 2005).

## High School Teacher Retention and Mobility

There is less empirical research specific to the retention and mobility of high school teachers, and existing studies of high school teachers' reasons for staying or leaving their positions have been limited. Researchers analyzing data from the National Schools and Staffing Survey found that secondary school teachers reported a lower commitment to staying in the teaching profession than their counterparts in combined schools (Ingersoll & Alsalam, 1997). Surveys of high school teachers (Bradley & Loadman, 2005; Burnetti 2001; Ruhland 2001) have revealed that high school teachers' reasons for entering and staying in the profession are the same as what has been reported in the literature for teachers at all levels. Brunetti (2001) reported in his survey of California high school teachers that additional reasons for staying in teaching include a love for the subject that

they teach, the autonomy that their positions allow them, collegiality in the workplace, and the vacation time afforded to teachers.

Previous survey research conducted regarding Washington state teachers (Elfers, Plecki & Knapp, 2006), also reveals few differences between high school teachers and their colleagues at other levels when they consider whether to stay, move or leave the school or the profession. When looking at all teachers, two of the three most frequent factors cited as a reason to stay in their school concern the nature and stability of their teaching assignment. This finding regarding the importance of teaching assignment is consistent with results from the Teacher Follow-Up Survey from the National Center for Education Statistics (Luekens, Lyter & Fox, 2004). The geographic location of the school, the school's proximity to home, and personal and family considerations all comprise other reasons which teachers identify as an influence on their decision to stay in a particular school in Washington state.

However, pressure for schools to reform may compound workforce issues, and depending on the reform initiative, have a differential impact on teachers at various levels of the K-12 system. Surveys of teachers in Washington state indicate that elementary and secondary teachers do not always respond in the same way to aspects of the state's education reform (Knapp, et al., 2005). Elementary teachers tend to feel more strongly about certain aspects of the reform, and in general they find some elements to be more beneficial than teachers at other grade levels. High school teachers with a primary teaching assignment in subject areas assessed by 10th grade performance assessments (math, science, reading and English language arts/literature) express considerable reservation about the clarity of expectations for teaching as a result of state reform in Washington.

The overall patterns of teachers staying, moving, and leaving in Washington state present an image of relative stability in the aggregate. While most Washington teachers are retained in their same school (60 percent) and district (73 percent) after a five-year period, there is considerable variation by district (Plecki et al., 2007). In fact, when one compares schools within a district on their retention rates, the following pattern emerges: there are even greater differences between schools within a district than between districts. Among teachers who moved from their original building, more either left the Washington education system altogether (19 percent) or moved to another assignment within the same district (13 percent) than left for employment in another school district in the state (7 percent).

These findings raise the question, does this pattern hold for high schools teachers, particularly in Washington where nearly half of the districts are small or rural? With fewer options to move to other high schools within a district, do high school teachers move to other districts with greater frequency than other teachers? Additionally, do any differences in retention and mobility exist for those high school teachers working in schools undergoing certain types of reform initiatives?

## Framework for Analysis

For decades critics of modern high schools have called for change. Various efforts to transform the high school experience have sought to address the structural and cultural aspects of the institution that have resulted in declining engagement by both students and teachers. These movements have included alternative schools, new small schools, comprehensive school reform efforts such as Theodore Sizer's Coalition of Essential Schools, as well as attention to issues of school leadership and professional community.

In an attempt to summarize specific reform strategies and practices, Copland and Boatright (2006) have grouped reform efforts into three different *theories of action*. These researchers explain that as these theories of action are "aimed at improving high school teaching and student learning in response to accountability pressures; each is based on a distinct perspective on the ways that educational leaders, philanthropists, and community members conceptualize the transformation of high schools" (p. 20). The three theories of action focus on one of the following: "1) altering structural design and coherence, 2) changing instructional norms and practices, and 3) creating more educational choices and opportunities" (p. 20).

In the Washington context, many high schools appear to be working under the assumptions of the first two theories of action. The strategies employed include creating smaller learning communities, restructuring time (e.g., block scheduling) and curriculum, and an examination of school norms and practices by increasing professional learning opportunities and opening teaching practice to professional scrutiny. The third theory of action focuses specifically on other schooling options, such as charter schools and voucher systems, which have found less support in Washington state. In Washington, charter schools are not yet a viable option, and given that many smaller districts have only one high school, alternatives are more difficult to realize.

Perhaps most notably, the Bill & Melinda Gates Foundation has promoted the development of small schools in Washington since 2000 through district grants, school grants and the Washington State Achievers Program. Grantee schools and districts have been encouraged to use a set of attributes of high achievement schools and specific components of teaching and learning as a focus for their implementation efforts. The district grants were awarded in an effort to increase the capacity of school districts and align district operations in a way that more clearly supports school-level work. The Washington State Achievers Program was designed for high schools serving large populations of low-income students to encourage academic readiness for post-high school education with scholarship opportunities. The Small Schools Project at the University of Washington has documented some of this work in Washington state (see Wallach & Gallucci, 2004).

Other high school reform efforts in Washington have included the Coalition of Essential Schools network in which specific high schools, like Nathan Hale in Seattle, have undertaken substantial reform. The Bellingham School District has adopted a coaching model embedded in school-based professional development. Other programs like

Navigation 101 and the state's school improvement assistance program provide other visible examples of efforts to improve teaching and learning in the state's high schools. In 2006, six Washington high schools agreed to participate in the High Schools That Work (HSTW) reform initiative promoted by Office of Superintendent of Public Instruction (OSPI) (Shannon & Bylsma, 2006). This high school reform model was developed by the Southern Regional Education Board in 1987 and encourages changes in schools related to student expectations, curriculum and instruction.[1]

Many of the high schools in our state have multiple reform strategies in place and several sources of funding to support various efforts. In some cases, this complicates efforts to focus the reform agenda and to document outcomes since many of the strategies have overlapping designs. Despite huge efforts to reform high schools, research findings on the efficacy of such efforts have been largely inconclusive. For example, evaluation of the Gates-funded schools undergoing conversion to smaller units can be particularly knotty because of the difficultly in distinguishing the teachers and students within the new programs from the larger umbrella organization of which they are a part and with which they often share a campus or a building.

The nature of reform brings with it a series of questions regarding the effectiveness and efficiency of such efforts. As the American Institutes for Research (AIR) and SRI International have noted in their evaluations of Gates-funded schools undergoing redesign, "converting schools find their attention absorbed by issues of facilities, schedules, and staff assignments in both their planning year and their first year after conversation. Converting schools are struggling to find ways to achieve equity without sacrificing perceived excellence" (2004, p. 3). They also note that changes in teaching and learning have lagged behind structural changes.

If high school teachers most often find the center of their professional identity and community among subject matter peers and their department (Lortie, 1975), would this change if the structure of the school were substantially altered? This issue was noted by AIR and SRI International's evaluation report with regard to math and science teachers who "expressed a sense of loss caused by the break up or weakening of the comprehensive schools' department structure when the smaller learning communities were created" (AIR & SRI International, 2005, p. 6).

Teacher capacity and burnout are a potential threat to a school's viability when comprehensive school reform is adopted. Researchers evaluating the new schools created under the Bill & Melinda Gates Foundation initiatives note, "many faculty accepted unwieldy teacher workloads as a temporary price to pay to establish a more effective school, but many are now finding that these workloads may be endemic to the staffing structures of many small high schools" (AIR& SRI International, 2005, p. 6).

While many of these issues are beyond the scope and design of this research study, we were able to address fundamental questions regarding the nature of the teaching staff in

[1] Since the reform initiative was just introduced in 2006, these schools were not included in the analyses of reforming schools in this study.

all of Washington's high schools and compare them in some very basic ways to high schools that have engaged in substantive reform efforts. Given that it takes several years to understand the impact of a particular school reform initiative, a two-point in time (five year) framework for analysis was deemed appropriate for this investigation.

## Research Questions, Methodology and Data Sources

In this analysis we seek to expand our understanding of teacher mobility by paying close attention to high school teachers as a subset of the overall teacher workforce. We posit that teacher mobility needs to be understood at the school level, taking into account the unique school factors that teachers indicate influence their decisions to stay or leave.

We have chosen to organize the research around four major questions:

1. What are the *characteristics* of high school teachers in Washington and how do they compare with all teachers statewide?

2. At what *rates* do teachers in Washington high schools stay, move or leave their schools or districts after five years, and how do they compare to all teachers in the state?

3. Which individual, school or district characteristics are associated with retention, mobility and attrition of high school teachers and do these characteristics vary by the level of the education system?

4. Is there a relation between high school teacher retention and mobility rates in high schools that have undertaken a specific high school reform strategy?

While a number of state databases are used in this study, the core data comes from the Washington state personnel database spanning the years 2000-01 to 2004-05. The personnel data are based on annual personnel reports submitted by each school district, which primarily support school apportionment and financial services. The database contains all certificated and classified persons employed by public school districts, Educational Service Districts, and private schools in the state.[2]

[2] Data includes demographic information, certification number, academic credits, years of experience, assignment, salary and benefits, and other information. Because the primary purpose of the state's personnel database (S-275) is to track fiscal information, other information is not stored in a manner that is easily accessible, nor is it designed to study issues of teacher retention. However, an advantage of the S-275 is its uniformity, longitudinal nature, and accuracy for a database of this size. The researchers created a new database using the S-275 and other existing state data sources, in order to include student demographic and school-level information and to render the data in a form that would be relational and easier to analyze.

To investigate statewide retention patterns, records for all public school teachers in the state were examined at two points in time.[3] Additionally, teachers located in 329 of the state's high schools[4] were selected for in-depth analysis (n=14,065). These 329 schools represent nearly all of the state's public high schools. Teacher retention and mobility patterns were examined in relation to student demographics, measures of student learning in reading and mathematics, and other school and district characteristics. These analyses pay special attention to the retention of novice and beginning teachers. Analyses indicate whether teaching staff had stayed in their same school after five years (stayers), moved to another school within the same district (movers in), moved to a different district (movers out), or exited the Washington state system altogether (exiters).[5]

Additionally, we used two advanced statistical models, Ordinary Least Squares (OLS) and Hierarchical Linear Model (HLM) to determine more precisely the statistical relationship between teacher retention and school and teacher characteristics. The OLS model uses a best fit regression line to represent the relationships in the data and to make predictions. HLM is a multilevel statistical analysis with a focus on the nested sources of variability, such as teachers within schools and schools within districts (in order to account for within group and between group variation). We constructed a two-level HLM to determine whether individual or school characteristics influence retention, mobility or attrition among high school teachers.

Using the National Center for Education Statistics (NCES) 'locale codes' (used by federal agencies to classify the urbanicity of a particular geographic unit), each district is identified based on both proximity to metropolitan areas and on population size and density. Table 1 presents the distribution of districts and high schools in the study, using the locale codes from the National Center for Education Statistics.[6]

[3] A two-point in time analysis cannot take into account the more fluid nature of teacher movement within the five-year time span (leaves from teaching/re-entrants).

[4] The high schools included in the study met the following criteria: 1) The school serves students in grade 12 and has student performance data available for students in grade 10. The facility may serve students are early as grade 6, but does not contain grade 5 or earlier, 2) Alternative schools are included if they have enrollment of at least 10 students at the 10th grade (criteria for availability of student performance data), 3) The school has been open for at least six years (five years worth of data plus one year), and 4) Washington state personnel data (S-275) was available for study years (2000-2004).

[5] These categories of mobility were coded as follows for the HLM analyses: Exiters =1, Movers In = 2, Movers Out = 3, and Stayers = 4.

[6] The locale codes were imported from the National Center for Education Statistics. We collapsed Codes 1 (Large City) and 3 (Urban Fringe, Large City) into a single category that we refer to as "Large Cities, Fringe." We collapsed Code 2 (Mid-sized City) and 4 (Urban Fringe, Mid-Size City) into a single category referred to as "Mid-Sized Cities, Fringe." We collapsed Code 5 (Large Town) and 6 (Small Town) into a single category referred to as "Towns." Finally, for Locale Codes 7 and 8 (Rural, inside or outside a Core Based Statistical Area) we collapsed these into a single category we refer to as "Rural."

| Table 1: Washington High Schools and Districts by Locale | | | | |
|---|---|---|---|---|
| | Total Schools in Locale | Percentage of Schools in Locale | Total Districts in Locale | Percentage of Districts in Locale |
| Large City & Fringe | 92 | 28.0% | 36 | 16.7% |
| Mid-Sized City & Fringe | 108 | 32.8% | 54 | 25.0% |
| Large & Small Towns | 30 | 9.1% | 28 | 13.0% |
| Rural | 99 | 30.1% | 98 | 45.4% |

*N= 329 Schools, 216 Districts, based on NCES Locale Codes*

## Findings from Descriptive and Statistical Analysis

In this section we describe high schools and high school teachers in Washington state. We begin with a discussion of the characteristics of the state's high schools and then examine the characteristics, retention, mobility and attrition rates for Washington's high school teachers. School characteristics, by school size, poverty rates, student race and ethnicity and school type are examined in relation to teacher retention and mobility. Next we compare teacher retention and mobility rates in high schools undertaking specific reform initiatives to other high school teachers in the state. Finally, specialized statistical techniques (Ordinary Least Squares and Hierarchical Linear Modeling) are used to examine the relationships that exist among the various school and teacher characteristics.

### Characteristics of Washington High Schools

Washington's high schools range in size, school structure and location. Roughly a third of the state's high schools are located in each of three regions of the state: Central Puget Sound, Western Washington outside of the Central Puget Sound, and Eastern Washington. High schools in Washington vary greatly with respect to enrollment size. Close to one quarter (24 percent) of Washington high schools have student enrollments of 1,500 or greater, and more than one third (36 percent) enroll fewer than 200 students. Three-fourths of high schools serve grades 9-12. Table 2 provides a description of the high schools in this study by region of the state, enrollment size, and grade configuration.

| Table 2: High Schools in Washington State: Selected School Characteristics | | |
|---|---|---|
| Categories | Washington High Schools | |
| | Number | Percent |
| Total number of schools | 329 | |
| **Location in State** | | |
| Eastern WA | 112 | 34.0% |
| Central Puget Sound (ESD 121) | 90 | 27.4% |
| Western WA (outside ESD 121) | 127 | 38.6% |
| **Building Enrollment (2004-05 headcount)** | | |
| 1 - 199 students | 58 | 17.6% |
| 200 - 399 | 62 | 18.8% |
| 400 - 599 | 28 | 8.5% |
| 600 - 999 | 41 | 12.5% |
| 1,000 - 1,199 | 24 | 7.3% |
| 1,200 - 1,499 | 38 | 11.6% |
| 1,500 + | 78 | 23.7% |
| **School Structure** | | |
| Grades 6-12, 7-12, or 8-12 | 58 | 17.6% |
| Grades 9-12 | 248 | 75.4% |
| Grades 10-12 | 23 | 7.0% |

As important as it is to understand who Washington's teachers are, it is equally important to consider the students in teachers' classrooms. The nature of the student population has a direct bearing on the teacher workforce. Enrollment trends, changing demographics of students and families, regional differences, and student performance patterns all impact the number of teachers and the types of knowledge and skills teachers need to do their jobs well. Thus, we include a brief look at student enrollment and demographic characteristics of the state's high schools.

Using the measure of the percentage of students enrolled in the Free or Reduced Price Lunch program (FRPL) reveals that one quarter of Washington high schools have a poverty rate of 20 percent or less, and 16 percent of high schools have a poverty rate above 50 percent.[7] The racial/ethnic makeup of the high school student population in Washington is 74 percent white, 11 percent Hispanic, 6 percent Asian Pacific Islander, and less than 5 percent Native American and African American. See Table 3 for additional information about the characteristics of students in Washington high schools.

[7] Some concerns have been raised about the accuracy of counts from the Free or Reduced Price Lunch program as a measure of the poverty for high schools.

| Table 3: High Schools in Washington State: Characteristics of Students | |
|---|---|
| School Characteristics (2004-05) | WA High Schools (n=329) |
| | Percent |
| **Student Poverty** | |
| Mean % FRPL | 33.6% |
| Poverty Range | |
| 0-20% | 25.4% |
| 21-35% | 34.3% |
| 36-50% | 24.8% |
| 51-100% | 15.6% |
| **Student Ethnicity** | |
| Asian Pacific Islander | 6.1% |
| Native American | 4.1% |
| African American | 4.3% |
| Hispanic | 11.4% |
| White | 73.8% |
| **Special Populations** | |
| Migrant | 1.7% |
| Transitional bilingual | 4.0% |
| Special education | 9.5% |

While the overall rate of student enrollment growth has leveled off in Washington in recent years, increasing proportions of students in poverty and those who are English language learners have important implications for the teacher workforce. These changing student demographics are coupled with ever-increasing demands to provide support for those students who are struggling to meet state standards.

A look at student performance statewide indicates that while progress has been made over the last five years, significant disparities exist by subject matter and by student subgroup. Generally speaking, progress in reading and writing has been more rapid than in mathematics. The performance on the Washington Assessment of Student Learning (WASL) for students who are African American, Hispanic, and Native American is consistently lower than that of white students. For example, in the 2005-06 school year, 57 percent of white 10th graders passed the math WASL, compared to 23 percent of African Americans, 25 percent of Hispanics, and 30 percent of Native Americans. Poverty also has an influence on achievement gaps. In 2005-06, only 30 percent of low income 10th graders passed the math WASL while 59 percent of non-low income students met the state standard.[8] The lower performance levels of students from these racial/ethnic groups, as well as students in poverty, bears on issues related to the quality of teachers and teaching in the state. We have chosen to include student poverty and student ethnicity in our analyses in order to gain an understanding of the extent to which these factors may be associated with teacher retention and mobility.

[8] Additional trend data regarding student performance on the WASL can be found on the School Report Card at the website of the office of the Superintendent of Public Instruction: http://reportcard.ospi.k12.wa.us/

Characteristics of High School Teachers Compared to the State Teacher Workforce

Using the state's personnel data, we were able to identify all high school teachers working in the 329 high schools in 2000-01 and compare them to teachers statewide. Additional information including teachers' age, ethnicity and years of experience, contribute to our understanding of how high school teachers are situated compared to the overall teacher workforce. The data was also disaggregated by experience for novice teachers with less than five years of experience and beginning teachers with less than one year of experience. This summary provides a starting place for the two-point in time retention analysis, in which we examine how many of these teachers were located in the same school or district five years later, or if they had moved to other districts or exited the Washington education system.

In 2000-01 there were 14,065 classroom teachers working in the 329 high schools. The characteristics of high school teachers in Washington state closely resemble all teachers in the state in terms of age range, ethnicity, and years of teaching experience. Nearly 55 percent of high school teachers are between the ages of 31 and 50. Ninety-four percent of high school teachers are white. The percentage of high school teachers with 25 years or more of experience (19 percent) is slightly higher than teachers statewide (16 percent).

Novice and beginning high school teachers closely resemble their counterparts statewide. Novice teachers with less than five years of experience make up 23 percent of the high school teaching workforce, and teachers with less than one year of experience constitute six percent of the workforce. More than 55 percent of novice teachers are between the ages of 21-30, and 92 percent are white. Table 4 presents this demographic data for all teachers, novice teachers and beginning teachers.

| Table 4: Characteristics of the Washington Teacher Workforce in 2000 | | | | | | |
|---|---|---|---|---|---|---|
| | Statewide | | | All High Schools | | |
| | All Teachers* | Novice Teachers | Beginning Teachers | All Teachers* | Novice Teachers | Beginning Teachers |
| Number of Teachers** | 53,216 | 12,468 | 3,083 | 14,065 | 3,260 | 777 |
| *Age in 2000* | | | | | | |
| 21-30 | 16.3% | 56.6% | 64.1% | 15.9% | 56.1% | 63.8% |
| 31-40 | 22.6% | 23.7% | 18.4% | 23.9% | 24.8% | 19.7% |
| 41-50 | 32.3% | 15.7% | 13.8% | 30.8% | 14.7% | 12.5% |
| 51-60 | 26.8% | 4.0% | 3.6% | 27.2% | 4.3% | 3.9% |
| 61+ | 2.1% | 0.1% | 0.1% | 2.2% | 0.2% | 0.1% |
| *Ethnicity* | | | | | | |
| Asian/Pacific Islander | 2.3% | 3.0% | 3.1% | 1.9% | 2.6% | 2.1% |
| African American | 1.6% | 2.0% | 2.0% | 1.6% | 1.8% | 2.7% |
| Hispanic | 2.0% | 3.0% | 3.2% | 1.9% | 2.5% | 2.7% |
| Native American | 0.8% | 0.8% | 0.7% | 0.8% | 0.9% | 0.5% |
| White | 93.4% | 91.2% | 91.0% | 93.8% | 92.1% | 92.0% |
| *Experience* | | | | | | |
| Less than one year | | | 5.8% | | | 5.5% |
| 0-4 years | 23.4% | 23.4% | NA | 23.2% | 23.2% | NA |
| 5-14 years | 35.2% | NA | NA | 33.8% | NA | NA |
| 15-24 years | 25.7% | NA | NA | 24.2% | NA | NA |
| 25 yrs or more | 15.7% | NA | NA | 18.8% | NA | NA |

**Duty root 31, 32 or 33 (classroom teachers) with FTE designation greater than 0 in 2000.*
***Unduplicated headcount statistics rather than FTE are used for this analysis.*

In the next section we examine the retention and mobility rates of high school teachers as compared with the teacher workforce statewide, specifically focusing on years of experience.

## Retention and Mobility Rates for High School Teachers

Retention and mobility analyses reveal that 61 percent of high school teachers stay in the same school after five years, 9 percent move to another school within the district, 9 percent move to another school district in Washington state, and 22 percent leave the Washington education system, either permanently or temporarily. The percentage of "stayers" and "leavers" closely mirrors the statewide profile. However, the percent of high school teachers who move within the district is lower than the state average for all teachers (9 percent compared to 14 percent), and the percent of high school teachers moving out of the district is slightly higher (9 percent compared to 7 percent). This lower rate of movers within district is likely attributable in part to the fact that many of Washington's small school districts have only one high school in the district, thereby

limiting opportunities for teachers to move to another school within the district if they wish to continue teaching at the high school level.

As is the case for the workforce statewide, some differences emerge when examining these same statistics for novice and beginning high school teachers. The percent of novice and beginning high school teachers who move out of district is higher than all high school teachers statewide (15 percent for novices and 17 percent for beginning teachers, compared to 9 percent of all high school teachers). Additionally, the percent of novice high school teachers who stay in the same school is slightly higher than the state average (54 percent compared to 51 percent) and the percent of beginning high school teachers who leave the Washington education system is somewhat higher than the state profile (31 percent compared to 27 percent). Table 5 presents retention and mobility statistics for all teachers, novice teachers, and beginning teachers in Washington high schools and compares these rates to the statewide profile.

Table 5: Retention and Mobility Patterns for Teachers Statewide and High Schools:
All Teachers, Novice Teachers and Beginning Teachers
Retention and Mobility Two-Point in Time Analysis: 2000-01 and 2004-05

| | Number Teachers | Stayers (same school) | Movers (in district) | Movers (out district) | Leavers (out WA ed system |
|---|---|---|---|---|---|
| *All Teachers** | | | | | |
| Statewide | 53,216 | 59.2% | 13.6% | 7.3% | 19.9% |
| High School Teachers | 14,065 | 60.8% | 8.7% | 9.0% | 21.5% |
| *Novice Teachers (0-4 yrs exp)* | | | | | |
| Statewide | 12,468 | 50.9% | 14.7% | 12.2% | 22.2% |
| High School Teachers | 3,260 | 53.5% | 8.3% | 14.6% | 23.7% |
| *Beginning Teachers (<1 yr exp)* | | | | | |
| Statewide | 3,083 | 45.5% | 14.8% | 13.3% | 26.5% |
| High School Teachers | 777 | 43.2% | 8.2% | 17.2% | 31.3% |

**Duty root 31, 32 or 33 (classroom teachers) with FTE designation greater than 0 in 2000.*
***Unduplicated headcount statistics rather than FTE are used for this analysis.*

Since teachers tend to change schools with greater frequency early in their teaching careers, it is not surprising that the rates of movement out of district are higher for both novice and beginning teachers at the high school level given that they may have fewer options to move within their original district. The specific retention and mobility patterns for each high school in the study are located in Appendix D. Additionally, the retention and mobility statistics for each school by teacher experience level are provided in Appendix E.

## Retention and School Characteristics

Another important aspect of the analysis was to examine the extent to which differences in high school teacher retention and mobility may be associated with various school

characteristics, including differences by school type (traditional vs. alternative), student poverty level, enrollment size, racial/ethnic makeup of the student population, and region of the state.

*Retention and School Type*

Two types of high schools routinely identified by the state include traditional and alternative high schools. Alternative high schools typically have a special program or provide services to a particular student population. Only 34 alternative high schools met the study criteria for inclusion (10 percent of the schools in the study). When examining differences between traditional and alternative high schools, we found the percentage of stayers to be slightly lower in alternative high schools after the five year period (see Table 6). Even given the distinction in school types, these comparative statistics yield little differentiation with regard to teacher retention during this timeframe.

Table 6: Teacher* Retention by Type of High School
Retention and Mobility Two-Point in Time Analysis: 2000-01 and 2004-05

| | Number Schools | Lowest % Retention Rate | Highest % Retention Rate | Mean % Retention Rate |
|---|---|---|---|---|
| All High Schools | 329 | 18.2 | 96.2% | 62.4% |
| General/Traditional High Schools | 295 | 18.2% | 96.2% | 62.7% |
| Alternative High Schools** | 34 | 19.8% | 87.5% | 56.7% |

**FTE calculation used for this analysis*

***Alternative HS category based on OSPI designation*

*Retention and School Poverty*

Similar to other research, we found that schools with higher levels of poverty experience somewhat higher turnover rates. The percentage of teachers who remain in their school is lower for those high schools serving students with poverty rates greater than 43 percent Free or Reduced Price lunch than for high schools with poverty rates below 20 percent (57 percent compared to 62 percent). We also found slightly higher rates of exiters from the Washington education system in higher poverty high schools (see Table 7).

| Table 7: School Retention by Poverty*<br>Retention and Mobility Two-Point in Time Analysis: 2000-01 and 2004-05 | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Schools by FRPL % | # Schools | FTE Teachers | Stayers | | Movers In | | Movers Out | | Leavers | |
| | | | FTE | Percent | FTE | Percent | FTE | Percent | FTE | Percent |
| 0 - 20% | 83 | 4493.6 | 2804.2 | 62.4% | 345.5 | 7.7% | 386.1 | 8.6% | 957.8 | 21.3% |
| 21 - 31% | 83 | 3650.3 | 2355.3 | 64.5% | 269.6 | 7.4% | 317.5 | 8.7% | 707.9 | 19.4% |
| 32 - 43% | 80 | 2480.6 | 1595.0 | 64.3% | 208.0 | 8.4% | 212.5 | 8.6% | 465.1 | 18.7% |
| 44 - 100% | 81 | 2472.6 | 1415.4 | 57.2% | 205.1 | 8.3% | 250.7 | 10.1% | 601.6 | 24.3% |
| Totals | 327 | 13097.1 | 8169.9 | 62.4% | 1028.2 | 7.9% | 1166.8 | 8.9% | 2732.4 | 20.9% |

**N=327 FRPL statistics missing for 2 schools.*

*Retention and Enrollment Size*

In this section, we examine school enrollment as one of the potential factors which may impact teacher retention and mobility. Table 8 presents differences in teacher retention and mobility rates by high school enrollment size. Here we find that high schools with an enrollment of less than 200 students have a slightly lower percentage of stayers and a nearly equal percentage of leavers. It should be noted that there are large differences in the number of teachers represented in each of these enrollment categories, and that could have a bearing on aggregate retention and mobility rates. Nevertheless, these findings are similar to those of Ingersoll (2001a) in that almost no difference was found in turnover rates between large and small public schools. Ingersoll's study also found that more than half of the turnover in smaller schools was due to movement across schools, which is also the case in of the smallest Washington high schools.

| Table 8: School Retention by Enrollment*<br>Retention and Mobility Two-Point in Time Analysis: 2000-01 and 2004-05 | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Schools by Student Enrollment* | # Schools | FTE Teachers | Stayers | | Movers In | | Movers Out | | Leavers | |
| | | | FTE | Percent | FTE | Percent | FTE | Percent | FTE | Percent |
| 1-199 | 58 | 539.1 | 313.5 | 58.2% | 59.4 | 11.0% | 57.2 | 10.6% | 109.0 | 20.2% |
| 200-399 | 62 | 1070.4 | 662.9 | 61.9% | 72.3 | 6.8% | 123.0 | 11.5% | 212.4 | 19.8% |
| 400-999 | 69 | 2188.8 | 1373.9 | 62.8% | 147.3 | 6.7% | 236.9 | 10.8% | 430.7 | 19.7% |
| 1,000-1,499 | 62 | 3540.5 | 2163.1 | 61.1% | 296.5 | 8.4% | 314.4 | 8.9% | 766.5 | 21.6% |
| 1,500 + | 78 | 5814.9 | 3689.4 | 63.4% | 454.3 | 7.8% | 444.6 | 7.6% | 1226.7 | 21.1% |
| Totals | 329 | 13153.7 | 8202.8 | 62.4% | 1029.8 | 7.8% | 1176.1 | 8.9% | 2745.3 | 20.9% |

** Enrollment based on 2004-05 school year*

*Student Race and Ethnicity*

Some differences in the retention and mobility of high school teachers emerged when examining differences in the racial/ethnic makeup of the student population. From the data displayed in Table 9, we see that high schools with 75 percent or more students of color have lower retention of teachers in the same school (53 percent), higher rates of teachers moving out of district (13 percent), and higher percentages of those who leave the Washington education system (26 percent) compared to schools that serve less racially and ethnically diverse student populations. In high schools with less racial/ethnic diversity (less than 12 percent students of color), 67 percent of teachers stay in the same school, 9 percent move out of district and 19 percent leave the Washington education system. Thus, a difference of 14 percentage points exists in the percent of teachers who remain in schools serving the lowest percentage of students of color and those who work in schools with the highest percentage of students of color.[9] Hanushek, Kain and Rivkin (2004) and Luekins et al. (2004) describe similar patterns in their analyses of schools' minority enrollments. It should be noted that the number of schools in which students of color are in the majority is very small (45 schools or 14 percent of all Washington high schools), which may have a bearing on aggregate retention and mobility rates.

Table 9: School Retention by Percent Students of Color
Retention and Mobility Two-Point in Time Analysis: 2000-01 and 2004-05

| % Students of Color* | # Schools | FTE Teachers | Stayers | | Movers In | | Movers Out | | Leavers | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | FTE | Percent | FTE | Percent | FTE | Percent | FTE | Percent |
| 0-12% | 115 | 3631.2 | 2430.8 | 66.9% | 209.2 | 5.8% | 318.6 | 8.8% | 672.7 | 18.5% |
| 13-25% | 98 | 4484.0 | 2818.5 | 62.9% | 380.3 | 8.5% | 369.2 | 8.2% | 915.9 | 20.4% |
| 25-49% | 71 | 3417.3 | 2064.8 | 60.4% | 286.8 | 8.4% | 313.9 | 9.2% | 751.9 | 22.0% |
| 50-74% | 25 | 1131.2 | 631.4 | 55.8% | 112.2 | 9.9% | 111.9 | 9.9% | 275.7 | 24.4% |
| 75-100% | 20 | 490.0 | 257.3 | 52.5% | 41.3 | 8.4% | 62.5 | 12.8% | 129.0 | 26.3% |
| Totals | 329 | 13153.7 | 8202.8 | 62.4% | 1029.8 | 7.8% | 1176.1 | 8.9% | 2745.2 | 20.9% |

*Student Performance on State Assessments*

Researchers such as Hanushek, Kain and Rivkin, (2004) have found that schools with lower-performing students had higher annual teacher attrition rates. In an effort to determine if student performance was potentially related to teacher mobility, we examined the percentage change in scores on the Washington State Assessment of Student Learning (WASL) for 10th grade reading and mathematics over the five year period (2000-01 to 2004-05). The findings from this analysis were inconclusive and should be viewed with caution, due in part to the small numbers of schools in some analytic categories. While no change (or negative change) was associated with the

[9] While student race/ethnicity was found to be a statistically significant variable and included in further HLM analyses, the magnitude of effect on teacher retention and mobility was very small (see the discussion on page 20).

highest percentage of stayers for schools in 10th grade *reading*, conversely schools that showed marked improvement in *mathematics* (a gain of over 20 percent points on the state assessment) revealed the highest percentage of stayers (for more information, see Appendix A).

Retention and Region of the State

When looking at high school teacher retention and mobility by region of the state, we find results similar to statewide patterns for all teachers. Retention rates for high school teachers are higher in Eastern Washington (66 percent retained in the same school) as compared to high school teachers in Western Washington (61 percent) (see Table 10). When examining regional differences more closely, we find that teacher retention in the same school is lowest in King County[10] (56 percent) and highest in the Southeast counties of the state (71 percent).

[10] King County contains the metropolitan area of Seattle, the largest district in the state, as well many of the largest suburban districts in the state.

| Table 10: School Retention by Region of the State: Differences between East and West and Regions Grouped by County* Retention and Mobility Two-Point in Time Analysis: 2000-01 and 2004-05 | | | | | |
|---|---|---|---|---|---|
| | Number of Schools | Stayers | Movers In | Movers Out | Leavers |
| Teachers in All Schools | 329 | | | | |
| East and West | | | | | |
| Eastern Washington (20 Counties) | 112 | 66.1% | 6.8% | 7.9% | 19.3% |
| Western Washington (19 Counties) | 217 | 61.0% | 8.2% | 9.3% | 21.4% |
| Counties Grouped by Region: | | | | | |
| NE Region | | | | | |
| Ferry, Okanogan, Pend Oreille, Stevens | 16 | 63.6% | 6.3% | 9.9% | 20.2% |
| SE Region | | | | | |
| Asotin, Benton, Columbia, Franklin, Garfield, Walla Walla | 18 | 71.1% | 8.6% | 5.5% | 14.8% |
| Central Eastern | | | | | |
| Adams, Grant, Lincoln, Spokane, Whitman | 47 | 65.7% | 6.2% | 7.9% | 20.2% |
| Central WA | | | | | |
| Chelan, Douglas, Kittitas, Yakima, Klickitat | 34 | 63.4% | 6.2% | 9.0% | 21.5% |
| Southwest Central | | | | | |
| Clark, Cowlitz, Lewis, Pacific, Skamania, Wahkiakum | 64 | 64.3% | 7.8% | 8.5% | 19.4% |
| Pennisula | | | | | |
| Clallam, Grays Harbor, Jefferson, Kitsap, Mason | 25 | 61.1% | 7.8% | 9.4% | 21.6% |
| King County | | | | | |
| King | 63 | 56.0% | 8.8% | 10.6% | 24.6% |
| South Sound | | | | | |
| Pierce, Thurston | 37 | 61.4% | 9.2% | 9.2% | 20.1% |
| North Sound | | | | | |
| Island, San Juan, Skagit, Snohomish, Whatcom | 25 | 66.6% | 5.9% | 7.8% | 19.8% |

** Based on teacher FTE in counties*

When examining the correlational data regarding teacher retention and the school characteristics presented in this section, there does not appear to be any strong correlation between teacher retention, enrollment size, student poverty, student performance, or racial/ethnic composition of the schools' student population. Weak positive correlations were found between the percentage of white students in schools and student performance on the state assessments. Weak negative correlations were found between student poverty and teacher retention (see Table 11).

| Table 11: Correlations with Teacher Retention by School: School and Student Characteristics* | |
|---|---|
| | All Schools |
| Number of Schools | 329 |
| *Teachers retained by percent…* | |
| Poverty | -0.14 |
| White students | 0.28 |
| Hispanic students | -0.04 |
| Native American students | -0.04 |
| Bilingual students | -0.09 |
| 10th WASL reading | 0.14 |
| 10th WASL math | 0.16 |
| Enrollment size | 0.04 |

**School and student demographic data in 2004-05*

In addition to examining correlational data, we also analyzed statistical relationships between teacher retention and mobility and a variety of factors using regression analysis (OLS) and Hierarchical Linear Modeling. The results of this statistical analysis will be discussed in a later section of this report.

## Retention and High School Reform Initiatives

One of the study questions aimed at understanding whether or not differences exist in high school teacher retention and mobility in high schools that are engaged in specific reform efforts or initiatives. We examined a variety of data sources to identify high schools that had some identifiable reform initiative actively underway during the period of the study (2000-01 through 2004-05). Relying primarily on information provided by the Washington Office of Superintendent of Public Instruction (OSPI), we identified 89 of the 329 high schools in the study as having some type of reform initiative (for more information on some of these initiatives, see Shannon & Bylsma, 2006). These reform initiatives include the Coalition of Essential Schools, three types of grants provided by the Bill and Melinda Gates Foundation, Navigation 101, School Improvement Assistance and the Successful Practices Network.

In categorizing high schools by specific reform initiatives, we found that some schools were engaged in more than one effort simultaneously. For example, the Bill and Melinda Gates Foundation has invested considerable resources in schools and districts in Washington state through a variety of grants and programs. These initiatives have impacted high schools in differing degrees depending on the nature of the implementation effort by specific districts and schools. Hence, it is difficult to determine to extent to which reform outcomes can be attributed to a particular effort. Consequently, these

findings should be viewed with caution. As an initial way to examine how reform might impact the high school teacher workforce, we calculated teacher retention and mobility statistics for these 89 schools. Results are shown in Table 12.

Table 12: Retention and Mobility of Teachers in Reforming and Other High Schools
Retention and Mobility Two-Point in Time Analysis: 2000-01 and 2004-05

| | Number of Schools | FTE Teachers | Stayers (same school) | Movers (in district) | Movers (out district) | Leavers (out WA ed system |
|---|---|---|---|---|---|---|
| All High School Teachers | 329 | 13153.7 | 62.4% | 7.8% | 8.9% | 20.9% |
| Teachers in Reforming Schools | 89 | 4469.9 | 60.3% | 8.8% | 9.0% | 22.0% |
| Teachers in Non-Reforming Schools | 240 | 8683.8 | 63.4% | 7.4% | 8.9% | 20.3% |
| *Reform Program* | | | | | | |
| Coalition of Essential Schools | 9 | 557.2 | 55.4% | 10.3% | 10.9% | 23.3% |
| Gates District Level Grants | 25 | 1367.7 | 59.4% | 10.0% | 6.7% | 23.8% |
| Gates Small Schools Project | 17 | 903.8 | 61.2% | 7.4% | 11.6% | 19.8% |
| Gates Washington State Achievers Program | 13 | 623.7 | 59.3% | 9.3% | 8.2% | 23.3% |
| Gates (All programs - district, small schools, WA state achievers, individual school grants, connecting with the community) | 57 | 2965.8 | 60.2% | 8.8% | 8.6% | 22.4% |
| Navigation 101 | 22 | 1181.5 | 61.7% | 9.0% | 9.2% | 20.1% |
| School Improvement Assistance | 10 | 521.2 | 59.5% | 7.0% | 11.8% | 21.6% |
| Successful Practices Network | 6 | 240.3 | 54.9% | 6.7% | 10.2% | 28.2% |

**Duty root 31, 32 or 33 with FTE designation greater than 0 in 2000.*
***FTE statistics are used for this analysis.*
****Schools may be represented by more than one reform initiative*

Generally speaking, we find no exceptional differences in teacher retention, mobility and attrition rates when comparing these 89 schools to the 240 schools that were not identified with a specific high school reform strategy. Some differences exist by specific type of reform initiative (e.g., Coalition of Essential Schools compared to Successful Practices Network schools) but it should be noted that there are small numbers of high schools in these categories ($n < 10$).

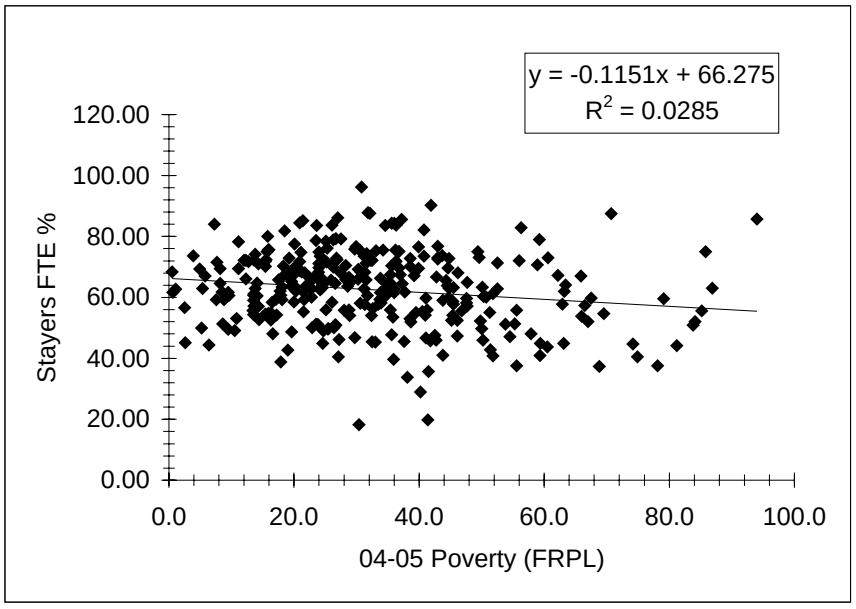
## Findings Using Advanced Statistical Approaches

The basic descriptive statistics and analyses presented in the previous section provide insight into the nature, distribution and mobility of high school teachers in Washington. However, specialized statistical techniques can be used to determine more precisely the relationships that exist among the various school and teacher characteristics. In this section, we use two models to examine the characteristics of high school teachers and their schools. First, we used a regression analysis (OLS) to determine the nature of the relationship in the form of a mathematical equation, and to assess the degree of accuracy achieved by the regression equation. Second, we use a methodology called Hierarchical

Linear Modeling (HLM) which allows us to examine relationships at two levels simultaneously (e.g., schools within districts and teachers within schools).

The regression analysis reveals that measures of student poverty and student ethnicity are related to teacher retention, however the magnitude of the effect size is small. A simple way to illustrate the relationship between teacher retention and school poverty is with a scatter diagram. In Figure 1, we identify the regression line that best fits our data. As the percentage of students in poverty at the school increases, the percentage of teachers who stay at the school declines slightly. However, it is important to note that the distribution of the teachers is skewed toward schools in the lower poverty ranges. Consequently, when the majority of teachers are situated in lower-poverty schools, school poverty has less of an impact on overall teacher mobility. School poverty has a slightly greater impact on the mobility of teachers in higher-poverty schools, but there are proportionately fewer of them. Similar results are found for the relationship between student ethnicity and teacher retention.

Figure 1: Scatter Diagram Illustrating Teacher Retention and Student Poverty




Hierarchical Linear Modeling provides another analytic tool with which to examine individual and institutional characteristics associated with retention and mobility. The data sources for this analysis offered a number of variables for consideration. A first step in the analysis is to determine which variables are statistically significant, and then include those in the multi-level models. As is often the case in these types of analyses, not all of the variables were found to be statistically significant. Table 13 lists the variables that were available by level (e.g., individual teacher, school or district). The variables that were found to be statistically significant and consequently included in the analytic model are listed in bold-faced type.

| Table 13: Variables Considered in the Multi-level Analyses | | |
|---|---|---|
| Teacher | School | District |
| Ethnicity | **Enrollment** | **NCES Locale Codes** |
| **Experience** | **Student Poverty** | District Poverty |
| | **Student Race/Ethnicity** | |
| | **Math Achievement** | |
| | Reading Achievement | |
| | School Reform | |

*Bold type indicates the variables which had significance and were included in the analysis.*

We constructed a two-level Hierarchical Linear Model (HLM). The model includes teacher characteristics at Level 1 and school and district characteristics at Level 2. The outcome variable for this model is teacher mobility (for technical information on the model, see Appendix B). We considered four mobility categories: stayers, movers in, movers out, and exiters. All comparisons were made relative to teachers who were stayers.

Results from the HLM analysis reveal small differences by experience level of the teacher, student poverty and ethnicity and by school locale code (rural, town, mid-sized city, and large city). As teachers gain experience, they are 4 percent less likely to move out of the district. Student poverty has some impact on teachers' exiting the education system or changing schools in or out of district, but the magnitudes are relatively small (less than one percent increase in the likelihood to move or exit). Scaling the poverty level to 50 percent increases the chances of a high school teachers moving or exiting by 2 to 4 percent compared to teachers in a high school of average poverty level. As seen in the OLS analysis, school poverty has a greater effect on teachers in the highest poverty schools, but there are relatively few of them. School ethnicity shows a similar effect. When scaling school ethnicity to 50 percent, high school teachers are 7 percent more likely to exit the system, 4 percent more likely to move out of district and 2 percent more likely to move to another school within their district compared to teachers in schools with an average percentage of students of color (see Appendix C for more information).

Finally, we found that high school teachers located in rural and mid-sized districts were 4 to 6 percent less likely to *move out* of the district than their counterparts in large cities. High school teachers in towns and rural districts were 3 to 6 percent less likely to *move within* their district than teachers in large cities. High school teachers in rural and mid-sized districts were 4 to 9 percent less likely to *exit the Washington education system* than their counterparts in large cities. While none of these findings are surprising, they reveal the complexity of the teacher workforce and the difficulty in making general statements about teachers and their retention and mobility patterns.

## Summary and Discussion of Findings

High schools and their teaching staff play a crucial role in the education of the nation's youth. As such, it is important to understand teacher workforce characteristics and patterns specific to the high school context that may directly or indirectly impact the instruction of students. This report provides descriptive information about all high school teachers in Washington state, examines their retention and mobility patterns, and provides comparative statistics to all teachers statewide. To date, no one has looked comprehensively at Washington's high school teachers and corresponding demographic and school characteristics.

A close examination of state data sources, including the state's personnel database (S-275) and school demographic files, reveals that while the 329 high schools in this study vary considerably in enrollment size (over a third have fewer than 400 students, and nearly a quarter have more than 1,500 students), locale (a third in Eastern Washington), grade configuration (75 percent have a 9-12 arrangement), student characteristics (school poverty rates range from 1 to 94 percent), and student performance (schools range from 20-100 percent meeting standard on the 10th grade reading WASL), there are few differences in the characteristics of high school teachers compared to all teachers statewide. Overall, Washington high school teachers do not vary with respect to age, experience, or race/ethnicity compared to the teacher workforce statewide. Additionally, the proportion of both beginning and novice teachers in high schools is similar to that for all teachers statewide.

High school teachers in Washington are not leaving the workforce in large numbers. Approximately one-fifth of all high school teachers are no longer working in Washington state after five years. Nearly 61 percent of high school teachers are still teaching in their same school five years later. These results are very similar to all teachers statewide. Although the overall rate of high school teacher retention closely mirrors the state profile, some differences do emerge. A smaller proportion of high school teachers move within their district compared to all Washington teachers, and the percentage of high school teachers who move out of the district is slightly higher. The lower rate of movers within district and higher rate out of district is attributable in part to the fact that many of Washington's small school districts have only one high school, thereby limiting opportunities for teachers to change to another school within the district if they wish to remain teaching at the high school level.

A closer look at teacher retention by level of experience indicates that the rate at which both beginning (less than one year of experience) and novice (less than five years of experience) high school teachers move out of district is higher than for all high school teachers and the percent of novice high school teachers who stay in the same school is slightly higher than the state profile. Finally, the percent of beginning high school teachers who leave the Washington education system after five years is somewhat higher than that of all beginning teachers statewide (31 versus 27 percent, respectively).

The most notable differences in teacher retention rates are revealed when examining teacher retention in relation to the characteristics of the student population. High schools with higher poverty rates and higher proportions of students of color experience slightly lower rates of teacher retention in the same school and higher rates of attrition. Small differences in teacher retention and mobility rates can be seen between traditional high schools and those identified as alternative. When looking at teacher retention and mobility by region of the state, we find results similar to statewide patterns for all teachers. Retention rates for high school teachers are higher in Eastern Washington (66 percent retained in the same school) compared to high school teachers in Western Washington (61 percent). When examining regional differences more closely, we find that teacher retention is lowest in King County (56 percent) and highest in the Southeast counties of the state (71 percent).

The OLS and HLM analyses indicate that differences in teacher retention and mobility by teacher experience, student ethnicity and poverty, and school locale are statistically significant, but small in magnitude. It is important to note that the distribution of high school teachers is skewed toward schools in the lower poverty and lower ethnicity ranges. Consequently, when the majority of high school teachers are situated in these schools, school poverty or school ethnicity has less of an impact on overall teacher mobility. For example, school poverty has a slightly greater impact on the mobility of teachers in higher-poverty schools, but there are proportionately fewer of them. By scaling the analysis to 50 percent student poverty or ethnicity, the likelihood that teachers would move or exit the system increases in all cases, but only by a few percentage points. For example, teachers are 4 percent more likely to exit and 2 percent more likely to move when located in higher poverty schools, and 7 percent more likely to exit and 2 to 4 percent more likely to move when located in schools with greater percentages of students of color.

Our initial analysis of teacher retention and mobility in relation to specific high school reform initiatives did not uncover significant differences between teachers in reforming high schools compared to other high school teachers in the state. However, the analytic techniques used to characterize high schools as "reforming" have some limitations. Clearly, more complex strategies for identifying high schools engaged in significant reform activity and implementation may result in a different set of high schools for comparison. Aggregate measures of teacher retention and mobility do not capture some of the more specific changes that may be underway as part of a high school reform strategy. For example, some school reforms may be making fundamental changes that impact teaching and learning in high schools, such as new types of instructional strategies, more distributed forms of leadership, different support systems for students and conditions that support teacher professional learning. Additionally, reforms may be taking hold in some departments to a greater extent or with a different effect than in other departments within the same school. Data limitations did not allow for an examination of these types of within-school or departmental differences.

Taken together these findings provide a baseline for understanding the high school workforce in Washington state. While retention and mobility patterns at the high school

level do not differ considerably from teachers statewide, they do point to some potential concerns, including teacher retention and mobility in schools with higher proportions of students in poverty or students of color. Also, the somewhat higher rates of departure from the Washington workforce by beginning teachers gives pause. Additional work is needed to fully understand the teacher workforce dynamics that are particular to high schools. For example, it is important to understand if differences in career patterns exist by subject matter expertise of high school teachers. Questions in need of further exploration might include: Do retention and mobility patterns vary by subject matter expertise of high school teachers? Do changes in curriculum, course offerings, graduation requirements, and student assessments impact high school teachers' willingness to remain in the profession? How do structural reforms such as creating different learning communities for students and teachers or altering how instructional time is used during the day influence the quality of teaching? How might teachers be supported in their efforts to help lead reform efforts?

The study raises a number of important questions which would require improved data capacity or other methods of inquiry in order to answer, particularly with respect to subject matter differences (e.g., math and science teachers compared to social studies or language arts teachers). Nevertheless, database analyses such as these can help sharpen the questions that state and district policy makers need to address as they consider ways to improve teaching and learning in Washington's high schools.

## Acknowledgements

This research presented in this report was supported by the Center for Strengthening the Teaching Profession (CSTP), an independent, non-profit organization in Washington state that focuses on teaching quality. However, the findings and conclusions contained in this report are the sole responsibility of the authors.

## References


American Institutions for Research and SRI International (2005). Executive summary: Evaluation of the Bill & Melinda Gates Foundation's high school grants, 2001-2004. Washington D.C.: American Institutes for Research.

American Institutions for Research and SRI International (2004). The evaluation of the national school district and network grants program: Year 2 evaluation report. Washington D.C.: American Institutes for Research.

Bradley, K. D. & Loadman, W. E. (2005). Urban secondary educators' views of teacher recruitment and retention. *NASSP Bulletin, 89*, 2-28.

Brunetti, G. J. (2001). Why do they teach? A study of job satisfaction among long-term high school teachers. *Teacher Education Quarterly*, 28(3), 49-74.

Bryk, A. S., Lee, V. E., & Smith, J. B. (1990). High school organization and its effect on teachers and students: An interpretive summary of the research. In W. J. Clune & J. F. Witte (Eds.), *Choice and control in American education: Vol. 1. The theory of choice and control in American education* (pp. 135-226). Philadelphia: Falmer.

Carroll, S., Reichardt, R., & Guarino, C. M., assisted by Mejia, A. (2000). *The distribution of teachers among California's school districts and schools* (MR-1298.0-JIF). Santa Monica, CA: RAND.

Copland, M.A., & Boatright, E. (2006). Leadership for transforming high schools. Seattle, WA: Center for the Study of Teaching and Policy, University of Washington.

Elfers, A. M., Plecki, M. L., & Knapp, M. S. (2006). Teacher mobility: Looking more closely at "the movers" within a state system. *Peabody Journal of Education, 81*(3), 94-127.

Goldhaber, D., & Anthony, E. (2004). *Can teacher quality be effectively assessed?* Washington, D.C.: Center for Reinventing Public Education, Evans School of Public Affairs, University of Washington.

Guarino, C. M., Santibañez, L., & Daley, G. A. (2006) Teacher recruitment and retention: A review of recent empirical literature. *Review of Educational Research, 76*(2), 173-208.

Guin, K. (2004). Chronic teacher turnover in urban elementary schools. *Education Policy Analysis Archives, 12*(24). Retrieved February 13, 2005, from http://epaa.asu.edu.offcampus.lib.washington.edu/epaa/v12n42/

Hanushek, E. A., Kain, J. F., & Rivkin, S. G. (2004). Why public schools lose teachers. *Journal of Human Resources*, 39(2), 326-354.

Ingersoll, R. M. (2001a). Teacher turnover and teacher shortages: An organizational analysis. *American Educational Research Journal, 38*,499-534.

Ingersoll, R. M. (2001b). *Teacher turnover, teacher shortages, and the organization of schools.* Seattle, WA: Center for the Study of Teaching and Policy.

Ingersoll, R. M. (2003). *Who controls teachers' work?: Power and accountability in America's schools.* Cambridge, MA: Harvard University Press.

Ingersoll, R. M. & Alsalam, N. (1997). *Teacher professionalization and teacher commitment: A multilevel analysis* (NCES 97-069). Washington, DC: National Center for Educational Statistics.

Ingersoll, R. M., & Smith, T. M. (2003). The wrong solution to the teacher shortage. *Educational Leadership, 60*(8), 30-33.

Kelly, S. (2004). An event history analysis of teacher attrition: Salary, teacher tracking, and socially disadvantaged schools. *The Journal of Experimental Education, 72*(3), 195-220.

Knapp, M. S., Elfers, A. M., Plecki, M. L., Loeb, H. & Zahir, A. (2005). *Teachers Count: Support for Teachers' Work in the Context of State Reform.* Seattle, WA: University of Washington. Retrieve from http://www.cstp-wa.org/

Lankford, H., Loeb, S. & Wyckoff, J. (2002). Teacher sorting and the plight of urban schools: A descriptive analysis. *Educational Evaluation and Policy Analysis, 24*(1), 37-62.

Loeb, S., Darling-Hammond, L. & Luczak, J. (2005). How teaching conditions predict teacher turnover in California schools. *Peabody Journal of Education, 80*(3), 44-70.

Lortie, D. C. (1975). *Schoolteacher: A Sociological Study*. Chicago: University of Chicago Press.

Luekens, M. T., Lyter, D. M. & Fox, E. E. (2004). *Teacher Attrition and Mobility: Results from the Teacher Follow up Survey, 2000-01* (NCES 2004-301). U.S. Department of Education, National Center for Educational Statistics. Washington, DC: U.S. Government Printing Office.

Macdonald, D. (1999). Teacher attrition: A review of literature. *Teaching and Teacher Education, 15*, 835-848.

Murnane, R. (1984). Selection and survival in the teacher labor market. *Review of Economics and Statistics, 66*(3), 513-518.

Murnane, R., Singer, J. D., & Willett, J. B. (1988). The career paths of teachers: Implications for teacher supply and methodological lessons for research. *Educational Researcher, 17*(6), 22-30.

National Center for Education Statistics. (2003). *Teacher attrition and mobility: Results from the Teacher Follow-up Survey, 2000-01*. Jessup, MD: U.S. Department of Education. PA

National Center for Education Statistics (NCES). (2005). *The Condition of Education 2005*, NCES 2005-094, Washington DC: U.S. Government Printing Office.

National Governors Association (2005, February). Action Agenda for Improving America's High Schools. Issue Brief from the NGA Center for Best Practices. Washington, DC: Author. Retrieve from: http://www.nga.org

Plecki, M. L., Elfers, A. M., & Knapp, M. S. (2007). *Who's Teaching Washington's Children? A 2006 Update.* Seattle, WA: University of Washington. Retrieve from http://www.cstp-wa.org/

Plecki, M. L., Elfers, A. M., Loeb, H., Zahir, A. and Knapp, M. S. (2005). *Teacher Retention and Mobility: A Look Inside and Across Districts and Schools in Washington State.* Seattle, WA: University of Washington. Retrieve from http://www.cstp-wa.org/

Ruhland, S. K. (2001). Factors influencing the retention of secondary business teachers. *Delta Pi Epsilon Journal*, 43(4), 215-28.

Sanders, W. L., & Horn, S. P. (1998). Research findings from the Tennessee Value-Added Assessment System (VAAS) database: Implications for evaluation and research. *Journal of Personnel and Evaluation in Education*, 12(3), 247-256.

Shannon, G. S. & Bylsma, P. (2006). *The High Schools We Need: Improving an American Institution.* Office of Superintendent of Public Instruction: Olympia, WA.

Shen, J. (1997). Teacher retention and attrition in public schools: Evidence from SASS91. *The Journal of Educational Research, 91*,81-88.

Singer, J. D., & Willett, J. B. (1988). Detecting involuntary layoffs in teacher survival data: The year of leaving dangerously. *Educational Evaluation and Policy Analysis, 10*, 212-224.

Smith, T., & Ingersoll, R. (2004). Reducing teacher turnover: What are the components of effective induction? *American Educational Research Journal, 41*(3), 687-714.

Wallach, C.A. & Gallucci, C. (2004). Elevating the conversation: Building professional community in small high schools. Seattle, WA: Small Schools Project.

Whitener, S. D., Gruber, K. J., Lynch, H., Tingos, K., & Perona, M. (1997). *Characteristics of stayers, movers, and leavers: Results from the teacher follow-up survey: 1994-95.* Washington, DC: U.S. Department of Education, National Center for Education Statistics.

| Appendix A: Retention and Mobility of Teachers Based on Change in School's 10th Grade Reading WASL Score<br>Two-Point in Time Analysis: 2000-01 and 2004-05 | | | | | | |
|---|---|---|---|---|---|---|
| | Number of Schools | FTE Teachers | Stayers (same school) | Movers (in district) | Movers (out district) | Leavers (out WA ed system |
| All High School Teachers* | 329 | 13153.7 | 62.4% | 7.8% | 8.9% | 20.9% |
| Percentage change in Reading WASL score | | | | | | |
| 0% change (or negative change) | 32 | 780.1 | 65.8% | 5.8% | 8.6% | 19.7% |
| 0.1% to 20% change | 226 | 10504.6 | 62.6% | 7.9% | 8.7% | 20.8% |
| 20.1% to 40% change | 60 | 1749.6 | 59.4% | 8.0% | 10.4% | 22.2% |
| 40.1% to 58.7% change | 8 | 103.7 | 59.9% | 14.1% | 10.7% | 15.3% |

**Duty root 31, 32 or 33 with FTE designation greater than 0 in 2000. FTE statistics are used for this analysis.*
***Three high schools did not have WASL reading scores available*

| Retention and Mobility of Teachers Based on Change in School's 10th Grade Math WASL Score<br>Two-Point in Time Analysis: 2000-01 and 2004-05 | | | | | | |
|---|---|---|---|---|---|---|
| | Number of Schools | FTE Teachers | Stayers (same school) | Movers (in district) | Movers (out district) | Leavers (out WA ed system |
| All High School Teachers* | 329 | 13153.7 | 62.4% | 7.8% | 8.9% | 20.9% |
| Percentage change in Math WASL score | | | | | | |
| 0% change (or negative change) | 47 | 1654.4 | 61.1% | 8.0% | 10.2% | 20.6% |
| 0.1% to 20% change | 233 | 10335.4 | 62.2% | 7.9% | 8.8% | 21.1% |
| 20.1% to 40% change | 40 | 1102.4 | 65.7% | 6.5% | 8.7% | 19.2% |
| 40.1% to 66.5% change | 3 | 23.4 | 65.4% | 0.0% | 12.8% | 21.8% |

**Duty root 31, 32 or 33 with FTE designation greater than 0 in 2000. FTE statistics are used for this analysis.*
***Six high schools did not have WASL math scores available*

## Appendix B: Specification of the Multinomial Model Used

To conduct this analysis, we used a two-level HLM where Level 1 included teacher variables and Level 2 included school and district level variables. In this analysis, our Level 1 model is:

$$\log[P(1)/P(4)] = \beta_{01} + \beta_{11}*(EXP)$$
$$\log[P(2)/P(4)] = \beta_{02} + \beta_{12}*(EXP)$$
$$\log[P(3)/P(4)] = \beta_{03} + \beta_{13}*(EXP)$$

where the Level 2 model is:

$$\beta_{01} = \gamma_{001} + \gamma_{011}*(ENROLL) + \gamma_{021}*(MATH/READING)^{11} + \gamma_{031}*(ETHNICITY/POVERTY\ LEVEL)^3 + \gamma_{041}*(R1) + \gamma_{051}*(R2) + \gamma_{061}*(R3) + \mu_{01}$$
$$\beta_{11} = \gamma_{101}$$
$$\beta_{21} = \gamma_{201}$$

$$\beta_{02} = \gamma_{002} + \gamma_{012}*(ENROLL) + \gamma_{022}*(MATH/READING)^3 + \gamma_{032}*(ETHNICITY/POVERTY\ LEVEL)^3 + \gamma_{042}*(R1) + \gamma_{052}*(R2) + \gamma_{062}*(R3) + \mu_{02}$$
$$\beta_{12} = \gamma_{102}$$
$$\beta_{22} = \gamma_{202}$$

$$\beta_{03} = \gamma_{003} + \gamma_{013}*(ENROLL) + \gamma_{023}*(MATH/READING)^3 + \gamma_{033}*(ETHNICITY/POVETY\ LEVEL)^3 + \gamma_{043}*(R1) + \gamma_{053}*(R2) + \gamma_{063}*(R3) + \mu_{03}$$
$$\beta_{13} = \gamma_{103}$$
$$\beta_{23} = \gamma_{203}$$

where:

| | | |
|---|---|---|
| R1 | = | Rural versus Large City and Fringe |
| R2 | = | Mid-size City and Fringe versus Large City and Fringe |
| R3 | = | Town versus Large City and Fringe |
| EXP | = | Teacher's Experience (*scaled at 5 years above average)* |
| MATH | = | WASL Math Achievement scores (*scaled at 5% above average)* |
| READING | = | WASL Reading Achievement scores (*scaled at 5% above average)* |
| ENROLL | = | School Enrollment (*scaled at 100 students above average)* |
| ETHNICITY | = | School Ethnicity (*scaled at 5% above average*) |
| POVERTY | = | School Ethnicity (*scaled at 5% above average*) |

Abbreviated results are presented in the table in Appendix C.

[11] Due to potential impact of multicollinearity, variables moving together, and high correlations between the variables, we selected one variable not both when running HLM.

| Appendix C: Types of Mobility Relative to Teachers who Stayed in their School | | | | | | |
|---|---|---|---|---|---|---|
| | RUN A | | | Run B | | |
| | % | p-Val | Coeff. | % | p-Val | Coeff. |
| ***EXITERS RELATIVE TO STAYERS*** [2] | | | | | | |
| **Level 1: Teacher Characteristics** | | | | | | |
| Experience | **4.18%** | 0.000 | 0.146165 | **3.94%** | 0.000 | 0.146617 |
| **Level 2: School and District Characteristics** | | | | | | |
| Pov. Level (Avg) | **0.76%** | 0.002 | 0.027446 | x | x | x |
| Pov. Level (50%) | **3.69%** | 0.002 | 0.129545 | x | x | x |
| Enrollment | -0.02% | 0.909 | -0.000691 | -0.10% | 0.486 | -0.004055 |
| Ethnicity (Avg) | x | x | x | **1.20%** | 0.000 | 0.046016 |
| Ethnicity (50%) | x | x | x | **6.95%** | 0.000 | 0.250327 |
| Math WASL | x | x | x | **0.65%** | 0.008 | 0.024977 |
| Rural vs. Large City | **-8.58%** | 0.000 | -0.348568 | **-4.10%** | 0.067 | -0.168058 |
| Mid-Sized City v. Large City | **-6.88%** | 0.000 | -0.272802 | **-4.61%** | 0.002 | -0.190323 |
| Towns v. Large City | -4.11% | 0.125 | -0.157298 | -0.73% | 0.770 | -0.028417 |
| ***MOVERS IN RELATIVE TO STAYERS*** [2] | | | | | | |
| **Level 1: Teacher Characteristics** | | | | | | |
| Experience | **-0.62%** | 0.006 | -0.044745 | **-0.58%** | 0.006 | -0.044519 |
| **Level 2: School and District Characteristics** | | | | | | |
| Pov. Level (Avg) | **0.42%** | 0.063 | 0.029294 | x | x | x |
| Pov. Level (50%) | **2.08%** | 0.063 | 0.138268 | x | x | x |
| Enrollment | **-0.30%** | 0.025 | -0.020946 | x | x | x |
| Ethnicity (Avg) | x | x | x | **0.43%** | 0.011 | 0.031528 |
| Ethnicity (50%) | x | x | x | **2.47%** | 0.011 | 0.171512 |
| Math WASL | x | x | x | x | x | x |
| Rural vs. Large City | **-6.30%** | 0.001 | -0.557012 | **-4.66%** | 0.007 | -0.414547 |
| Mid-Sized City v. Large City | -0.10% | 0.948 | -0.006882 | 0.82% | 0.538 | 0.059826 |
| Towns v. Large City | **-3.80%** | 0.038 | -0.302996 | **-2.62%** | 0.117 | -0.214108 |
| ***MOVERS OUT RELATIVE TO STAYERS*** [2] | | | | | | |
| **Level 1: Teacher Characteristics** | | | | | | |
| Experience | **-3.74%** | 0.000 | -0.266125 | **-3.49%** | 0.000 | -0.265430 |
| **Level 2: School and District Characteristics** | | | | | | |
| Pov. Level (Avg) | **0.47%** | 0.015 | 0.029566 | x | x | x |
| Pov. Level (50%) | **2.31%** | 0.015 | 0.139552 | x | x | x |
| Enrollment | **-0.48%** | 0.001 | -0.030958 | **-0.47%** | 0.001 | -0.032434 |
| Ethnicity (Avg) | x | x | x | **0.49%** | 0.001 | 0.033152 |
| Ethnicity (50%) | x | x | x | **4.41%** | 0.001 | 0.180347 |
| Math WASL | x | x | x | x | x | x |
| Rural vs. Large City | **-4.46%** | 0.011 | -0.325175 | -2.42% | 0.156 | -0.177704 |
| Mid-Sized City v. Large City | **-6.31%** | 0.000 | -0.492913 | **-5.25%** | 0.000 | -0.426276 |
| Towns v. Large City | -3.26% | 0.113 | -0.228534 | -1.89% | 0.339 | -0.135914 |

[2] *Population-average with robust standard errors*

***Bold*** *percentages denoted as significance less than 10%*

**Appendix D: High School Teacher Retention and Mobility by District and School**
**Classroom Teachers after five years (2000-01 to 2004-05)**

| Districts and Schools | School grade range | Student Enrollment 2004-05 | Change in Enrollment | Poverty (FRPL) 2004-05 | Student % White 2004-05 | Reading WASL Scores | | Math WASL Scores | | Stayers (same school) | | Movers (in district) | | Movers (out district) | | Leavers (out of WA system) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | 2000-01 | 2004-05 | 2000-01 | 2004-05 | FTE | Percent | FTE | Percent | FTE | Percent | FTE | Percent |
| **Aberdeen School District** | | | | | | | | | | | | | | | | | |
| Harbor High School | 9-12 | 266 | -2 | 90.5 | 70.7 | 15.6 | 26.7 | 0.0 | 10.0 | 9.0 | 81.8% | 0.0 | 0.0% | 1.0 | 9.1% | 1.0 | 9.1% |
| J M Weatherwax High School | 9-12 | 1056 | -23 | 37.0 | 78.7 | 50.0 | 65.1 | 25.8 | 35.4 | 36.0 | 67.4% | 2.0 | 3.7% | 6.5 | 12.2% | 8.9 | 16.7% |
| **Adna School District** | | | | | | | | | | | | | | | | | |
| Adna Middle/High School | 6-12 | 314 | -15 | 21.8 | 93.9 | 71.9 | 81.4 | 21.1 | 59.1 | 11.0 | 63.6% | 1.0 | 5.8% | 3.0 | 17.3% | 2.3 | 13.3% |
| **Anacortes School District** | | | | | | | | | | | | | | | | | |
| Anacortes High School | 9-12 | 944 | 95 | 19.7 | 90.3 | 62.3 | 71.1 | 44.2 | 56.7 | 27.9 | 63.8% | 0.0 | 0.0% | 6.0 | 13.7% | 9.8 | 22.4% |
| **Arlington School District** | | | | | | | | | | | | | | | | | |
| Arlington High School | 9-12 | 1598 | 181 | 21.1 | 90.1 | 63.2 | 76.1 | 31.5 | 58.2 | 47.0 | 74.8% | 1.0 | 1.6% | 6.4 | 10.2% | 8.4 | 13.4% |
| Weston High School | 9-12 | 107 | -53 | 34.6 | 86.9 | 70.6 | 66.7 | 2.9 | 29.0 | 5.6 | 83.6% | 0.0 | 0.0% | 0.1 | 1.5% | 1.0 | 14.9% |
| **Asotin-Anatone School District** | | | | | | | | | | | | | | | | | |
| Asotin Jr Sr High | 7-12 | 275 | -23 | 20.9 | 94.2 | 73.5 | 80.4 | 20.0 | 47.8 | 17.1 | 84.4% | 1.2 | 5.7% | 0.0 | 0.0% | 2.0 | 9.9% |
| **Auburn School District** | | | | | | | | | | | | | | | | | |
| Auburn Riverside High School | 9-12 | 1888 | 90 | 20.1 | 78.1 | 60.4 | 73.5 | 43.7 | 40.6 | 52.9 | 63.7% | 5.0 | 6.0% | 13.5 | 16.2% | 11.7 | 14.1% |
| Auburn Senior High School | 9-12 | 2490 | 263 | 23.5 | 73.6 | 54.1 | 70.3 | 36.2 | 40.3 | 78.6 | 78.7% | 1.7 | 1.7% | 2.6 | 2.6% | 17.0 | 17.0% |
| West Auburn Senior High School | 9-12 | 286 | 0 | 36.8 | 66.4 | 36.0 | 63.6 | 11.6 | 21.7 | 11.5 | 69.7% | 1.0 | 6.1% | 1.0 | 6.1% | 3.0 | 18.2% |
| **Bainbridge Island School District** | | | | | | | | | | | | | | | | | |
| Bainbridge High School | 9-12 | 1450 | 152 | 3.9 | 89.9 | 90.9 | 91.7 | 75.3 | 79.7 | 42.1 | 73.6% | 1.6 | 2.8% | 4.0 | 7.0% | 9.5 | 16.6% |
| **Battle Ground School District** | | | | | | | | | | | | | | | | | |
| Battle Ground High School | 9-12 | 2109 | 100 | 24.1 | 93.2 | 63.5 | 64.2 | 33.3 | 38.9 | 55.4 | 62.9% | 6.5 | 7.4% | 7.5 | 8.6% | 18.6 | 21.1% |
| Prairie High School | 9-12 | 1541 | 57 | 15.5 | 91.0 | 71.8 | 80.6 | 45.3 | 55.6 | 44.0 | 72.4% | 2.8 | 4.6% | 4.0 | 6.6% | 10.0 | 16.4% |
| Summit View High School | 9-12 | 350 | -65 | 7.3 | 91.4 | 34.4 | 70.0 | 4.2 | 35.6 | 10.5 | 84.0% | 1.0 | 8.0% | 0.0 | 0.0% | 1.0 | 8.0% |
| **Bellevue School District** | | | | | | | | | | | | | | | | | |
| Bellevue High School | 9-12 | 1436 | 225 | 10.5 | 69.6 | 89.3 | 93.0 | 76.5 | 78.7 | 25.6 | 49.0% | 10.5 | 20.1% | 3.6 | 6.9% | 12.5 | 23.9% |
| Interlake Senior High School | 9-12 | 754 | -159 | 30.4 | 58.9 | 72.4 | 75.1 | 65.0 | 59.3 | 8.8 | 18.2% | 12.2 | 25.3% | 14.1 | 29.2% | 13.2 | 27.3% |
| International School | 6-12 | 473 | 28 | 4.9 | 73.2 | 96.7 | 100.0 | 90.0 | 100.0 | 15.4 | 69.4% | 0.0 | 0.0% | 1.0 | 4.5% | 5.8 | 26.1% |
| Newport Senior High School | 9-12 | 1395 | 62 | 6.4 | 57.3 | 91.0 | 93.3 | 79.5 | 83.4 | 26.1 | 44.4% | 5.8 | 9.9% | 2.9 | 4.9% | 24.0 | 40.8% |
| Robinswood High School | 9-12 | 255 | -109 | 35.6 | 56.1 | 33.3 | 53.7 | 10.3 | 26.2 | 10.6 | 47.7% | 1.7 | 7.7% | 3.9 | 17.6% | 6.0 | 27.0% |
| Sammamish Senior High | 9-12 | 1158 | 15 | 26.7 | 55.8 | 79.0 | 85.2 | 59.1 | 61.3 | 25.1 | 50.9% | 5.2 | 10.5% | 3.3 | 6.7% | 15.7 | 31.8% |
| **Bellingham School District** | | | | | | | | | | | | | | | | | |
| Bellingham High School | 8-12 | 1140 | 403 | 24.0 | 87.9 | 71.1 | 88.8 | 44.3 | 71.5 | 25.1 | 71.1% | 1.4 | 4.0% | 3.0 | 8.5% | 5.8 | 16.4% |
| Options High School | 9-12 | 108 | 2 | 34.7 | 89.8 | 66.7 | 75.0 | 13.6 | 16.7 | 3.8 | 85.2% | 0.0 | 0.0% | 0.3 | 5.7% | 0.4 | 9.1% |
| Sehome High School | 9-12 | 1113 | -192 | 17.1 | 86.3 | 81.0 | 81.8 | 64.5 | 62.0 | 33.6 | 59.4% | 7.8 | 13.8% | 3.7 | 6.5% | 11.5 | 20.3% |
| Squalicum High School | 9-12 | 1291 | 4 | 27.4 | 79.2 | 66.8 | 71.4 | 46.2 | 54.8 | 37.2 | 68.1% | 5.2 | 9.5% | 1.0 | 1.8% | 11.2 | 20.5% |
| **Bethel School District** | | | | | | | | | | | | | | | | | |
| Bethel High School | 10-12 | 1974 | 324 | 20.5 | 78.9 | 54.6 | 71.7 | 23.9 | 39.6 | 48.4 | 69.9% | 4.0 | 5.8% | 8.5 | 12.3% | 8.3 | 12.0% |
| Spanaway Lake High School | 10-13 | 1819 | 251 | 26.4 | 57.0 | 64.2 | 71.7 | 32.9 | 41.0 | 35.9 | 50.0% | 12.7 | 17.6% | 11.3 | 15.7% | 11.9 | 16.6% |
| **Blaine School District** | | | | | | | | | | | | | | | | | |
| Blaine High School | 9-12 | 668 | 106 | 31.8 | 87.6 | 56.8 | 74.4 | 28.8 | 52.8 | 22.3 | 87.8% | 2.1 | 8.3% | 1.0 | 3.9% | 0.0 | 0.0% |
| **Bremerton School District** | | | | | | | | | | | | | | | | | |
| Bremerton High School | 9-12 | 1563 | 415 | 41.1 | 68.5 | 50.1 | 71.2 | 33.9 | 40.9 | 24.5 | 46.7% | 5.7 | 10.9% | 5.0 | 9.5% | 17.3 | 33.0% |
| **Brewster School District** | | | | | | | | | | | | | | | | | |
| Brewster High School | 9-12 | 266 | -9 | 56.0 | 34.2 | 48.5 | 83.3 | 22.7 | 46.7 | 16.0 | 72.1% | 1.3 | 5.9% | 3.4 | 15.3% | 1.5 | 6.8% |
| **Bridgeport School District** | | | | | | | | | | | | | | | | | |
| Bridgeport High School | 9-12 | 133 | -46 | 72.9 | 18.0 | 52.6 | 70.0 | 21.1 | 33.3 | 8.0 | 78.9% | 0.1 | 1.4% | 1.0 | 9.9% | 1.0 | 9.9% |
| **Burlington-Edison School District** | | | | | | | | | | | | | | | | | |
| Burlington Edison High School | 9-12 | 1108 | 21 | 21.2 | 80.9 | 75.1 | 80.7 | 55.0 | 64.4 | 33.7 | 68.4% | 2.6 | 5.3% | 3.6 | 7.3% | 9.4 | 19.1% |
| **Camas School District** | | | | | | | | | | | | | | | | | |
| Camas High School | 9-12 | 1547 | 774 | 14.3 | 90.0 | 69.0 | 76.0 | 44.2 | 55.2 | 25.0 | 71.0% | 4.0 | 11.3% | 2.6 | 7.4% | 3.6 | 10.2% |
| **Cascade School District** | | | | | | | | | | | | | | | | | |
| Cascade High School | 9-12 | 516 | -48 | 40.5 | 74.8 | 68.5 | 74.8 | 44.7 | 43.9 | 15.1 | 55.4% | 1.8 | 6.7% | 1.0 | 3.7% | 9.3 | 34.2% |

**Appendix D: High School Teacher Retention and Mobility by District and School**
**Classroom Teachers after five years (2000-01 to 2004-05)**

| Districts and Schools | School grade range | Student Enrollment 2004-05 | Change in Enrollment | Poverty (FRPL) 2004-05 | Student % White 2004-05 | Reading WASL Scores | | Math WASL Scores | | Stayers (same school) | | Movers (in district) | | Movers (out district) | | Leavers (out of WA system) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | 2000-01 | 2004-05 | 2000-01 | 2004-05 | FTE | Percent | FTE | Percent | FTE | Percent | FTE | Percent |
| **Cashmere School District** | | | | | | | | | | | | | | | | | |
| Cashmere High School | 9-12 | 467 | -10 | 30.3 | 76.7 | 65.3 | 68.9 | 40.5 | 46.2 | 17.0 | 69.2% | 1.1 | 4.3% | 5.0 | 20.4% | 1.5 | 6.1% |
| **Castle Rock School District** | | | | | | | | | | | | | | | | | |
| Castle Rock High School | 9-12 | 482 | 63 | 31.2 | 93.6 | 69.2 | 78.7 | 37.9 | 46.3 | 13.5 | 62.8% | 2.0 | 9.3% | 3.0 | 13.9% | 3.0 | 13.9% |
| **Central Kitsap School District** | | | | | | | | | | | | | | | | | |
| Central Kitsap High School | 10-12 | 1285 | 1 | 14.1 | 80.5 | 80.8 | 82.7 | 58.1 | 62.7 | 38.6 | 64.8% | 3.4 | 5.7% | 2.0 | 3.4% | 15.6 | 26.2% |
| Klahowya Secondary | 7-12 | 1016 | -9 | 21.7 | 94.8 | 58.5 | 74.4 | 34.4 | 50.6 | 34.2 | 68.1% | 5.4 | 10.8% | 3.1 | 6.2% | 7.5 | 14.9% |
| Olympic High School | 10-12 | 1082 | -92 | 20.8 | 75.6 | 77.7 | 78.7 | 44.6 | 52.4 | 36.4 | 68.8% | 4.4 | 8.3% | 4.1 | 7.8% | 8.0 | 15.1% |
| **Central Valley School District** | | | | | | | | | | | | | | | | | |
| Barker Center | 9-12 | 90 | 22 | 31.3 | 90.0 | 50.0 | 47.1 | 11.8 | 23.5 | 3.0 | 57.7% | 2.2 | 42.3% | 0.0 | 0.0% | 0.0 | 0.0% |
| Central Valley High School | 9-12 | 1657 | 192 | 19.8 | 91.6 | 71.8 | 82.1 | 47.7 | 64.0 | 39.3 | 63.9% | 8.6 | 14.0% | 3.0 | 4.9% | 10.6 | 17.2% |
| University High School | 9-12 | 1844 | 741 | 24.7 | 91.5 | 67.8 | 82.9 | 47.9 | 67.5 | 36.9 | 71.8% | 4.5 | 8.8% | 4.0 | 7.8% | 6.0 | 11.7% |
| **Centralia School District** | | | | | | | | | | | | | | | | | |
| Centralia High School | 9-12 | 1075 | 19 | 36.0 | 82.0 | 46.1 | 77.3 | 28.1 | 40.5 | 29.0 | 61.5% | 0.3 | 0.7% | 9.0 | 19.2% | 8.7 | 18.5% |
| **Chehalis School District** | | | | | | | | | | | | | | | | | |
| W F West High School | 9-12 | 906 | -50 | 22.8 | 87.6 | 73.5 | 77.2 | 46.4 | 44.8 | 29.6 | 63.0% | 4.0 | 8.5% | 4.0 | 8.5% | 9.4 | 20.0% |
| **Cheney School District** | | | | | | | | | | | | | | | | | |
| Cheney High School | 9-12 | 1095 | 25 | 26.7 | 89.0 | 65.9 | 82.5 | 53.2 | 58.0 | 42.1 | 79.3% | 1.0 | 1.9% | 1.0 | 1.9% | 9.0 | 16.9% |
| Three Springs High School | 9-12 | 66 | 2 | 15.8 | 92.4 | NA | 50.0 | NA | 33.3 | 2.0 | 80.0% | 0.0 | 0.0% | 0.0 | 0.0% | 0.5 | 20.0% |
| **Chewelah School District** | | | | | | | | | | | | | | | | | |
| Jenkins Senior High | 9-12 | 401 | -54 | 43.0 | 90.3 | 62.7 | 84.9 | 44.1 | 60.5 | 15.8 | 73.0% | 1.2 | 5.4% | 1.0 | 4.6% | 3.7 | 17.0% |
| **Chimacum School District** | | | | | | | | | | | | | | | | | |
| Chimacum High School | 9-12 | 441 | 2 | 24.0 | 89.3 | 54.1 | 73.9 | 34.2 | 47.7 | 10.2 | 69.8% | 0.8 | 5.5% | 1.6 | 11.0% | 2.0 | 13.7% |
| **Clarkston School District** | | | | | | | | | | | | | | | | | |
| Charles Francis Adams High School | 9-12 | 773 | -72 | 29.9 | 93.3 | 56.1 | 68.4 | 24.9 | 36.2 | 31.0 | 76.7% | 4.0 | 9.9% | 1.4 | 3.5% | 4.0 | 9.9% |
| **Cle Elum-Roslyn School District** | | | | | | | | | | | | | | | | | |
| Cle Elum Roslyn High School | 9-12 | 299 | -32 | 22.9 | 91.5 | 50.6 | 81.2 | 34.1 | 50.7 | 10.0 | 50.0% | 2.0 | 10.0% | 3.0 | 15.0% | 5.0 | 25.0% |
| **Clover Park School District** | | | | | | | | | | | | | | | | | |
| A-I High School | 9-12 | 165 | -10 | 46.8 | 49.7 | 27.6 | 26.2 | 1.7 | 9.3 | 5.0 | 55.6% | 2.0 | 22.2% | 1.0 | 11.1% | 1.0 | 11.1% |
| Clover Park High School | 9-12 | 1434 | -51 | 51.4 | 46.7 | 48.1 | 59.6 | 22.6 | 30.1 | 32.5 | 42.8% | 7.0 | 9.2% | 11.5 | 15.1% | 25.0 | 32.9% |
| Lakes High School | 9-12 | 1438 | -54 | 26.6 | 55.8 | 60.2 | 76.5 | 21.9 | 40.0 | 34.0 | 51.0% | 4.7 | 7.0% | 11.0 | 16.5% | 17.0 | 25.5% |
| **Colfax School District** | | | | | | | | | | | | | | | | | |
| Colfax High School | 9-12 | 262 | -20 | 16.5 | 96.9 | 57.5 | 84.1 | 43.2 | 58.7 | 7.5 | 58.4% | 1.0 | 7.8% | 1.8 | 14.3% | 2.5 | 19.5% |
| **Columbia School District (Walla Walla)** | | | | | | | | | | | | | | | | | |
| Columbia High School | 9-12 | 287 | -7 | 28.0 | 79.4 | 50.7 | 68.1 | 26.8 | 39.7 | 8.3 | 55.8% | 1.2 | 7.9% | 0.0 | 0.0% | 5.4 | 36.3% |
| **Colville School District** | | | | | | | | | | | | | | | | | |
| Colville Senior High School | 9-12 | 722 | -141 | 35.6 | 91.0 | 62.3 | 70.9 | 41.4 | 52.9 | 26.6 | 70.4% | 1.0 | 2.6% | 1.2 | 3.1% | 9.0 | 23.8% |
| **Concrete School District** | | | | | | | | | | | | | | | | | |
| Concrete High School | 9-12 | 206 | -43 | 52.5 | 89.3 | 27.6 | 73.3 | 27.6 | 40.9 | 9.0 | 71.3% | 0.8 | 6.4% | 1.8 | 14.3% | 1.0 | 8.0% |
| **Coulee-Hartline School District** | | | | | | | | | | | | | | | | | |
| Almira Coulee Hartline High School | 9-12 | 106 | -19 | 32.0 | 97.2 | 78.3 | 65.0 | 42.9 | 30.0 | 4.1 | 63.6% | 1.0 | 15.4% | 1.4 | 21.0% | 0.0 | 0.0% |
| **Coupeville School District** | | | | | | | | | | | | | | | | | |
| Coupeville High School | 9-12 | 380 | 9 | 18.4 | 91.6 | 85.5 | 72.4 | 60.5 | 47.4 | 22.4 | 67.3% | 0.5 | 1.5% | 4.0 | 12.0% | 6.4 | 19.2% |
| **Creston School District** | | | | | | | | | | | | | | | | | |
| Creston Jr-Sr High School | 7-12 | 56 | 1 | 32.1 | 96.4 | 35.7 | 75.0 | 14.3 | 66.7 | 5.8 | 87.6% | 0.0 | 0.0% | 0.0 | 0.0% | 0.8 | 12.4% |
| **Cusick School District** | | | | | | | | | | | | | | | | | |
| Cusick Jr Sr High School | 7-12 | 136 | 49 | 50.0 | 66.9 | 16.0 | 52.6 | 8.0 | 21.1 | 5.8 | 49.7% | 3.4 | 29.1% | 0.0 | 0.0% | 2.5 | 21.3% |
| **Darrington School District** | | | | | | | | | | | | | | | | | |
| Darrington Sr High School | 9-12 | 223 | 42 | 32.6 | 88.3 | 72.9 | 69.8 | 60.4 | 34.0 | 10.3 | 56.3% | 1.0 | 5.5% | 4.0 | 21.9% | 3.0 | 16.4% |
| **Davenport School District** | | | | | | | | | | | | | | | | | |
| Davenport Senior High School | 7-12 | 228 | 5 | 31.6 | 91.2 | 67.9 | 67.6 | 39.3 | 50.0 | 9.0 | 74.4% | 0.1 | 0.8% | 1.0 | 8.3% | 2.0 | 16.5% |

**Appendix D: High School Teacher Retention and Mobility by District and School**
**Classroom Teachers after five years (2000-01 to 2004-05)**

| Districts and Schools | School grade range | Student Enrollment 2004-05 | Change in Enrollment | Poverty (FRPL) 2004-05 | Student % White 2004-05 | Reading WASL Scores | | Math WASL Scores | | Stayers (same school) | | Movers (in district) | | Movers (out district) | | Leavers (out of WA system) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | 2000-01 | 2004-05 | 2000-01 | 2004-05 | FTE | Percent | FTE | Percent | FTE | Percent | FTE | Percent |
| **Dayton School District** | | | | | | | | | | | | | | | | | |
| Dayton High School | 9-12 | 161 | -72 | 26.1 | 83.2 | 43.4 | 83.8 | 20.8 | 54.1 | 15.0 | 83.7% | 0.6 | 3.5% | 0.4 | 2.0% | 2.0 | 10.9% |
| **Deer Park School District** | | | | | | | | | | | | | | | | | |
| Deer Park High School | 9-12 | 618 | -20 | NA | 95.0 | 60.1 | 70.7 | 35.9 | 42.7 | 12.6 | 43.4% | 1.6 | 5.4% | 6.8 | 23.5% | 8.0 | 27.7% |
| **East Valley School District (Spokane)** | | | | | | | | | | | | | | | | | |
| East Valley High School | 9-12 | 1405 | -156 | 31.2 | 90.9 | 68.8 | 75.3 | 33.4 | 46.2 | 50.4 | 73.6% | 0.4 | 0.6% | 5.2 | 7.6% | 12.5 | 18.2% |
| **East Valley School District (Yakima)** | | | | | | | | | | | | | | | | | |
| East Valley High School | 9-12 | 761 | 89 | 35.6 | 76.0 | 64.0 | 72.5 | 31.6 | 45.3 | 29.6 | 84.3% | 0.5 | 1.4% | 2.0 | 5.7% | 3.0 | 8.5% |
| **Eastmont School District** | | | | | | | | | | | | | | | | | |
| Eastmont Senior High | 10-12 | 1298 | 120 | 36.3 | 71.7 | 62.0 | 61.9 | 32.1 | 38.5 | 43.4 | 71.8% | 3.0 | 5.0% | 3.0 | 5.0% | 11.0 | 18.2% |
| **Eatonville School District** | | | | | | | | | | | | | | | | | |
| Eatonville High School | 9-12 | 741 | 42 | 23.9 | 93.8 | 49.2 | 65.9 | 32.2 | 39.2 | 22.0 | 65.9% | 0.4 | 1.2% | 5.0 | 15.0% | 6.0 | 18.0% |
| **Edmonds School District** | | | | | | | | | | | | | | | | | |
| Edmonds Woodway High School | 9-12 | 1773 | -50 | 14.1 | 75.9 | 83.5 | 82.1 | 59.0 | 66.2 | 53.4 | 60.5% | 8.2 | 9.3% | 5.6 | 6.3% | 21.1 | 23.9% |
| Lynnwood High School | 9-12 | 1407 | 99 | 33.5 | 65.8 | 66.0 | 71.6 | 44.9 | 38.9 | 34.6 | 57.8% | 1.0 | 1.7% | 7.6 | 12.7% | 16.7 | 27.9% |
| Meadowdale High School | 9-12 | 1560 | 42 | 14.4 | 77.6 | 74.3 | 81.3 | 53.6 | 54.7 | 33.8 | 52.6% | 5.8 | 9.0% | 5.4 | 8.4% | 19.2 | 29.9% |
| Mountlake Terrace High School | 9-12 | 1705 | -179 | 21.6 | 71.7 | 60.2 | 71.9 | 38.5 | 47.0 | 49.1 | 59.2% | 8.2 | 9.9% | 7.6 | 9.2% | 18.0 | 21.7% |
| Scriber Lake High School | 9-12 | 192 | -79 | 39.2 | 85.9 | 37.3 | 42.6 | 7.1 | 11.1 | 6.3 | 34.8% | 3.0 | 16.6% | 3.0 | 16.6% | 5.8 | 32.0% |
| **Ellensburg School District** | | | | | | | | | | | | | | | | | |
| Ellensburg High School | 9-12 | 916 | -107 | 23.0 | 87.8 | 68.4 | 71.5 | 46.1 | 53.1 | 30.2 | 66.1% | 2.4 | 5.3% | 1.8 | 3.9% | 11.3 | 24.7% |
| **Elma School District** | | | | | | | | | | | | | | | | | |
| Elma High School | 9-12 | 734 | -26 | 26.8 | 89.8 | 56.0 | 61.6 | 25.7 | 30.8 | 28.0 | 72.9% | 0.4 | 1.0% | 3.0 | 7.8% | 7.0 | 18.2% |
| **Entiat School District** | | | | | | | | | | | | | | | | | |
| Entiat Junior Senior High | 7-12 | 177 | -14 | 42.7 | 76.8 | 69.2 | 66.7 | 42.3 | 36.7 | 5.6 | 45.9% | 1.0 | 8.2% | 3.5 | 28.7% | 2.1 | 17.2% |
| **Enumclaw School District** | | | | | | | | | | | | | | | | | |
| Enumclaw Sr High School | 8-12 | 1656 | 56 | 13.8 | 92.5 | 50.3 | 83.6 | 41.3 | 53.1 | 44.1 | 62.9% | 1.8 | 2.6% | 14.4 | 20.5% | 9.8 | 14.0% |
| **Ephrata School District** | | | | | | | | | | | | | | | | | |
| Ephrata High School | 9-12 | 675 | -105 | 25.4 | 83.7 | 62.9 | 68.2 | 37.1 | 44.1 | 18.6 | 49.6% | 3.2 | 8.5% | 6.0 | 16.0% | 9.7 | 25.9% |
| **Everett School District** | | | | | | | | | | | | | | | | | |
| Cascade High School | 9-12 | 1842 | 7 | 22.8 | 77.2 | 52.6 | 80.9 | 33.2 | 50.3 | 48.2 | 65.9% | 6.1 | 8.3% | 5.4 | 7.4% | 13.4 | 18.3% |
| Everett High School | 9-12 | 1572 | -140 | 35.7 | 79.6 | 48.5 | 71.4 | 24.6 | 42.0 | 45.4 | 62.8% | 8.3 | 11.5% | 6.6 | 9.1% | 12.0 | 16.6% |
| Henry M. Jackson High School | 9-12 | 1717 | 92 | 8.8 | 74.4 | 63.7 | 79.7 | 46.7 | 51.9 | 39.1 | 59.2% | 5.3 | 7.9% | 3.0 | 4.5% | 18.7 | 28.3% |
| Sequoia High School | 9-12 | 237 | 25 | 38.1 | 75.9 | 57.9 | 43.4 | 14.0 | 11.9 | 4.6 | 33.8% | 4.0 | 29.4% | 2.0 | 14.7% | 3.0 | 22.1% |
| **Evergreen School District (Clark)** | | | | | | | | | | | | | | | | | |
| Evergreen High School | 9-12 | 2300 | 269 | 28.3 | 82.1 | 59.6 | 76.2 | 27.9 | 48.0 | 74.6 | 65.9% | 8.0 | 7.0% | 11.0 | 9.7% | 19.7 | 17.4% |
| Heritage High School | 9-12 | 2329 | 407 | 31.5 | 82.4 | 64.8 | 71.8 | 30.1 | 45.1 | 65.2 | 65.8% | 9.2 | 9.2% | 8.0 | 8.1% | 16.8 | 16.9% |
| Mountain View High School | 9-12 | 2249 | 319 | 19.9 | 80.9 | 72.8 | 79.5 | 29.6 | 55.8 | 62.3 | 63.0% | 10.7 | 10.8% | 5.0 | 5.1% | 20.9 | 21.1% |
| **Federal Way School District** | | | | | | | | | | | | | | | | | |
| Decatur High School | 9-12 | 1725 | 270 | 25.5 | 63.2 | 63.1 | 82.5 | 36.3 | 51.5 | 31.0 | 49.8% | 4.0 | 6.4% | 6.0 | 9.6% | 21.3 | 34.2% |
| Federal Way Senior High School | 9-12 | 1620 | 106 | 37.7 | 51.9 | 73.7 | 74.8 | 38.5 | 41.9 | 39.8 | 61.8% | 5.0 | 7.8% | 6.0 | 9.3% | 13.6 | 21.1% |
| H. S. Truman High School | 9-12 | 193 | 2 | 41.4 | 61.7 | 60.5 | 71.8 | 5.3 | 31.7 | 2.0 | 19.8% | 3.0 | 29.7% | 2.0 | 19.8% | 3.1 | 30.7% |
| Thomas Jefferson High School | 9-12 | 1881 | 363 | 28.8 | 63.2 | 65.6 | 78.8 | 38.5 | 56.8 | 40.1 | 55.9% | 10.6 | 14.8% | 5.0 | 7.0% | 16.0 | 22.3% |
| **Ferndale School District** | | | | | | | | | | | | | | | | | |
| Ferndale High School | 9-12 | 1528 | 52 | 30.5 | 79.5 | 57.3 | 73.0 | 46.8 | 52.5 | 52.3 | 75.5% | 3.2 | 4.6% | 3.4 | 4.9% | 10.4 | 15.0% |
| Lummi High School | 9-12 | 117 | 43 | 59.4 | 0.0 | 5.3 | 41.7 | 0.0 | 8.7 | 1.6 | 44.9% | 0.0 | 0.0% | 0.0 | 0.0% | 2.0 | 55.1% |
| **Fife School District** | | | | | | | | | | | | | | | | | |
| Fife High School | 10-12 | 781 | -97 | 21.5 | 76.6 | 61.3 | 77.8 | 41.7 | 47.9 | 23.5 | 55.3% | 8.0 | 18.8% | 6.5 | 15.3% | 4.5 | 10.6% |
| **Finley School District** | | | | | | | | | | | | | | | | | |
| River View High School | 9-12 | 336 | -40 | 41.1 | 87.8 | 48.2 | 64.0 | 16.5 | 40.4 | 11.0 | 59.8% | 1.0 | 5.4% | 1.0 | 5.4% | 5.4 | 29.3% |

**Appendix D: High School Teacher Retention and Mobility by District and School**
**Classroom Teachers after five years (2000-01 to 2004-05)**

| Districts and Schools | School grade range | Student Enrollment 2004-05 | Change in Enrollment | Poverty (FRPL) 2004-05 | Student % White 2004-05 | Reading WASL Scores | | Math WASL Scores | | Stayers (same school) | | Movers (in district) | | Movers (out district) | | Leavers (out of WA system) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | 2000-01 | 2004-05 | 2000-01 | 2004-05 | FTE | Percent | FTE | Percent | FTE | Percent | FTE | Percent |
| **Franklin Pierce School District** | | | | | | | | | | | | | | | | | |
| Franklin-Pierce High School | 9-12 | 1269 | 171 | 35.6 | 66.6 | 46.8 | 61.8 | 18.1 | 35.5 | 34.5 | 64.3% | 4.0 | 7.5% | 7.0 | 13.1% | 8.1 | 15.1% |
| Gates Secondary School | 9-12 | 208 | -64 | 24.6 | 62.5 | 16.0 | 40.0 | 2.8 | 13.6 | 7.0 | 44.9% | 2.0 | 12.8% | 2.6 | 16.7% | 4.0 | 25.6% |
| Washington High School | 9-12 | 1076 | 212 | 45.2 | 58.2 | 60.6 | 62.1 | 20.2 | 27.8 | 25.6 | 52.5% | 4.8 | 9.8% | 4.5 | 9.2% | 13.9 | 28.5% |
| **Freeman School District** | | | | | | | | | | | | | | | | | |
| Freeman High School | 9-12 | 294 | -6 | 21.4 | 93.5 | 64.6 | 90.9 | 34.1 | 55.8 | 13.2 | 85.2% | 0.0 | 0.0% | 0.0 | 0.0% | 2.3 | 14.8% |
| **Goldendale School District** | | | | | | | | | | | | | | | | | |
| Goldendale High School | 9-12 | 416 | -11 | 40.8 | 83.2 | 52.0 | 71.4 | 27.6 | 34.1 | 14.2 | 73.6% | 1.1 | 5.7% | 0.0 | 0.0% | 4.0 | 20.7% |
| **Grand Coulee Dam School District** | | | | | | | | | | | | | | | | | |
| Lake Roosevelt High School | 9-12 | 305 | 6 | 33.8 | 46.6 | 49.3 | 64.8 | 20.3 | 36.6 | 11.9 | 61.5% | 0.0 | 0.0% | 2.0 | 10.4% | 5.4 | 28.1% |
| **Grandview School District** | | | | | | | | | | | | | | | | | |
| Grandview High School | 9-12 | 791 | 61 | 66.0 | 21.1 | 52.5 | 68.6 | 15.6 | 32.0 | 19.0 | 53.8% | 2.3 | 6.6% | 7.0 | 19.8% | 7.0 | 19.8% |
| **Granger School District** | | | | | | | | | | | | | | | | | |
| Granger High School | 9-12 | 301 | -30 | 83.8 | 12.0 | 20.0 | 61.3 | 3.9 | 30.7 | 9.0 | 50.9% | 1.5 | 8.5% | 3.9 | 21.8% | 3.3 | 18.8% |
| **Granite Falls School District** | | | | | | | | | | | | | | | | | |
| Granite Falls High School | 9-12 | 725 | 85 | 31.5 | 90.2 | 57.1 | 71.1 | 28.4 | 42.8 | 19.3 | 71.2% | 0.4 | 1.5% | 3.9 | 14.4% | 3.5 | 12.9% |
| **Harrington School District** | | | | | | | | | | | | | | | | | |
| Harrington High School | 7-12 | 75 | 3 | 30.6 | 89.3 | 58.5 | 80.0 | 58.8 | 75.0 | 4.3 | 58.1% | 0.1 | 1.4% | 2.0 | 27.0% | 1.0 | 13.5% |
| **Highline School District** | | | | | | | | | | | | | | | | | |
| Evergreen High School | 9-12 | 1219 | -11 | 55.3 | 34.1 | 57.1 | 63.3 | 37.9 | 38.3 | 27.6 | 51.3% | 0.6 | 1.1% | 8.0 | 14.9% | 17.6 | 32.7% |
| Highline High School | 9-12 | 1519 | -9 | 34.9 | 58.6 | 56.8 | 75.1 | 34.0 | 47.5 | 43.0 | 64.3% | 4.9 | 7.3% | 7.0 | 10.5% | 12.0 | 18.0% |
| Mount Ranier High School | 9-12 | 1345 | 15 | 28.6 | 61.8 | 51.9 | 72.4 | 35.9 | 45.1 | 38.0 | 63.7% | 6.0 | 10.1% | 7.6 | 12.7% | 8.1 | 13.6% |
| Tyee High School | 9-12 | 1219 | 35 | 50.2 | 37.3 | 49.4 | 56.5 | 31.0 | 21.5 | 21.8 | 46.0% | 5.0 | 10.5% | 11.8 | 24.9% | 8.8 | 18.6% |
| **Hoquiam School District** | | | | | | | | | | | | | | | | | |
| Hoquiam High School | 9-12 | 736 | 21 | 41.0 | 83.4 | 43.6 | 53.2 | 25.1 | 32.1 | 18.2 | 54.1% | 3.4 | 10.1% | 7.0 | 20.8% | 5.0 | 14.9% |
| **Issaquah School District** | | | | | | | | | | | | | | | | | |
| Issaquah High School | 9-12 | 1619 | 192 | 5.2 | 83.0 | 85.1 | 90.9 | 70.2 | 74.5 | 29.0 | 50.0% | 4.9 | 8.4% | 7.3 | 12.6% | 16.9 | 29.0% |
| Liberty Sr High School | 9-12 | 1270 | 254 | 8.5 | 82.7 | 81.0 | 83.4 | 52.0 | 65.0 | 27.0 | 61.8% | 3.3 | 7.6% | 1.0 | 2.3% | 12.4 | 28.4% |
| Skyline High School | 9-12 | 1719 | 222 | 2.6 | 78.9 | 89.1 | 94.1 | 75.2 | 76.7 | 26.9 | 45.1% | 4.0 | 6.7% | 11.8 | 19.8% | 16.9 | 28.4% |
| Tiger Mountain Community High Schoo | 9-12 | 105 | 9 | 13.5 | 90.5 | 57.9 | 20.0 | 10.5 | 3.3 | 4.0 | 54.3% | 1.0 | 12.9% | 0.7 | 9.5% | 1.7 | 23.2% |
| **Kalama School District** | | | | | | | | | | | | | | | | | |
| Kalama Jr Sr High | 6-12 | 574 | 46 | 19.9 | 94.4 | 65.4 | 69.9 | 42.0 | 54.8 | 15.0 | 69.4% | 0.0 | 0.0% | 2.6 | 12.0% | 4.0 | 18.5% |
| **Kelso School District** | | | | | | | | | | | | | | | | | |
| Kelso High School | 9-12 | 1797 | 658 | 33.8 | 83.2 | 80.6 | 77.2 | 31.3 | 43.5 | 33.3 | 66.3% | 3.4 | 6.8% | 2.0 | 4.0% | 11.5 | 22.9% |
| **Kennewick School District** | | | | | | | | | | | | | | | | | |
| Kamiakin High School | 9-12 | 1558 | 210 | 13.8 | 85.3 | 63.7 | 88.9 | 50.8 | 73.0 | 43.6 | 74.2% | 2.0 | 3.4% | 2.0 | 3.4% | 11.2 | 19.0% |
| Kennewick High School | 9-12 | 1573 | 8 | 38.6 | 66.0 | 57.2 | 65.4 | 31.4 | 43.5 | 57.0 | 72.8% | 7.3 | 9.3% | 5.7 | 7.3% | 8.4 | 10.7% |
| Southridge High School | 9-12 | 1377 | -46 | 19.5 | 81.0 | 68.2 | 76.4 | 40.9 | 50.7 | 43.8 | 68.4% | 9.0 | 14.1% | 3.6 | 5.6% | 7.6 | 11.9% |
| **Kent School District** | | | | | | | | | | | | | | | | | |
| Kentlake High School | 9-12 | 1988 | 737 | 25.1 | 79.2 | 63.8 | 70.4 | 45.5 | 46.9 | 26.4 | 55.9% | 2.0 | 4.2% | 5.9 | 12.5% | 12.9 | 27.3% |
| Kent-Meridian High School | 9-12 | 1918 | 566 | 55.6 | 43.2 | 52.3 | 61.7 | 26.4 | 34.2 | 20.6 | 37.6% | 1.7 | 3.1% | 16.9 | 30.8% | 15.6 | 28.5% |
| Kentridge High School | 9-12 | 2212 | 796 | 17.9 | 66.7 | 61.1 | 81.5 | 50.8 | 59.5 | 36.4 | 60.8% | 2.5 | 4.2% | 8.0 | 13.4% | 13.0 | 21.7% |
| Kentwood High School | 9-12 | 2279 | 700 | 19.6 | 69.9 | 63.1 | 80.2 | 47.9 | 57.7 | 37.1 | 65.2% | 6.9 | 12.1% | 5.2 | 9.1% | 7.7 | 13.5% |
| **Kettle Falls School District** | | | | | | | | | | | | | | | | | |
| Kettle Falls High School | 9-12 | 307 | -22 | 38.5 | 93.5 | 67.5 | 79.7 | 34.9 | 48.6 | 9.0 | 53.0% | 1.0 | 5.9% | 4.3 | 25.4% | 2.7 | 15.7% |
| **Kiona-Benton City School District** | | | | | | | | | | | | | | | | | |
| Kiona-Benton City High | 9-12 | 521 | 17 | 37.2 | 76.0 | 59.7 | 60.0 | 39.1 | 32.6 | 20.7 | 85.6% | 0.5 | 1.9% | 1.0 | 4.1% | 2.0 | 8.3% |
| **Kittitas School District** | | | | | | | | | | | | | | | | | |
| Kittitas High School | 6-12 | 340 | 74 | 25.2 | 84.1 | 63.0 | 66.7 | 33.3 | 47.6 | 8.6 | 71.7% | 1.4 | 11.7% | 0.0 | 0.0% | 2.0 | 16.7% |
| **LaCenter School District** | | | | | | | | | | | | | | | | | |
| La Center High School | 9-12 | 443 | -48 | 18.5 | 90.5 | 70.8 | 79.6 | 45.6 | 60.2 | 18.0 | 81.8% | 1.0 | 4.5% | 2.0 | 9.1% | 1.0 | 4.5% |

**Appendix D: High School Teacher Retention and Mobility by District and School**
**Classroom Teachers after five years (2000-01 to 2004-05)**

| Districts and Schools | School grade range | Student Enrollment 2004-05 | Change in Enrollment | Poverty (FRPL) 2004-05 | Student % White 2004-05 | Reading WASL Scores | | Math WASL Scores | | Stayers (same school) | | Movers (in district) | | Movers (out district) | | Leavers (out of WA system) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | 2000-01 | 2004-05 | 2000-01 | 2004-05 | FTE | Percent | FTE | Percent | FTE | Percent | FTE | Percent |
| **LaConner School District** | | | | | | | | | | | | | | | | | |
| La Conner High School | 9-12 | 209 | -44 | 17.9 | 76.6 | 58.8 | 87.9 | 47.1 | 55.2 | 5.4 | 38.8% | 2.0 | 14.4% | 2.5 | 18.0% | 4.0 | 28.8% |
| **Lake Chelan School District** | | | | | | | | | | | | | | | | | |
| Chelan High School | 9-12 | 381 | -62 | 41.8 | 63.3 | 57.3 | 63.3 | 40.2 | 42.4 | 10.6 | 45.7% | 4.5 | 19.5% | 2.2 | 9.6% | 5.8 | 25.1% |
| **Lake Quinault School District** | | | | | | | | | | | | | | | | | |
| Lake Quinault High School | 7-12 | 141 | 45 | 74.2 | 64.5 | 51.9 | 61.9 | 14.8 | 28.6 | 4.0 | 44.6% | 2.0 | 22.3% | 0.0 | 0.0% | 3.0 | 33.0% |
| **Lake Stevens School District** | | | | | | | | | | | | | | | | | |
| Lake Stevens Sr High School | 9-12 | 2142 | 325 | 17.5 | 90.8 | 68.8 | 72.7 | 43.1 | 48.5 | 51.4 | 65.7% | 4.0 | 5.1% | 8.0 | 10.2% | 14.8 | 18.9% |
| Prove High School | 9-12 | 128 | 20 | 37.7 | 89.1 | 53.8 | 31.6 | 30.8 | 10.5 | 3.0 | 75.0% | 0.0 | 0.0% | 1.0 | 25.0% | 0.0 | 0.0% |
| **Lake Washington School District** | | | | | | | | | | | | | | | | | |
| Best Sr High | 9-12 | 176 | -39 | 19.0 | 69.9 | 55.6 | 67.5 | 5.6 | 35.0 | 4.4 | 42.7% | 0.4 | 3.9% | 4.5 | 43.7% | 1.0 | 9.7% |
| Eastlake High School | 10-12 | 1285 | 11 | 2.5 | 89.6 | 85.6 | 92.8 | 73.0 | 77.0 | 29.4 | 56.6% | 8.2 | 15.8% | 6.0 | 11.6% | 8.3 | 16.0% |
| International Community School | 7-12 | 376 | 91 | 0.5 | 76.6 | 100.0 | 100.0 | 100.0 | 100.0 | 8.0 | 68.4% | 1.5 | 12.8% | 1.2 | 10.3% | 1.0 | 8.5% |
| Juanita High | 10-12 | 1051 | -212 | 14.3 | 77.6 | 75.2 | 83.2 | 56.6 | 59.2 | 32.2 | 57.1% | 5.8 | 10.3% | 7.5 | 13.3% | 10.9 | 19.3% |
| Lake Washington High | 10-12 | 1149 | -243 | 9.5 | 76.8 | 64.8 | 83.8 | 48.6 | 59.9 | 29.8 | 49.5% | 9.5 | 15.8% | 5.5 | 9.1% | 15.4 | 25.6% |
| Redmond High | 10-12 | 1446 | 102 | 8.6 | 78.6 | 84.9 | 85.9 | 62.9 | 69.3 | 30.3 | 51.3% | 7.6 | 12.9% | 5.8 | 9.8% | 15.4 | 26.1% |
| **Lakewood School District** | | | | | | | | | | | | | | | | | |
| Lakewood High School | 9-12 | 756 | 53 | 13.6 | 85.7 | 69.6 | 73.4 | 39.1 | 52.1 | 22.9 | 72.2% | 1.0 | 3.2% | 3.4 | 10.7% | 4.4 | 13.9% |
| **Liberty School District** | | | | | | | | | | | | | | | | | |
| Liberty High School | 9-12 | 178 | -27 | 27.2 | 93.8 | 74.4 | 63.8 | 43.6 | 36.2 | 5.4 | 46.1% | 1.0 | 8.5% | 1.0 | 8.5% | 4.3 | 36.8% |
| **Lind School District** | | | | | | | | | | | | | | | | | |
| Lind Jr Sr High | 7-12 | 107 | 6 | 53.8 | 78.5 | 60.0 | 94.7 | 26.7 | 63.2 | 4.7 | 51.2% | 0.8 | 9.1% | 1.1 | 11.5% | 2.6 | 28.1% |
| **Longview School District** | | | | | | | | | | | | | | | | | |
| Mark Morris High School | 9-12 | 1129 | -18 | 25.3 | 88.0 | 67.5 | 75.4 | 43.1 | 51.2 | 37.4 | 76.1% | 4.0 | 8.2% | 0.0 | 0.0% | 7.7 | 15.7% |
| R A Long High School | 9-12 | 1132 | 72 | 43.0 | 79.6 | 49.6 | 67.6 | 25.3 | 41.4 | 34.7 | 76.8% | 2.0 | 4.4% | 0.0 | 0.0% | 8.5 | 18.8% |
| **Lopez School District** | | | | | | | | | | | | | | | | | |
| Lopez Middle High School | 6-12 | 162 | 18 | 39.9 | 90.7 | 70.0 | 89.3 | 46.7 | 75.0 | 6.4 | 69.6% | 0.0 | 0.0% | 0.0 | 0.0% | 2.8 | 30.4% |
| **Lyle School District** | | | | | | | | | | | | | | | | | |
| Lyle High School | 9-12 | 124 | -90 | 51.3 | 82.3 | 41.7 | 61.3 | 42.9 | 16.1 | 7.0 | 55.1% | 2.0 | 15.7% | 1.7 | 13.4% | 2.0 | 15.7% |
| **Lynden School District** | | | | | | | | | | | | | | | | | |
| Lynden High School | 9-12 | 903 | 67 | 26.3 | 80.4 | 69.5 | 71.6 | 53.8 | 55.0 | 26.1 | 70.0% | 2.1 | 5.6% | 3.5 | 9.4% | 5.6 | 15.1% |
| **Mabton School District** | | | | | | | | | | | | | | | | | |
| Mabton Jr Sr High School | 7-12 | 395 | 66 | 79.1 | 5.8 | 6.8 | 41.3 | 3.4 | 21.1 | 12.4 | 59.6% | 0.0 | 0.0% | 5.2 | 24.8% | 3.3 | 15.6% |
| **Manson School District** | | | | | | | | | | | | | | | | | |
| Manson Junior Senior High School | 7-12 | 276 | -50 | 56.3 | 37.7 | 54.0 | 86.3 | 28.0 | 39.2 | 14.5 | 82.8% | 0.0 | 0.0% | 0.0 | 0.0% | 3.0 | 17.2% |
| **Mary M Knight School District** | | | | | | | | | | | | | | | | | |
| Mary M. Knight High School | 7-12 | 102 | -2 | 52.5 | 90.2 | 70.0 | 86.7 | 35.0 | 40.0 | 5.3 | 62.8% | 0.0 | 0.0% | 2.6 | 30.1% | 0.6 | 7.1% |
| **Mary Walker School District** | | | | | | | | | | | | | | | | | |
| Mary Walker High School | 9-12 | 151 | -39 | 36.2 | 86.1 | 53.8 | 83.3 | 33.3 | 55.6 | 8.5 | 75.5% | 0.2 | 1.5% | 0.3 | 2.2% | 2.3 | 20.8% |
| **Marysville School District** | | | | | | | | | | | | | | | | | |
| Heritage School | 9-12 | 59 | 8 | 66.7 | 3.4 | 41.2 | 40.0 | 5.9 | 7.1 | 0.9 | 34.3% | 0.2 | 8.9% | 0.0 | 0.0% | 1.5 | 56.9% |
| Marysville Alternative High Schl | 9-12 | 209 | -63 | 45.5 | 77.5 | 57.6 | 61.7 | 15.6 | 16.0 | 8.6 | 63.2% | 1.0 | 7.4% | 0.0 | 0.0% | 4.0 | 29.4% |
| Marysville Pilchuck High School | 9-12 | 2502 | -149 | 18.1 | 80.8 | 59.2 | 65.2 | 36.2 | 42.2 | 67.8 | 59.2% | 7.3 | 6.4% | 16.5 | 14.4% | 22.9 | 20.0% |
| **Mead School District** | | | | | | | | | | | | | | | | | |
| Mead Alternative High School | 9-12 | 102 | -27 | 38.7 | 94.1 | NA | 36.1 | NA | 2.9 | 4.0 | 51.9% | 2.7 | 35.1% | 1.0 | 13.0% | 0.0 | 0.0% |
| Mead Senior High School | 9-12 | 1621 | 167 | 16.0 | 93.5 | 85.3 | 85.7 | 57.8 | 65.1 | 50.3 | 75.6% | 1.9 | 2.9% | 2.6 | 3.9% | 11.7 | 17.6% |
| Mt Spokane High School | 9-12 | 1394 | 118 | 19.2 | 94.8 | 80.6 | 83.8 | 49.6 | 57.5 | 46.2 | 72.9% | 3.0 | 4.7% | 5.2 | 8.2% | 9.0 | 14.2% |
| **Medical Lake School District** | | | | | | | | | | | | | | | | | |
| Medical Lake High School | 9-12 | 699 | 49 | 22.8 | 88.1 | 74.4 | 72.7 | 36.3 | 41.2 | 19.4 | 60.1% | 0.9 | 2.8% | 3.0 | 9.3% | 9.0 | 27.9% |
| **Mercer Island School District** | | | | | | | | | | | | | | | | | |
| Mercer Island High School | 9-12 | 1466 | 53 | 1.1 | 78.0 | 84.6 | 92.9 | 79.9 | 84.3 | 41.5 | 62.7% | 1.5 | 2.3% | 7.0 | 10.6% | 16.2 | 24.5% |

**Appendix D: High School Teacher Retention and Mobility by District and School**
**Classroom Teachers after five years (2000-01 to 2004-05)**

| Districts and Schools | School grade range | Student Enrollment 2004-05 | Change in Enrollment | Poverty (FRPL) 2004-05 | Student % White 2004-05 | Reading WASL Scores | | Math WASL Scores | | Stayers (same school) | | Movers (in district) | | Movers (out district) | | Leavers (out of WA system) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | 2000-01 | 2004-05 | 2000-01 | 2004-05 | FTE | Percent | FTE | Percent | FTE | Percent | FTE | Percent |
| **Meridian School District** | | | | | | | | | | | | | | | | | |
| Meridian High School | 9-12 | 487 | -29 | 28.3 | 87.1 | 69.8 | 81.7 | 57.8 | 55.0 | 17.0 | 70.5% | 1.3 | 5.4% | 1.0 | 4.1% | 4.8 | 19.9% |
| **Methow Valley School District** | | | | | | | | | | | | | | | | | |
| Liberty Bell Jr Sr High | 7-12 | 326 | -50 | 29.7 | 94.5 | 72.0 | 92.2 | 42.0 | 68.6 | 9.5 | 46.8% | 0.6 | 3.0% | 3.0 | 14.8% | 7.2 | 35.5% |
| **Monroe School District** | | | | | | | | | | | | | | | | | |
| Monroe High School | 8-12 | 1334 | 215 | 13.6 | 87.2 | 74.3 | 75.9 | 46.1 | 48.9 | 32.6 | 61.2% | 1.0 | 1.9% | 7.6 | 14.3% | 12.1 | 22.7% |
| **Montesano School District** | | | | | | | | | | | | | | | | | |
| Montesano Jr-Sr High | 7-12 | 711 | -31 | 19.6 | 90.7 | 52.3 | 67.9 | 30.0 | 42.5 | 17.7 | 48.7% | 3.9 | 10.6% | 9.0 | 24.7% | 5.8 | 16.0% |
| **Morton School District** | | | | | | | | | | | | | | | | | |
| Morton Junior-Senior High | 6-12 | 262 | -13 | 50.7 | 94.7 | 62.5 | 60.5 | 25.0 | 42.1 | 9.8 | 60.1% | 1.0 | 6.1% | 1.0 | 6.1% | 4.5 | 27.6% |
| **Moses Lake School District** | | | | | | | | | | | | | | | | | |
| Moses Lake High School | 9-12 | 1828 | 86 | 43.0 | 69.5 | 51.1 | 67.1 | 23.0 | 45.8 | 55.6 | 72.6% | 5.0 | 6.5% | 3.0 | 3.9% | 13.0 | 17.0% |
| **Mossyrock School District** | | | | | | | | | | | | | | | | | |
| Mossyrock Middle & High School | 7-12 | 321 | 23 | 44.5 | 87.5 | 66.0 | 75.0 | 47.2 | 42.9 | 11.5 | 63.9% | 0.0 | 0.0% | 2.0 | 11.1% | 4.5 | 25.0% |
| **Mount Adams School District** | | | | | | | | | | | | | | | | | |
| White Swan High School | 9-12 | 295 | 9 | 78.1 | 10.5 | 44.3 | 50.7 | 10.0 | 11.8 | 8.3 | 37.6% | 2.7 | 12.0% | 5.3 | 24.1% | 5.8 | 26.3% |
| **Mount Baker School District** | | | | | | | | | | | | | | | | | |
| Mount Baker Senior High | 9-12 | 741 | 64 | 39.2 | 85.7 | 73.1 | 73.4 | 49.0 | 47.7 | 23.2 | 67.2% | 2.0 | 5.8% | 2.2 | 6.2% | 7.2 | 20.8% |
| **Mount Vernon School District** | | | | | | | | | | | | | | | | | |
| Mount Vernon High School | 9-12 | 1777 | 69 | 46.2 | 62.2 | 45.1 | 51.2 | 35.2 | 30.8 | 49.7 | 68.1% | 4.0 | 5.5% | 7.7 | 10.5% | 11.7 | 16.0% |
| **Mukilteo School District** | | | | | | | | | | | | | | | | | |
| Aces High School | 9-12 | 179 | -19 | 47.7 | 63.1 | 36.4 | 29.4 | 9.1 | 17.6 | 6.0 | 57.1% | 0.0 | 0.0% | 3.0 | 28.6% | 1.5 | 14.3% |
| Kamiak High School | 9-12 | 2202 | 288 | 11.1 | 75.9 | 73.6 | 83.0 | 48.9 | 63.3 | 61.6 | 78.3% | 2.5 | 3.2% | 3.0 | 3.8% | 11.6 | 14.7% |
| Mariner High School | 9-12 | 2133 | 408 | 50.3 | 59.1 | 53.5 | 64.4 | 23.7 | 36.4 | 45.6 | 60.3% | 8.4 | 11.1% | 5.5 | 7.3% | 16.1 | 21.3% |
| **Naches Valley School District** | | | | | | | | | | | | | | | | | |
| Naches Valley High School | 9-12 | 526 | 41 | 24.0 | 87.5 | 81.0 | 70.1 | 59.2 | 38.1 | 16.3 | 74.9% | 0.0 | 0.0% | 1.0 | 4.6% | 4.5 | 20.5% |
| **Napavine School District** | | | | | | | | | | | | | | | | | |
| Napavine Jr Sr High School | 7-12 | 340 | 30 | 33.1 | 92.1 | 77.6 | 78.0 | 34.7 | 54.0 | 12.8 | 75.3% | 0.4 | 2.4% | 1.0 | 5.9% | 2.8 | 16.5% |
| **Naselle-Grays River Valley School District** | | | | | | | | | | | | | | | | | |
| Naselle Jr Sr High Schools | 7-12 | 163 | -2 | 43.8 | 92.0 | 75.8 | 90.2 | 42.4 | 65.9 | 6.8 | 41.0% | 2.6 | 15.8% | 2.8 | 17.0% | 4.4 | 26.3% |
| **Newport School District** | | | | | | | | | | | | | | | | | |
| Newport High School | 9-12 | 397 | -51 | 49.6 | 94.2 | 40.6 | 72.5 | 17.8 | 51.0 | 19.8 | 73.1% | 1.0 | 3.7% | 1.0 | 3.7% | 5.3 | 19.6% |
| **Nine Mile Falls School District** | | | | | | | | | | | | | | | | | |
| Lakeside High School | 9-12 | 559 | 6 | 18.3 | 94.8 | 70.3 | 77.3 | 44.3 | 56.7 | 18.7 | 70.3% | 1.3 | 4.9% | 1.5 | 5.6% | 5.1 | 19.2% |
| **Nooksack School District** | | | | | | | | | | | | | | | | | |
| Nooksack Valley High School | 9-12 | 601 | 82 | 35.4 | 77.9 | 67.4 | 75.2 | 46.0 | 51.4 | 16.9 | 67.4% | 0.0 | 0.0% | 3.0 | 12.0% | 5.2 | 20.6% |
| **North Beach School District** | | | | | | | | | | | | | | | | | |
| North Beach High School | 9-12 | 245 | 43 | 43.8 | 75.9 | 55.4 | 65.3 | 28.6 | 44.4 | 8.2 | 59.1% | 1.0 | 7.2% | 1.0 | 7.2% | 3.7 | 26.5% |
| **North Franklin School District** | | | | | | | | | | | | | | | | | |
| Connell High School | 9-12 | 511 | -62 | 62.2 | 40.7 | 58.5 | 66.7 | 29.4 | 41.9 | 20.2 | 67.2% | 1.5 | 5.0% | 3.0 | 10.0% | 5.3 | 17.8% |
| **North Kitsap School District** | | | | | | | | | | | | | | | | | |
| North Kitsap High School | 10-12 | 1469 | -28 | 16.3 | 82.6 | 73.1 | 77.0 | 48.2 | 46.0 | 41.4 | 54.9% | 10.0 | 13.3% | 7.5 | 9.9% | 16.5 | 21.8% |
| **North Mason School District** | | | | | | | | | | | | | | | | | |
| North Mason Senior High School | 9-12 | 760 | 2 | 26.1 | 88.7 | 76.5 | 75.1 | 45.3 | 52.8 | 23.2 | 58.4% | 1.0 | 2.5% | 9.0 | 22.7% | 6.5 | 16.4% |
| **North Thurston Public Schools** | | | | | | | | | | | | | | | | | |
| North Thurston High School | 9-12 | 1471 | 122 | 26.9 | 71.4 | 74.4 | 74.2 | 44.5 | 51.8 | 49.3 | 72.4% | 1.0 | 1.5% | 5.0 | 7.3% | 12.8 | 18.8% |
| River Ridge High School | 9-12 | 1187 | 0 | 24.5 | 57.0 | 71.1 | 73.8 | 40.3 | 39.5 | 36.6 | 63.1% | 7.2 | 12.4% | 5.6 | 9.7% | 8.6 | 14.8% |
| South Sound High School | 9-12 | 163 | -65 | 40.2 | 68.1 | 27.0 | 85.7 | 6.3 | 23.1 | 4.0 | 29.0% | 7.8 | 56.5% | 0.0 | 0.0% | 2.0 | 14.5% |
| Timberline High School | 9-12 | 1275 | -59 | 23.9 | 68.9 | 76.1 | 77.6 | 52.6 | 49.9 | 45.0 | 68.3% | 7.3 | 11.1% | 3.5 | 5.3% | 10.1 | 15.3% |
| **Northport School District** | | | | | | | | | | | | | | | | | |
| Northport High School | 9-12 | 71 | -17 | 61.8 | 85.9 | 78.3 | 76.5 | 47.8 | 17.6 | 2.3 | 53.5% | 0.0 | 0.0% | 1.0 | 23.3% | 1.0 | 23.3% |

**Appendix D: High School Teacher Retention and Mobility by District and School**
**Classroom Teachers after five years (2000-01 to 2004-05)**

| Districts and Schools | School grade range | Student Enrollment 2004-05 | Change in Enrollment | Poverty (FRPL) 2004-05 | Student % White 2004-05 | Reading WASL Scores | | Math WASL Scores | | Stayers (same school) | | Movers (in district) | | Movers (out district) | | Leavers (out of WA system) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | 2000-01 | 2004-05 | 2000-01 | 2004-05 | FTE | Percent | FTE | Percent | FTE | Percent | FTE | Percent |
| **Northshore School District** | | | | | | | | | | | | | | | | | |
| Bothell High School | 10-12 | 1596 | -10 | 9.5 | 83.4 | 74.6 | 83.4 | 56.2 | 65.3 | 41.5 | 61.7% | 6.8 | 10.1% | 1.0 | 1.5% | 18.0 | 26.7% |
| Inglemoor Hs | 10-12 | 1892 | 159 | 8.2 | 76.7 | 84.6 | 88.6 | 65.8 | 75.1 | 50.5 | 69.5% | 3.8 | 5.2% | 1.4 | 1.9% | 17.0 | 23.4% |
| Woodinville Hs | 10-12 | 1429 | -21 | 5.4 | 88.2 | 76.2 | 92.4 | 59.2 | 74.5 | 39.0 | 62.9% | 5.4 | 8.7% | 4.6 | 7.4% | 13.0 | 21.0% |
| **Oak Harbor School District** | | | | | | | | | | | | | | | | | |
| Oak Harbor High School | 9-12 | 1769 | 33 | 17.2 | 73.1 | 62.4 | 74.1 | 38.3 | 47.5 | 44.7 | 54.2% | 6.0 | 7.3% | 6.6 | 8.0% | 25.2 | 30.5% |
| **Oakesdale School District** | | | | | | | | | | | | | | | | | |
| Oakesdale High School | 7-12 | 71 | -3 | 36.8 | 100.0 | 40.0 | 80.0 | 20.0 | 60.0 | 4.5 | 75.1% | 0.1 | 2.3% | 0.0 | 0.0% | 1.4 | 22.6% |
| **Oakville School District** | | | | | | | | | | | | | | | | | |
| Oakville High School | 7-12 | 140 | -53 | 55.6 | 70.0 | 22.2 | 78.3 | 7.4 | 30.4 | 6.3 | 55.8% | 0.6 | 5.1% | 1.1 | 10.0% | 3.3 | 29.0% |
| **Ocean Beach School District** | | | | | | | | | | | | | | | | | |
| Ilwaco Jr Sr High | 7-12 | 522 | -28 | 60.5 | 83.7 | 61.0 | 83.8 | 41.5 | 63.8 | 13.4 | 43.7% | 1.5 | 4.9% | 6.0 | 19.6% | 9.8 | 31.8% |
| **Ocosta School District** | | | | | | | | | | | | | | | | | |
| Ocosta Junior - Senior High | 7-12 | 355 | 10 | 46.1 | 82.5 | 49.2 | 68.4 | 20.0 | 47.4 | 10.0 | 47.3% | 0.0 | 0.0% | 2.8 | 13.4% | 8.3 | 39.4% |
| **Odessa School District** | | | | | | | | | | | | | | | | | |
| Odessa High School | 7-12 | 157 | -18 | 41.9 | 97.5 | 71.0 | 88.2 | 51.6 | 58.8 | 11.1 | 90.2% | 0.2 | 1.6% | 0.0 | 0.0% | 1.0 | 8.1% |
| **Okanogan School District** | | | | | | | | | | | | | | | | | |
| Okanogan High School | 7-12 | 329 | -174 | 34.2 | 70.2 | 47.3 | 76.3 | 21.6 | 29.9 | 15.3 | 60.2% | 0.0 | 0.0% | 6.0 | 23.6% | 4.1 | 16.1% |
| **Olympia School District** | | | | | | | | | | | | | | | | | |
| Capital High School | 9-12 | 1499 | -134 | 13.4 | 79.7 | 67.7 | 84.6 | 48.3 | 61.5 | 40.0 | 55.7% | 9.1 | 12.6% | 5.0 | 7.0% | 17.7 | 24.7% |
| Olympia High School | 9-12 | 1788 | 142 | 12.3 | 84.9 | 78.6 | 85.7 | 56.3 | 65.9 | 53.2 | 72.2% | 4.8 | 6.6% | 1.2 | 1.7% | 14.4 | 19.5% |
| **Omak School District** | | | | | | | | | | | | | | | | | |
| Omak High School | 9-12 | 516 | -58 | 37.3 | 60.1 | 70.4 | 76.3 | 40.4 | 44.9 | 20.4 | 64.6% | 2.7 | 8.5% | 3.2 | 10.1% | 5.3 | 16.8% |
| **Onalaska School District** | | | | | | | | | | | | | | | | | |
| Onalaska High School | 9-12 | 259 | -114 | 25.1 | 86.9 | 49.0 | 59.7 | 24.5 | 32.8 | 12.0 | 78.4% | 0.8 | 5.2% | 0.4 | 2.6% | 2.1 | 13.7% |
| **Orcas Island School District** | | | | | | | | | | | | | | | | | |
| Orcas Island High School | 9-12 | 187 | 13 | 33.0 | 95.2 | 64.2 | 88.0 | 52.8 | 59.2 | 7.3 | 45.3% | 4.5 | 28.0% | 0.0 | 0.0% | 4.3 | 26.7% |
| **Oroville School District** | | | | | | | | | | | | | | | | | |
| Oroville Middle-High School | 7-12 | 340 | -26 | 58.9 | 73.5 | 69.2 | 71.2 | 36.5 | 38.5 | 12.3 | 70.7% | 1.0 | 5.7% | 0.0 | 0.0% | 4.1 | 23.6% |
| **Orting School District** | | | | | | | | | | | | | | | | | |
| Orting High School | 9-12 | 562 | 48 | 20.0 | 87.9 | 53.5 | 75.0 | 36.4 | 42.4 | 14.8 | 58.5% | 2.5 | 9.9% | 1.0 | 4.0% | 7.0 | 27.7% |
| **Othello School District** | | | | | | | | | | | | | | | | | |
| Othello High School | 8-12 | 843 | 23 | 66.5 | 27.0 | 52.1 | 59.6 | 23.7 | 33.5 | 22.1 | 57.4% | 3.1 | 8.1% | 6.8 | 17.7% | 6.5 | 16.9% |
| **Palouse School District** | | | | | | | | | | | | | | | | | |
| Palouse High School | 9-12 | 73 | -63 | 28.9 | 97.3 | 66.7 | 94.1 | 30.8 | 94.1 | 5.0 | 54.1% | 0.0 | 0.0% | 2.0 | 21.6% | 2.3 | 24.3% |
| **Pasco School District** | | | | | | | | | | | | | | | | | |
| New Horizons High School | 9-12 | 185 | 37 | 85.2 | 23.8 | 7.7 | 40.0 | NA | 8.6 | 5.0 | 55.6% | 1.0 | 11.1% | 0.0 | 0.0% | 3.0 | 33.3% |
| Pasco Senior High School | 9-12 | 2774 | 489 | 65.9 | 31.4 | 45.0 | 59.1 | 19.5 | 28.6 | 79.4 | 67.0% | 12.9 | 10.9% | 8.0 | 6.8% | 18.2 | 15.4% |
| **Pateros School District** | | | | | | | | | | | | | | | | | |
| Pateros High School | 7-12 | 186 | 14 | 40.7 | 63.4 | 70.6 | 70.6 | 23.3 | 52.6 | 3.0 | 31.9% | 2.1 | 22.3% | 1.9 | 20.2% | 2.4 | 25.5% |
| **Peninsula School District** | | | | | | | | | | | | | | | | | |
| Gig Harbor High | 9-12 | 1727 | -47 | 7.6 | 89.8 | 83.8 | 85.1 | 56.1 | 57.4 | 43.7 | 59.3% | 8.0 | 10.9% | 5.0 | 6.8% | 17.0 | 23.1% |
| Peninsula High School | 9-12 | 1471 | 12 | 22.3 | 89.1 | 65.6 | 77.4 | 37.6 | 50.0 | 41.8 | 66.8% | 5.4 | 8.6% | 6.0 | 9.6% | 9.4 | 15.0% |
| **Pomeroy School District** | | | | | | | | | | | | | | | | | |
| Pomeroy Jr Sr High School | 7-12 | 231 | -12 | 34.3 | 89.6 | 58.1 | 71.0 | 30.2 | 45.2 | 9.4 | 62.6% | 3.8 | 25.1% | 0.0 | 0.0% | 1.9 | 12.3% |
| **Port Angeles School District** | | | | | | | | | | | | | | | | | |
| Choice Community School | 9-12 | 111 | -43 | 41.2 | 78.4 | 25.0 | 28.0 | 5.0 | 4.0 | 2.0 | 28.6% | 3.0 | 42.9% | 1.0 | 14.3% | 1.0 | 14.3% |
| Port Angeles High School | 9-12 | 1514 | -43 | 24.6 | 87.3 | 73.6 | 76.2 | 53.7 | 50.6 | 45.4 | 64.2% | 3.2 | 4.5% | 8.0 | 11.3% | 14.2 | 20.1% |
| **Port Townsend School District** | | | | | | | | | | | | | | | | | |
| Port Townsend High School | 9-12 | 577 | -48 | 23.5 | 88.9 | 63.3 | 70.7 | 38.6 | 41.4 | 14.1 | 51.2% | 2.2 | 8.0% | 1.6 | 5.8% | 9.6 | 35.0% |

**Appendix D: High School Teacher Retention and Mobility by District and School**
**Classroom Teachers after five years (2000-01 to 2004-05)**

| Districts and Schools | School grade range | Student Enrollment 2004-05 | Change in Enrollment | Poverty (FRPL) 2004-05 | Student % White 2004-05 | Reading WASL Scores | | Math WASL Scores | | Stayers (same school) | | Movers (in district) | | Movers (out district) | | Leavers (out of WA system) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | 2000-01 | 2004-05 | 2000-01 | 2004-05 | FTE | Percent | FTE | Percent | FTE | Percent | FTE | Percent |
| **Prosser School District** | | | | | | | | | | | | | | | | | |
| Prosser High School | 9-12 | 829 | -46 | 44.8 | 56.9 | 57.0 | 69.0 | 28.3 | 40.8 | 27.8 | 72.8% | 0.4 | 1.0% | 6.0 | 15.7% | 4.0 | 10.5% |
| **Pullman School District** | | | | | | | | | | | | | | | | | |
| Pullman High School | 9-12 | 742 | 17 | 21.5 | 81.5 | 85.9 | 87.8 | 62.9 | 70.3 | 22.0 | 61.8% | 1.0 | 2.8% | 2.0 | 5.6% | 10.6 | 29.8% |
| **Puyallup School District** | | | | | | | | | | | | | | | | | |
| E B Walker High School | 9-12 | 227 | -33 | 44.4 | 84.1 | 23.0 | 54.2 | 1.6 | 13.6 | 7.0 | 50.0% | 0.0 | 0.0% | 3.0 | 21.4% | 4.0 | 28.6% |
| Gov John Rogers High School | 10-12 | 1525 | 102 | 13.5 | 79.9 | 75.6 | 81.6 | 41.4 | 46.9 | 44.0 | 60.8% | 9.5 | 13.1% | 5.0 | 6.9% | 13.9 | 19.2% |
| Puyallup High School | 10-12 | 1650 | -12 | 16.3 | 85.7 | 64.0 | 73.5 | 36.2 | 44.5 | 46.6 | 52.6% | 8.7 | 9.8% | 11.6 | 13.1% | 21.7 | 24.5% |
| **Quillayute Valley School District** | | | | | | | | | | | | | | | | | |
| Forks High School | 9-12 | 339 | -55 | 37.6 | 69.3 | 50.5 | 51.2 | 20.2 | 24.4 | 13.0 | 45.5% | 0.3 | 1.2% | 4.0 | 14.1% | 11.2 | 39.2% |
| **Quincy School District** | | | | | | | | | | | | | | | | | |
| Quincy High School | 9-12 | 589 | -81 | 59.3 | 37.9 | 47.7 | 65.8 | 24.6 | 40.9 | 14.0 | 40.9% | 4.0 | 11.7% | 5.3 | 15.4% | 11.0 | 32.1% |
| **Rainier School District** | | | | | | | | | | | | | | | | | |
| Rainier Senior High School | 9-12 | 329 | 19 | 35.4 | 91.8 | 66.7 | 83.8 | 29.9 | 39.2 | 13.1 | 55.9% | 3.5 | 14.9% | 3.8 | 16.3% | 3.0 | 12.8% |
| **Raymond School District** | | | | | | | | | | | | | | | | | |
| Raymond Jr Sr High School | 7-12 | 271 | -18 | 44.6 | 66.4 | 52.5 | 68.0 | 12.2 | 34.0 | 12.6 | 69.6% | 0.0 | 0.0% | 2.5 | 13.8% | 3.0 | 16.6% |
| **Reardan-Edwall School District** | | | | | | | | | | | | | | | | | |
| Reardan High School | 9-12 | 197 | 2 | 25.9 | 93.4 | 71.4 | 84.2 | 32.7 | 48.7 | 9.9 | 65.7% | 1.0 | 6.6% | 1.3 | 8.8% | 2.8 | 18.8% |
| **Renton School District** | | | | | | | | | | | | | | | | | |
| Black River High School | 9-12 | 120 | 1 | 42.5 | 30.8 | 15.6 | 22.0 | 0.0 | 9.8 | 5.8 | 47.5% | 1.4 | 11.5% | 2.0 | 16.4% | 3.0 | 24.6% |
| Hazen Senior High School | 9-12 | 1300 | 83 | 23.8 | 62.0 | 77.7 | 78.9 | 48.8 | 59.3 | 27.8 | 51.1% | 5.0 | 9.2% | 9.0 | 16.5% | 12.6 | 23.2% |
| Lindbergh Senior High School | 9-12 | 1213 | 15 | 27.1 | 57.3 | 71.3 | 73.2 | 46.1 | 43.6 | 21.4 | 40.5% | 5.4 | 10.2% | 7.0 | 13.3% | 19.0 | 36.0% |
| Renton Senior High School | 9-12 | 1007 | 150 | 41.3 | 20.7 | 54.4 | 59.5 | 29.5 | 27.9 | 22.4 | 55.9% | 4.0 | 10.0% | 6.2 | 15.5% | 7.5 | 18.7% |
| **Republic School District** | | | | | | | | | | | | | | | | | |
| Republic Jr Sr High School | 7-12 | 167 | -83 | 41.5 | 92.8 | 63.6 | 83.7 | 39.4 | 60.5 | 5.0 | 35.7% | 2.0 | 14.3% | 2.0 | 14.3% | 5.0 | 35.7% |
| **Richland School District** | | | | | | | | | | | | | | | | | |
| Hanford High School | 9-12 | 1281 | 62 | 15.4 | 84.4 | 75.6 | 83.0 | 59.9 | 64.7 | 62.4 | 71.9% | 13.0 | 15.0% | 6.0 | 6.9% | 5.4 | 6.2% |
| Richland High School | 8-12 | 2016 | 166 | 12.0 | 89.0 | 75.9 | 82.4 | 52.1 | 60.7 | 52.0 | 72.2% | 4.7 | 6.5% | 1.2 | 1.7% | 14.1 | 19.6% |
| **Ridgefield School District** | | | | | | | | | | | | | | | | | |
| Ridgefield High School | 9-12 | 624 | 19 | NA | 89.7 | 66.9 | 69.3 | 51.0 | 47.7 | 20.3 | 73.6% | 0.0 | 0.0% | 2.5 | 9.0% | 4.8 | 17.3% |
| **Ritzville School District** | | | | | | | | | | | | | | | | | |
| Ritzville High School | 9-12 | 123 | -13 | 30.8 | 95.9 | 84.8 | 88.0 | 45.5 | 48.0 | 9.6 | 96.2% | 0.1 | 1.3% | 0.0 | 0.0% | 0.2 | 2.4% |
| **Riverside School District** | | | | | | | | | | | | | | | | | |
| Riverside High School | 9-12 | 615 | -72 | 36.0 | 95.3 | 70.5 | 74.3 | 50.6 | 50.4 | 18.5 | 62.7% | 5.0 | 16.9% | 1.0 | 3.4% | 5.0 | 16.9% |
| **Riverview School District** | | | | | | | | | | | | | | | | | |
| Cedarcrest High School | 9-12 | 826 | -9 | 7.7 | 92.5 | 58.1 | 84.1 | 46.4 | 56.7 | 30.1 | 71.5% | 0.0 | 0.0% | 5.0 | 11.9% | 7.0 | 16.6% |
| **Rochester School District** | | | | | | | | | | | | | | | | | |
| Rochester High School | 9-12 | 595 | 86 | 38.6 | 83.7 | 59.3 | 58.0 | 30.9 | 26.8 | 20.0 | 70.2% | 1.5 | 5.3% | 2.0 | 7.0% | 5.0 | 17.5% |
| **Royal School District** | | | | | | | | | | | | | | | | | |
| Royal High School | 9-12 | 380 | 49 | 62.9 | 38.2 | 65.5 | 72.2 | 35.7 | 48.1 | 12.3 | 57.8% | 1.2 | 5.5% | 4.8 | 22.6% | 3.0 | 14.1% |
| **San Juan Island School District** | | | | | | | | | | | | | | | | | |
| Friday Harbor High School | 9-12 | 313 | 40 | 15.9 | 87.5 | 76.9 | 91.1 | 51.3 | 63.3 | 12.4 | 75.6% | 0.0 | 0.0% | 0.6 | 3.7% | 3.4 | 20.7% |

**Appendix D: High School Teacher Retention and Mobility by District and School**
**Classroom Teachers after five years (2000-01 to 2004-05)**

| Districts and Schools | School grade range | Student Enrollment 2004-05 | Change in Enrollment | Poverty (FRPL) 2004-05 | Student % White 2004-05 | Reading WASL Scores | | Math WASL Scores | | Stayers (same school) | | Movers (in district) | | Movers (out district) | | Leavers (out of WA system) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | 2000-01 | 2004-05 | 2000-01 | 2004-05 | FTE | Percent | FTE | Percent | FTE | Percent | FTE | Percent |
| **Seattle Public Schools** | | | | | | | | | | | | | | | | | |
| Ballard High School | 9-12 | 1620 | 118 | 22.8 | 62.5 | 58.5 | 77.6 | 43.5 | 53.1 | 45.0 | 65.7% | 6.3 | 9.2% | 6.0 | 8.8% | 11.2 | 16.4% |
| Cleveland High School | 9-12 | 770 | 33 | 63.1 | 10.8 | 29.0 | 56.8 | 8.1 | 23.2 | 18.0 | 44.9% | 2.0 | 5.0% | 4.0 | 10.0% | 16.1 | 40.1% |
| Franklin High School | 9-12 | 1500 | -108 | 46.1 | 12.7 | 56.8 | 64.1 | 27.5 | 31.3 | 36.6 | 52.4% | 3.0 | 4.3% | 4.0 | 5.7% | 26.2 | 37.5% |
| Garfield High School | 9-12 | 1625 | -108 | 24.7 | 43.1 | 52.6 | 76.1 | 49.8 | 56.0 | 34.0 | 49.0% | 8.0 | 11.5% | 6.0 | 8.6% | 21.4 | 30.8% |
| Ingraham High School | 9-12 | 1183 | 233 | 45.4 | 35.2 | 43.3 | 65.6 | 25.8 | 39.5 | 24.0 | 54.2% | 4.0 | 9.0% | 2.0 | 4.5% | 14.3 | 32.3% |
| John Marshall High School | 6-12 | 165 | -1 | 64.6 | 33.3 | 17.9 | 30.2 | 5.1 | 4.9 | 8.8 | 59.5% | 1.0 | 6.8% | 1.0 | 6.8% | 4.0 | 27.0% |
| Middle College High School | 9-12 | 236 | -38 | 35.9 | 31.8 | 14.3 | 30.4 | 0.0 | 0.0 | 5.0 | 39.7% | 4.0 | 31.7% | 0.6 | 4.8% | 3.0 | 23.8% |
| Nathan Hale High School | 9-12 | 1073 | -16 | 16.6 | 61.5 | 73.9 | 83.9 | 57.7 | 59.8 | 25.9 | 48.1% | 8.8 | 16.3% | 3.2 | 5.9% | 16.0 | 29.7% |
| Nova High School | 9-12 | 281 | 46 | 15.4 | 81.5 | 70.1 | 86.7 | 53.7 | 46.7 | 6.0 | 54.5% | 0.8 | 7.3% | 2.0 | 18.2% | 2.2 | 20.0% |
| Rainier Beach High School | 9-12 | 521 | -162 | 68.8 | 8.3 | 28.8 | 52.4 | 11.2 | 12.7 | 15.6 | 37.3% | 16.2 | 38.8% | 3.0 | 7.2% | 7.0 | 16.7% |
| Roosevelt High School | 9-12 | 1623 | -150 | 22.0 | 59.1 | 76.1 | 80.6 | 58.7 | 62.4 | 48.7 | 63.9% | 4.6 | 6.0% | 3.4 | 4.5% | 19.5 | 25.6% |
| Sealth High School | 9-12 | 926 | -70 | 57.9 | 27.4 | 29.0 | 55.4 | 14.2 | 25.0 | 23.0 | 48.0% | 5.5 | 11.5% | 4.0 | 8.4% | 15.4 | 32.2% |
| South Lake High School | 9-12 | 136 | 8 | 70.7 | 13.2 | 25.6 | 23.1 | 5.1 | 5.3 | 7.0 | 87.5% | 1.0 | 12.5% | 0.0 | 0.0% | 0.0 | 0.0% |
| West Seattle High School | 9-12 | 1182 | 239 | 33.7 | 47.0 | 48.6 | 70.5 | 29.1 | 38.6 | 28.3 | 59.3% | 10.0 | 21.0% | 2.4 | 5.0% | 7.0 | 14.7% |
| **Sedro-Woolley School District** | | | | | | | | | | | | | | | | | |
| Sedro Woolley Senior High School | 9-12 | 1187 | 13 | 34.6 | 87.3 | 60.5 | 66.9 | 35.5 | 43.8 | 36.0 | 60.4% | 2.0 | 3.4% | 5.0 | 8.4% | 16.6 | 27.9% |
| State Street High School | 8-12 | 385 | -43 | 27.5 | 77.7 | 30.1 | 39.0 | 4.7 | 11.4 | 9.5 | 79.2% | 1.5 | 12.5% | 1.0 | 8.3% | 0.0 | 0.0% |
| **Selah School District** | | | | | | | | | | | | | | | | | |
| Selah Academy | 8-12 | 50 | -43 | 32.4 | 76.0 | NA | 47.6 | NA | 5.0 | 3.0 | 54.1% | 0.4 | 6.4% | 0.0 | 0.0% | 2.2 | 39.6% |
| Selah High School | 10-12 | 744 | 14 | 24.2 | 84.0 | 67.5 | 72.8 | 35.3 | 48.4 | 21.0 | 62.5% | 5.8 | 17.3% | 2.2 | 6.6% | 4.6 | 13.7% |
| **Selkirk School District** | | | | | | | | | | | | | | | | | |
| Selkirk Jr-Sr High | 7-12 | 194 | 14 | 44.8 | 92.3 | 63.0 | 95.2 | 33.3 | 71.4 | 7.1 | 63.0% | 1.2 | 10.3% | 0.0 | 0.0% | 3.0 | 26.7% |
| **Sequim School District** | | | | | | | | | | | | | | | | | |
| Sequim Senior High | 9-12 | 1031 | 96 | 20.9 | 86.5 | 69.1 | 80.0 | 46.1 | 56.2 | 29.0 | 71.8% | 2.2 | 5.4% | 2.0 | 5.0% | 7.2 | 17.8% |
| **Shelton School District** | | | | | | | | | | | | | | | | | |
| Shelton High School | 8-12 | 1106 | -470 | 31.7 | 80.9 | 62.4 | 67.8 | 36.5 | 38.8 | 43.8 | 60.6% | 11.0 | 15.2% | 3.5 | 4.8% | 14.0 | 19.4% |
| **Shoreline School District** | | | | | | | | | | | | | | | | | |
| Shorecrest High School | 9-12 | 1472 | -139 | 15.9 | 71.8 | 63.6 | 83.8 | 54.4 | 65.7 | 43.6 | 54.7% | 5.0 | 6.3% | 7.0 | 8.8% | 24.1 | 30.2% |
| Shorewood High School | 9-12 | 1837 | 46 | 13.5 | 68.8 | 74.0 | 82.3 | 61.8 | 65.1 | 52.5 | 59.1% | 1.9 | 2.1% | 8.9 | 10.0% | 25.6 | 28.8% |
| **Snohomish School District** | | | | | | | | | | | | | | | | | |
| Snohomish High School | 10-12 | 2041 | 159 | 9.6 | 92.6 | 70.4 | 76.6 | 41.0 | 50.4 | 47.4 | 60.6% | 5.6 | 7.2% | 5.4 | 6.9% | 19.8 | 25.3% |
| **Snoqualmie Valley School District** | | | | | | | | | | | | | | | | | |
| Mount Si High School | 9-12 | 1324 | 70 | 10.8 | 91.5 | 68.6 | 78.5 | 42.2 | 54.9 | 32.6 | 53.1% | 1.4 | 2.3% | 9.6 | 15.6% | 17.8 | 29.0% |
| Two Rivers School | 7-12 | 120 | -9 | 27.0 | 89.2 | 12.5 | 64.7 | NA | 35.3 | 6.2 | 86.1% | 1.0 | 13.9% | 0.0 | 0.0% | 0.0 | 0.0% |
| **Soap Lake School District** | | | | | | | | | | | | | | | | | |
| Soap Lake Middle & High School | 6-12 | 203 | -4 | 84.1 | 78.3 | 30.4 | 74.2 | 21.7 | 30.0 | 8.2 | 52.0% | 2.3 | 14.3% | 3.0 | 19.1% | 2.3 | 14.6% |
| **South Bend School District** | | | | | | | | | | | | | | | | | |
| South Bend High School | 9-12 | 190 | 52 | 49.4 | 62.1 | 62.2 | 59.1 | 27.0 | 50.0 | 9.0 | 75.0% | 1.0 | 8.3% | 1.3 | 11.1% | 0.7 | 5.6% |
| **South Kitsap School District** | | | | | | | | | | | | | | | | | |
| South Kitsap High School | 10-12 | 2488 | -36 | 0.6 | 83.6 | 59.6 | 75.2 | 38.4 | 47.5 | 63.8 | 61.6% | 10.1 | 9.8% | 2.8 | 2.7% | 26.8 | 25.9% |
| **South Whidbey School District** | | | | | | | | | | | | | | | | | |
| South Whidbey High School | 8-12 | 713 | -74 | 12.3 | 92.3 | 63.8 | 82.8 | 41.3 | 59.2 | 23.7 | 66.1% | 0.8 | 2.3% | 4.0 | 11.2% | 7.3 | 20.4% |
| **Spokane School District** | | | | | | | | | | | | | | | | | |
| Ferris High School | 9-12 | 1818 | -88 | 24.4 | 88.4 | 73.1 | 74.5 | 59.1 | 53.9 | 58.0 | 66.3% | 5.5 | 6.3% | 4.8 | 5.5% | 19.2 | 21.9% |
| Havermale Alternative | 8-12 | 479 | -140 | 63.2 | 75.8 | 26.7 | 39.3 | 5.8 | 9.0 | 14.7 | 62.0% | 4.0 | 16.9% | 0.0 | 0.0% | 5.0 | 21.1% |
| Lewis & Clark High School | 9-12 | 2021 | 352 | 29.7 | 85.7 | 81.8 | 75.6 | 58.2 | 56.9 | 58.0 | 75.8% | 3.0 | 3.9% | 3.5 | 4.6% | 12.0 | 15.7% |
| North Central High School | 9-12 | 1583 | 52 | 45.5 | 86.0 | 58.8 | 72.0 | 42.1 | 40.9 | 42.3 | 57.8% | 3.0 | 4.1% | 7.0 | 9.6% | 20.9 | 28.5% |
| Rogers High School | 9-12 | 1744 | 62 | 67.5 | 83.2 | 51.1 | 63.7 | 33.0 | 33.2 | 53.5 | 59.7% | 9.4 | 10.5% | 3.0 | 3.4% | 23.6 | 26.4% |
| Shadle Park High School | 9-12 | 1726 | -10 | 32.3 | 91.3 | 72.1 | 69.9 | 51.9 | 51.2 | 59.5 | 72.2% | 3.0 | 3.6% | 2.0 | 2.4% | 17.9 | 21.7% |

**Appendix D: High School Teacher Retention and Mobility by District and School**
**Classroom Teachers after five years (2000-01 to 2004-05)**

| Districts and Schools | School grade range | Student Enrollment 2004-05 | Change in Enrollment | Poverty (FRPL) 2004-05 | Student % White 2004-05 | Reading WASL Scores | | Math WASL Scores | | Stayers (same school) | | Movers (in district) | | Movers (out district) | | Leavers (out of WA system) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | 2000-01 | 2004-05 | 2000-01 | 2004-05 | FTE | Percent | FTE | Percent | FTE | Percent | FTE | Percent |
| **Sprague School District** | | | | | | | | | | | | | | | | | |
| Sprague High School | 9-12 | 42 | -3 | 47.6 | 81.0 | 100.0 | 100.0 | NA | 83.3 | 3.7 | 59.7% | 0.0 | 0.0% | 0.5 | 8.1% | 2.0 | 32.3% |
| **St. John School District** | | | | | | | | | | | | | | | | | |
| St John/Endicott High | 9-12 | 166 | 36 | 31.3 | 92.8 | 72.7 | 80.8 | 54.5 | 61.5 | 5.1 | 68.3% | 0.0 | 0.0% | 1.0 | 13.4% | 1.4 | 18.3% |
| **Stanwood-Camano School District** | | | | | | | | | | | | | | | | | |
| Stanwood High School | 9-12 | 1695 | 115 | 15.4 | 93.6 | 67.3 | 84.4 | 37.3 | 54.5 | 55.4 | 70.1% | 2.6 | 3.3% | 9.0 | 11.4% | 12.0 | 15.2% |
| **Steilacoom Hist. School District** | | | | | | | | | | | | | | | | | |
| Steilacoom High | 9-12 | 654 | 26 | 12.7 | 65.4 | 73.8 | 80.9 | 40.1 | 44.4 | 19.9 | 71.8% | 1.3 | 4.8% | 3.0 | 10.8% | 3.5 | 12.6% |
| **Stevenson-Carson School District** | | | | | | | | | | | | | | | | | |
| Stevenson High School | 9-12 | 421 | 27 | 36.0 | 87.9 | 58.6 | 75.8 | 33.3 | 41.8 | 16.9 | 84.3% | 0.1 | 0.6% | 1.0 | 5.0% | 2.0 | 10.0% |
| **Sultan School District** | | | | | | | | | | | | | | | | | |
| Sultan Senior High School | 9-12 | 636 | 62 | 29.2 | 88.7 | 55.1 | 63.6 | 34.0 | 37.6 | 17.0 | 65.4% | 1.0 | 3.8% | 0.0 | 0.0% | 8.0 | 30.8% |
| **Sumner School District** | | | | | | | | | | | | | | | | | |
| Sumner Senior High | 10-12 | 1811 | 196 | 18.1 | 88.2 | 54.8 | 76.3 | 33.4 | 51.0 | 48.3 | 63.5% | 2.2 | 2.9% | 6.6 | 8.7% | 19.0 | 25.0% |
| **Sunnyside School District** | | | | | | | | | | | | | | | | | |
| Pride High School | 9-12 | 119 | 23 | 85.8 | 10.9 | 17.6 | 20.7 | 0.0 | 3.4 | 3.0 | 75.0% | 0.0 | 0.0% | 1.0 | 25.0% | 0.0 | 0.0% |
| Sunnyside High School | 9-12 | 1379 | 11 | 69.5 | 22.3 | 47.9 | 53.5 | 14.7 | 22.9 | 32.0 | 54.6% | 3.3 | 5.7% | 4.0 | 6.8% | 19.2 | 32.8% |
| **Tacoma School District** | | | | | | | | | | | | | | | | | |
| Foss | 9-12 | 1767 | -138 | 47.7 | 44.6 | 53.3 | 64.1 | 27.3 | 36.0 | 55.3 | 65.0% | 11.0 | 12.9% | 1.0 | 1.2% | 17.9 | 21.0% |
| Lincoln | 9-12 | 1563 | -113 | 63.4 | 38.1 | 38.0 | 46.4 | 15.4 | 18.8 | 48.6 | 64.1% | 5.0 | 6.6% | 3.0 | 4.0% | 19.2 | 25.3% |
| Mt Tahoma | 9-12 | 1818 | 486 | 51.8 | 48.4 | 48.3 | 60.7 | 20.4 | 31.2 | 41.6 | 61.3% | 10.7 | 15.8% | 1.8 | 2.7% | 13.8 | 20.3% |
| Stadium | 9-12 | 1580 | -318 | 26.6 | 67.8 | 64.3 | 73.0 | 34.9 | 50.8 | 51.6 | 64.6% | 7.5 | 9.4% | 7.0 | 8.8% | 13.8 | 17.3% |
| Wilson | 9-12 | 1610 | -262 | 30.2 | 70.4 | 64.5 | 66.1 | 32.9 | 30.1 | 51.7 | 66.0% | 6.0 | 7.7% | 3.0 | 3.8% | 17.6 | 22.5% |
| **Tahoma School District** | | | | | | | | | | | | | | | | | |
| Maple Valley High School | 9-12 | 86 | 4 | 15.7 | 86.0 | 36.8 | 63.6 | 5.3 | 18.2 | 3.0 | 75.0% | 0.0 | 0.0% | 0.0 | 0.0% | 1.0 | 25.0% |
| Tahoma Senior High School | 10-12 | 1457 | 235 | 8.2 | 92.1 | 74.5 | 87.5 | 46.2 | 61.3 | 35.3 | 64.7% | 1.7 | 3.1% | 3.2 | 5.9% | 14.4 | 26.4% |
| **Tekoa School District** | | | | | | | | | | | | | | | | | |
| Tekoa High School | 7-12 | 93 | -3 | 44.7 | 90.3 | 40.0 | 94.1 | 10.0 | 76.5 | 4.5 | 59.8% | 0.0 | 0.0% | 1.0 | 13.4% | 2.0 | 26.8% |
| **Tenino School District** | | | | | | | | | | | | | | | | | |
| Tenino High School | 9-12 | 516 | 66 | 32.5 | 89.7 | 48.8 | 70.2 | 33.6 | 31.1 | 9.0 | 45.4% | 1.0 | 5.0% | 5.0 | 25.2% | 4.8 | 24.4% |
| **Toledo School District** | | | | | | | | | | | | | | | | | |
| Toledo High School | 9-12 | 340 | 6 | 42.8 | 92.6 | 50.0 | 87.7 | 43.9 | 51.9 | 11.0 | 66.7% | 2.5 | 15.2% | 1.4 | 8.5% | 1.6 | 9.7% |
| **Tonasket School District** | | | | | | | | | | | | | | | | | |
| Tonasket High School | 9-12 | 375 | -36 | 59.2 | 80.3 | 68.2 | 72.8 | 35.2 | 38.5 | 15.9 | 79.0% | 0.4 | 2.1% | 1.8 | 9.0% | 2.0 | 10.0% |
| **Toppenish School District** | | | | | | | | | | | | | | | | | |
| Eagle High School | 7-12 | 164 | -24 | 94.0 | 6.1 | 25.0 | 50.0 | 6.3 | 14.8 | 6.0 | 85.7% | 0.0 | 0.0% | 1.0 | 14.3% | 0.0 | 0.0% |
| Toppenish High School | 9-12 | 740 | 64 | 86.9 | 6.9 | 52.8 | 62.8 | 23.8 | 33.7 | 22.0 | 63.0% | 0.8 | 2.1% | 4.7 | 13.4% | 7.5 | 21.5% |
| **Toutle Lake School District** | | | | | | | | | | | | | | | | | |
| Toutle Lake High School | 7-12 | 323 | -3 | 23.6 | 91.3 | 66.7 | 68.9 | 33.3 | 22.2 | 10.2 | 83.6% | 0.8 | 6.6% | 0.4 | 3.3% | 0.8 | 6.6% |
| **Tukwila School District** | | | | | | | | | | | | | | | | | |
| Foster Senior High School | 9-12 | 749 | 9 | 54.5 | 37.4 | 44.1 | 60.4 | 12.8 | 35.0 | 13.8 | 47.1% | 2.5 | 8.5% | 2.1 | 7.2% | 10.9 | 37.2% |
| **Tumwater School District** | | | | | | | | | | | | | | | | | |
| A G West Black Hills High School | 9-12 | 955 | -28 | 19.9 | 89.3 | 54.2 | 82.1 | 32.9 | 57.1 | 32.8 | 67.4% | 4.0 | 8.2% | 3.6 | 7.4% | 8.3 | 17.0% |
| Tumwater High School | 9-12 | 1063 | 137 | 28.8 | 89.7 | 64.3 | 83.1 | 33.2 | 56.3 | 29.2 | 66.6% | 1.8 | 4.1% | 4.7 | 10.6% | 8.2 | 18.7% |
| **University Place School District** | | | | | | | | | | | | | | | | | |
| Curtis Senior High | 10-12 | 1340 | -31 | 19.2 | 67.2 | 70.4 | 79.5 | 43.6 | 49.0 | 44.7 | 67.0% | 2.0 | 3.0% | 6.9 | 10.3% | 13.1 | 19.6% |
| **Vancouver School District** | | | | | | | | | | | | | | | | | |
| Columbia River High | 9-12 | 1262 | 229 | 13.6 | 86.4 | 66.8 | 79.4 | 46.8 | 59.1 | 31.7 | 57.1% | 11.2 | 20.2% | 1.6 | 2.9% | 11.0 | 19.8% |
| Fort Vancouver High School | 9-12 | 1609 | 11 | 49.8 | 68.4 | 57.3 | 58.2 | 26.8 | 28.8 | 42.8 | 52.2% | 13.5 | 16.4% | 6.8 | 8.3% | 18.9 | 23.0% |
| Hudson's Bay High School | 9-12 | 1554 | 68 | 39.5 | 77.9 | 61.0 | 72.6 | 28.3 | 41.9 | 35.6 | 55.0% | 16.6 | 25.7% | 1.0 | 1.5% | 11.5 | 17.8% |
| Lewis And Clark High School | 9-12 | 328 | -66 | 33.9 | 80.5 | 20.8 | 44.2 | 4.0 | 11.7 | 9.6 | 58.2% | 3.2 | 19.4% | 0.7 | 4.2% | 3.0 | 18.2% |
| Skyview High School | 9-12 | 1895 | 176 | 11.1 | 88.3 | 76.0 | 85.2 | 57.8 | 60.1 | 35.0 | 69.4% | 5.4 | 10.8% | 4.0 | 7.9% | 6.0 | 11.9% |

**Appendix D: High School Teacher Retention and Mobility by District and School**
**Classroom Teachers after five years (2000-01 to 2004-05)**

| Districts and Schools | School grade range | Student Enrollment 2004-05 | Change in Enrollment | Poverty (FRPL) 2004-05 | Student % White 2004-05 | Reading WASL Scores | | Math WASL Scores | | Stayers (same school) | | Movers (in district) | | Movers (out district) | | Leavers (out of WA system) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | 2000-01 | 2004-05 | 2000-01 | 2004-05 | FTE | Percent | FTE | Percent | FTE | Percent | FTE | Percent |
| **Vashon Island School District** | | | | | | | | | | | | | | | | | |
| Vashon Island High School | 9-12 | 523 | -11 | 5.8 | 90.4 | 81.8 | 88.8 | 55.5 | 69.4 | 18.3 | 67.0% | 0.0 | 0.0% | 4.0 | 14.7% | 5.0 | 18.3% |
| **Wahkiakum School District** | | | | | | | | | | | | | | | | | |
| Wahkiakum High School | 9-12 | 177 | -17 | 45.4 | 91.5 | 69.8 | 79.2 | 39.2 | 37.5 | 6.2 | 58.7% | 0.2 | 1.6% | 0.5 | 4.8% | 3.7 | 34.9% |
| **Wahluke School District** | | | | | | | | | | | | | | | | | |
| Wahluke High School | 9-12 | 389 | 42 | 74.9 | 18.8 | 36.4 | 64.4 | 23.1 | 29.7 | 8.0 | 40.5% | 0.4 | 2.1% | 4.2 | 21.5% | 7.1 | 35.9% |
| **Waitsburg School District** | | | | | | | | | | | | | | | | | |
| Waitsburg High School | 9-12 | 111 | -94 | 35.8 | 91.0 | 68.0 | 63.0 | 28.0 | 24.0 | 5.7 | 53.4% | 0.0 | 0.0% | 2.0 | 18.6% | 3.0 | 27.9% |
| **Walla Walla School District** | | | | | | | | | | | | | | | | | |
| Walla Walla High School | 9-12 | 1948 | 54 | 32.5 | 73.3 | 62.5 | 75.1 | 40.6 | 51.4 | 61.6 | 72.1% | 5.0 | 5.9% | 3.2 | 3.7% | 15.6 | 18.3% |
| **Wapato School District** | | | | | | | | | | | | | | | | | |
| Pace Alternative High School | 6-12 | 262 | -9 | 92.2 | 5.7 | 14.3 | 42.5 | 8.6 | 5.1 | 6.4 | 76.2% | 0.0 | 0.0% | 1.0 | 11.9% | 1.0 | 11.9% |
| Wapato High School | 9-12 | 763 | 58 | 81.2 | 12.7 | 32.3 | 58.0 | 12.7 | 24.3 | 15.9 | 44.2% | 2.8 | 7.6% | 7.0 | 19.4% | 10.4 | 28.8% |
| **Warden School District** | | | | | | | | | | | | | | | | | |
| Warden High School | 9-12 | 257 | -17 | 60.6 | 35.4 | 43.1 | 60.9 | 15.7 | 40.6 | 11.3 | 73.0% | 1.2 | 7.7% | 1.5 | 9.7% | 1.5 | 9.7% |
| **Washougal School District** | | | | | | | | | | | | | | | | | |
| Washougal High School | 9-12 | 851 | 124 | 20.1 | 91.1 | 53.8 | 69.5 | 28.8 | 38.2 | 28.7 | 77.5% | 1.0 | 2.7% | 1.0 | 2.7% | 6.3 | 17.1% |
| **Waterville School District** | | | | | | | | | | | | | | | | | |
| Waterville High School | 6-12 | 237 | 55 | 51.8 | 73.8 | 66.7 | 73.2 | 33.3 | 40.0 | 5.7 | 40.8% | 2.0 | 14.4% | 2.0 | 14.4% | 4.2 | 30.5% |
| **Wenatchee School District** | | | | | | | | | | | | | | | | | |
| Wenatchee High School | 9-12 | 1997 | -4 | 34.2 | 68.0 | 61.2 | 80.7 | 33.5 | 53.4 | 67.8 | 75.6% | 3.0 | 3.4% | 7.5 | 8.4% | 11.4 | 12.7% |
| Westside High School | 9-12 | 253 | -3 | 40.8 | 65.2 | 35.4 | 47.4 | 0.0 | 5.3 | 11.5 | 82.1% | 0.0 | 0.0% | 0.0 | 0.0% | 2.5 | 17.9% |
| **West Valley School District (Spokane)** | | | | | | | | | | | | | | | | | |
| West Valley High School | 8-12 | 852 | 51 | 35.2 | 90.3 | 69.2 | 78.9 | 41.1 | 52.2 | 27.2 | 64.6% | 2.3 | 5.5% | 6.0 | 14.3% | 6.6 | 15.7% |
| **West Valley School District (Yakima)** | | | | | | | | | | | | | | | | | |
| West Valley High School | 10-12 | 1119 | 95 | 17.8 | 86.7 | 68.5 | 80.9 | 36.7 | 50.7 | 26.6 | 62.1% | 4.0 | 9.3% | 2.0 | 4.7% | 10.3 | 23.9% |
| **White Pass School District** | | | | | | | | | | | | | | | | | |
| White Pass Jr. Sr. High School | 7-12 | 355 | -91 | 44.3 | 91.0 | 41.9 | 71.7 | 16.2 | 41.8 | 13.7 | 65.6% | 2.0 | 9.6% | 1.2 | 5.7% | 4.0 | 19.1% |
| **White River School District** | | | | | | | | | | | | | | | | | |
| White River High School | 9-12 | 1237 | 80 | 20.3 | 84.6 | 56.1 | 71.7 | 29.4 | 42.1 | 36.0 | 62.1% | 2.7 | 4.6% | 9.0 | 15.5% | 10.3 | 17.8% |
| **White Salmon Valley School District** | | | | | | | | | | | | | | | | | |
| Columbia High School | 9-12 | 428 | -23 | 36.3 | 72.0 | 53.8 | 82.5 | 39.6 | 51.3 | 19.5 | 83.7% | 1.0 | 4.3% | 0.5 | 2.1% | 2.3 | 9.9% |
| **Wilbur School District** | | | | | | | | | | | | | | | | | |
| Wilbur Secondary School | 7-12 | 124 | -35 | 47.6 | 71.8 | 45.7 | 73.7 | 17.6 | 42.1 | 6.0 | 58.3% | 0.5 | 4.9% | 1.3 | 12.6% | 2.5 | 24.3% |
| **Willapa Valley School District** | | | | | | | | | | | | | | | | | |
| Willapa Valley Jr Sr High | 6-12 | 243 | 18 | 24.2 | 90.9 | 67.6 | 70.8 | 41.2 | 50.0 | 11.1 | 73.5% | 0.0 | 0.0% | 2.0 | 13.2% | 2.0 | 13.2% |
| **Winlock School District** | | | | | | | | | | | | | | | | | |
| Winlock Senior High | 9-12 | 220 | -44 | 43.7 | 90.0 | 70.4 | 77.8 | 43.7 | 47.2 | 14.6 | 73.7% | 0.3 | 1.5% | 3.0 | 15.2% | 2.0 | 10.1% |
| **Woodland School District** | | | | | | | | | | | | | | | | | |
| Woodland High School | 9-12 | 598 | 74 | 26.3 | 88.6 | 57.9 | 74.8 | 33.1 | 46.5 | 20.6 | 78.9% | 0.8 | 3.2% | 2.1 | 7.9% | 2.6 | 10.0% |
| **Yakima School District** | | | | | | | | | | | | | | | | | |
| Davis High School | 9-12 | 1688 | 69 | 67.0 | 36.2 | 48.4 | 51.6 | 20.6 | 27.4 | 39.0 | 52.0% | 9.6 | 12.8% | 3.0 | 4.0% | 23.3 | 31.1% |
| Eisenhower High School | 9-12 | 1831 | -32 | 50.1 | 52.3 | 51.2 | 65.8 | 22.1 | 33.3 | 53.3 | 63.3% | 1.0 | 1.2% | 3.0 | 3.6% | 26.9 | 31.9% |
| **Yelm School District** | | | | | | | | | | | | | | | | | |
| Yelm High School 12 | 9-12 | 1493 | 204 | 30.7 | 87.1 | 51.2 | 74.6 | 22.0 | 44.9 | 45.3 | 68.3% | 4.5 | 6.8% | 5.7 | 8.5% | 10.8 | 16.3% |
| **Zillah School District** | | | | | | | | | | | | | | | | | |
| Zillah High School | 9-12 | 403 | 22 | 39.9 | 64.0 | 68.2 | 72.5 | 35.3 | 39.2 | 15.1 | 76.5% | 0.3 | 1.6% | 3.0 | 15.2% | 1.3 | 6.7% |

**Appendix E: High School Teacher Retention and Mobility by Teacher Experience**
**Classroom Teachers after five years (2000-01 to 2004-05)**

| Districts and Schools | Number Teachers 2000/01 | % Stayers Same School | Total Teachers 0-4 Yrs Experience | | | Total Teachers 5-14 Yrs Experience | | | Total Teachers 15-24 Yrs Experience | | | Total Teachers 25+ Yrs Experience | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Total # 2000/01 | # Retained | % Retained | Total # 2000/01 | # Retained | % Retained | Total # 2000/01 | # Retained | % Retained | Total # 2000/01 | # Retained | % Retained |
| **Aberdeen School District** | | | | | | | | | | | | | | |
| Harbor High School | 11 | 81.8% | 1 | 1 | 100% | 7 | 5 | 71% | 3 | 3 | 100% | 0 | NA | NA |
| J M Weatherwax High School | 55 | 65.5% | 10 | 6 | 60% | 24 | 15 | 63% | 11 | 9 | 82% | 10 | 6 | 60% |
| **Adna School District** | | | | | | | | | | | | | | |
| Adna Middle/High School | 18 | 61.1% | 2 | 1 | 50% | 6 | 5 | 83% | 4 | 2 | 50% | 6 | 3 | 50% |
| **Anacortes School District** | | | | | | | | | | | | | | |
| Anacortes High School | 46 | 63.0% | 5 | 3 | 60% | 23 | 13 | 57% | 7 | 6 | 86% | 11 | 7 | 64% |
| **Arlington School District** | | | | | | | | | | | | | | |
| Arlington High School | 66 | 74.2% | 16 | 8 | 50% | 31 | 27 | 87% | 12 | 11 | 92% | 7 | 3 | 43% |
| Weston High School | 8 | 75.0% | 1 | 0 | 0% | 2 | 2 | 100% | 4 | 3 | 75% | 1 | 1 | 100% |
| **Asotin-Anatone School District** | | | | | | | | | | | | | | |
| Asotin Jr Sr High | 22 | 81.8% | 4 | 3 | 75% | 4 | 4 | 100% | 6 | 5 | 83% | 8 | 6 | 75% |
| **Auburn School District** | | | | | | | | | | | | | | |
| Auburn Riverside High School | 88 | 63.6% | 25 | 16 | 64% | 30 | 18 | 60% | 19 | 14 | 74% | 14 | 8 | 57% |
| Auburn Senior High School | 105 | 78.1% | 16 | 10 | 63% | 37 | 34 | 92% | 31 | 26 | 84% | 21 | 12 | 57% |
| West Auburn Senior High School | 17 | 70.6% | 2 | 0 | 0% | 4 | 3 | 75% | 9 | 7 | 78% | 2 | 2 | 100% |
| **Bainbridge Island School District** | | | | | | | | | | | | | | |
| Bainbridge High School | 63 | 69.8% | 18 | 10 | 56% | 20 | 14 | 70% | 17 | 13 | 76% | 8 | 7 | 88% |
| **Battle Ground School District** | | | | | | | | | | | | | | |
| Battle Ground High School | 90 | 62.2% | 10 | 4 | 40% | 40 | 26 | 65% | 25 | 21 | 84% | 15 | 5 | 33% |
| Prairie High School | 62 | 71.0% | 5 | 5 | 100% | 20 | 15 | 75% | 19 | 18 | 95% | 18 | 6 | 33% |
| Summit View High School | 14 | 78.6% | 0 | NA | NA | 3 | 2 | 67% | 6 | 6 | 100% | 5 | 3 | 60% |
| **Bellevue School District** | | | | | | | | | | | | | | |
| Bellevue High School | 58 | 46.6% | 23 | 10 | 43% | 18 | 9 | 50% | 13 | 6 | 46% | 4 | 2 | 50% |
| Interlake Senior High School | 55 | 18.2% | 21 | 1 | 5% | 18 | 6 | 33% | 11 | 2 | 18% | 5 | 1 | 20% |
| International School | 26 | 69.2% | 7 | 5 | 71% | 13 | 8 | 62% | 4 | 3 | 75% | 2 | 2 | 100% |
| Newport Senior High School | 64 | 42.2% | 20 | 4 | 20% | 19 | 12 | 63% | 14 | 8 | 57% | 11 | 3 | 27% |
| Robinswood High School | 24 | 45.8% | 12 | 4 | 33% | 5 | 4 | 80% | 4 | 1 | 25% | 3 | 2 | 67% |
| Sammamish Senior High | 54 | 48.1% | 24 | 11 | 46% | 10 | 5 | 50% | 11 | 7 | 64% | 9 | 3 | 33% |
| **Bellingham School District** | | | | | | | | | | | | | | |
| Bellingham High School | 39 | 69.2% | 5 | 4 | 80% | 16 | 13 | 81% | 9 | 4 | 44% | 9 | 6 | 67% |
| Options High School | 6 | 66.7% | 1 | 0 | 0% | 3 | 2 | 67% | 2 | 2 | 100% | 0 | NA | NA |
| Sehome High School | 62 | 56.5% | 12 | 5 | 42% | 22 | 15 | 68% | 14 | 8 | 57% | 14 | 7 | 50% |
| Squalicum High School | 60 | 66.7% | 11 | 8 | 73% | 25 | 18 | 72% | 16 | 11 | 69% | 8 | 3 | 38% |
| **Bethel School District** | | | | | | | | | | | | | | |
| Bethel High School | 71 | 69.0% | 11 | 3 | 27% | 22 | 16 | 73% | 25 | 21 | 84% | 13 | 9 | 69% |
| Spanaway Lake High School | 75 | 49.3% | 32 | 17 | 53% | 20 | 6 | 30% | 12 | 9 | 75% | 11 | 5 | 45% |
| **Blaine School District** | | | | | | | | | | | | | | |
| Blaine High School | 28 | 85.7% | 6 | 5 | 83% | 11 | 10 | 91% | 9 | 8 | 89% | 2 | 1 | 50% |
| **Bremerton School District** | | | | | | | | | | | | | | |
| Bremerton High School | 57 | 45.6% | 12 | 5 | 42% | 21 | 10 | 48% | 13 | 7 | 54% | 11 | 4 | 36% |
| **Brewster School District** | | | | | | | | | | | | | | |
| Brewster High School | 25 | 68.0% | 5 | 4 | 80% | 13 | 9 | 69% | 4 | 3 | 75% | 3 | 1 | 33% |
| **Bridgeport School District** | | | | | | | | | | | | | | |
| Bridgeport High School | 11 | 72.7% | 2 | 1 | 50% | 6 | 5 | 83% | 3 | 2 | 67% | 0 | NA | NA |

| Appendix E: High School Teacher Retention and Mobility by Teacher Experience<br>Classroom Teachers after five years (2000-01 to 2004-05) | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Total Teachers 0-4 Yrs Experience | | | Total Teachers 5-14 Yrs Experience | | | Total Teachers 15-24 Yrs Experience | | | Total Teachers 25+ Yrs Experience | | |
| Districts and Schools | Number Teachers 2000/01 | % Stayers Same School | Total # 2000/01 | # Retained | % Retained | Total # 2000/01 | # Retained | % Retained | Total # 2000/01 | # Retained | % Retained | Total # 2000/01 | # Retained | % Retained |
| **Burlington-Edison School District** | | | | | | | | | | | | | | |
| Burlington Edison High School | 51 | 66.7% | 12 | 7 | 58% | 15 | 13 | 87% | 15 | 8 | 53% | 9 | 6 | 67% |
| **Camas School District** | | | | | | | | | | | | | | |
| Camas High School | 39 | 69.2% | 12 | 9 | 75% | 12 | 8 | 67% | 7 | 4 | 57% | 8 | 6 | 75% |
| **Cascade School District** | | | | | | | | | | | | | | |
| Cascade High School | 29 | 55.2% | 5 | 2 | 40% | 9 | 8 | 89% | 9 | 5 | 56% | 6 | 1 | 17% |
| **Cashmere School District** | | | | | | | | | | | | | | |
| Cashmere High School | 30 | 60.0% | 6 | 2 | 33% | 14 | 8 | 57% | 9 | 8 | 89% | 1 | 0 | 0% |
| **Castle Rock School District** | | | | | | | | | | | | | | |
| Castle Rock High School | 23 | 65.2% | 4 | 1 | 25% | 6 | 4 | 67% | 8 | 6 | 75% | 5 | 4 | 80% |
| **Central Kitsap School District** | | | | | | | | | | | | | | |
| Central Kitsap High School | 64 | 62.5% | 7 | 5 | 71% | 20 | 10 | 50% | 20 | 17 | 85% | 17 | 8 | 47% |
| Klahowya Secondary | 56 | 62.5% | 20 | 12 | 60% | 17 | 10 | 59% | 14 | 11 | 79% | 5 | 2 | 40% |
| Olympic High School | 60 | 65.0% | 12 | 7 | 58% | 16 | 11 | 69% | 17 | 11 | 65% | 15 | 10 | 67% |
| **Central Valley School District** | | | | | | | | | | | | | | |
| Barker Center | 6 | 50.0% | 2 | 1 | 50% | 1 | 1 | 100% | 2 | 1 | 50% | 1 | 0 | 0% |
| Central Valley High School | 65 | 61.5% | 8 | 5 | 63% | 19 | 14 | 74% | 23 | 17 | 74% | 15 | 4 | 27% |
| University High School | 53 | 71.7% | 9 | 8 | 89% | 19 | 14 | 74% | 14 | 10 | 71% | 11 | 6 | 55% |
| **Centralia School District** | | | | | | | | | | | | | | |
| Centralia High School | 51 | 58.8% | 9 | 5 | 56% | 15 | 9 | 60% | 16 | 11 | 69% | 11 | 5 | 45% |
| **Chehalis School District** | | | | | | | | | | | | | | |
| W F West High School | 48 | 62.5% | 8 | 7 | 88% | 15 | 8 | 53% | 14 | 13 | 93% | 11 | 2 | 18% |
| **Cheney School District** | | | | | | | | | | | | | | |
| Cheney High School | 54 | 79.6% | 9 | 8 | 89% | 16 | 16 | 100% | 17 | 13 | 76% | 12 | 6 | 50% |
| Three Springs High School | 3 | 66.7% | 0 | NA | NA | 1 | 1 | 100% | 1 | 1 | 100% | 1 | 0 | 0% |
| **Chewelah School District** | | | | | | | | | | | | | | |
| Jenkins Senior High | 27 | 70.4% | 5 | 4 | 80% | 7 | 5 | 71% | 11 | 9 | 82% | 4 | 1 | 25% |
| **Chimacum School District** | | | | | | | | | | | | | | |
| Chimacum High School | 16 | 68.8% | 3 | 2 | 67% | 5 | 4 | 80% | 5 | 3 | 60% | 3 | 2 | 67% |
| **Clarkston School District** | | | | | | | | | | | | | | |
| Charles Francis Adams High School | 41 | 75.6% | 4 | 2 | 50% | 15 | 11 | 73% | 16 | 15 | 94% | 6 | 3 | 50% |
| **Cle Elum-Roslyn School District** | | | | | | | | | | | | | | |
| Cle Elum Roslyn High School | 20 | 50.0% | 9 | 4 | 44% | 3 | 3 | 100% | 6 | 4 | 67% | 2 | 1 | 50% |
| **Clover Park School District** | | | | | | | | | | | | | | |
| A-I High School | 9 | 55.6% | 2 | 0 | 0% | 2 | 2 | 100% | 4 | 3 | 75% | 1 | 0 | 0% |
| Clover Park High School | 78 | 42.3% | 41 | 16 | 39% | 17 | 8 | 47% | 8 | 5 | 63% | 12 | 4 | 33% |
| Lakes High School | 67 | 50.7% | 15 | 6 | 40% | 20 | 10 | 50% | 22 | 16 | 73% | 10 | 2 | 20% |
| **Colfax School District** | | | | | | | | | | | | | | |
| Colfax High School | 21 | 57.1% | 2 | 1 | 50% | 9 | 5 | 56% | 4 | 3 | 75% | 6 | 3 | 50% |
| **Columbia School District (Walla Walla)** | | | | | | | | | | | | | | |
| Columbia High School | 18 | 55.6% | 2 | 0 | 0% | 2 | 0 | 0% | 6 | 6 | 100% | 8 | 4 | 50% |
| **Colville School District** | | | | | | | | | | | | | | |
| Colville Senior High School | 42 | 71.4% | 8 | 8 | 100% | 18 | 11 | 61% | 6 | 6 | 100% | 10 | 5 | 50% |
| **Concrete School District** | | | | | | | | | | | | | | |
| Concrete High School | 13 | 69.2% | 3 | 2 | 67% | 5 | 4 | 80% | 2 | 1 | 50% | 3 | 2 | 67% |
| **Coulee-Hartline School District** | | | | | | | | | | | | | | |
| Almira Coulee Hartline High School | 9 | 55.6% | 0 | NA | NA | 8 | 4 | 50% | 1 | 1 | 100% | 0 | NA | NA |

**Appendix E: High School Teacher Retention and Mobility by Teacher Experience**
**Classroom Teachers after five years (2000-01 to 2004-05)**

| Districts and Schools | Number Teachers 2000/01 | % Stayers Same School | Total Teachers 0-4 Yrs Experience | | | Total Teachers 5-14 Yrs Experience | | | Total Teachers 15-24 Yrs Experience | | | Total Teachers 25+ Yrs Experience | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Total # 2000/01 | # Retained | % Retained | Total # 2000/01 | # Retained | % Retained | Total # 2000/01 | # Retained | % Retained | Total # 2000/01 | # Retained | % Retained |
| **Coupeville School District** | | | | | | | | | | | | | | |
| Coupeville High School | 35 | 65.7% | 3 | 0 | 0% | 16 | 10 | 63% | 9 | 8 | 89% | 7 | 5 | 71% |
| **Creston School District** | | | | | | | | | | | | | | |
| Creston Jr-Sr High School | 8 | 75.0% | 0 | NA | NA | 5 | 4 | 80% | 0 | NA | NA | 3 | 2 | 67% |
| **Cusick School District** | | | | | | | | | | | | | | |
| Cusick Jr Sr High School | 15 | 46.7% | 2 | 0 | 0% | 5 | 3 | 60% | 5 | 3 | 60% | 3 | 1 | 33% |
| **Darrington School District** | | | | | | | | | | | | | | |
| Darrington Sr High School | 19 | 57.9% | 4 | 2 | 50% | 9 | 6 | 67% | 4 | 3 | 75% | 2 | 0 | 0% |
| **Davenport School District** | | | | | | | | | | | | | | |
| Davenport Senior High School | 15 | 73.3% | 3 | 1 | 33% | 5 | 4 | 80% | 3 | 3 | 100% | 4 | 3 | 75% |
| **Dayton School District** | | | | | | | | | | | | | | |
| Dayton High School | 20 | 75.0% | 0 | NA | NA | 10 | 9 | 90% | 8 | 5 | 63% | 2 | 1 | 50% |
| **Deer Park School District** | | | | | | | | | | | | | | |
| Deer Park High School | 31 | 41.9% | 3 | 2 | 67% | 19 | 8 | 42% | 2 | 2 | 100% | 7 | 1 | 14% |
| **East Valley School District (Spokane)** | | | | | | | | | | | | | | |
| East Valley High School&extension | 73 | 71.2% | 18 | 13 | 72% | 21 | 16 | 76% | 19 | 18 | 95% | 15 | 5 | 33% |
| **East Valley School District (Yakima)** | | | | | | | | | | | | | | |
| East Valley High School | 37 | 81.1% | 6 | 5 | 83% | 13 | 12 | 92% | 9 | 9 | 100% | 9 | 4 | 44% |
| **Eastmont School District** | | | | | | | | | | | | | | |
| Eastmont Senior High | 63 | 69.8% | 14 | 11 | 79% | 19 | 15 | 79% | 20 | 14 | 70% | 10 | 4 | 40% |
| **Eatonville School District** | | | | | | | | | | | | | | |
| Eatonville High School | 38 | 65.8% | 15 | 9 | 60% | 10 | 8 | 80% | 6 | 3 | 50% | 7 | 5 | 71% |
| **Edmonds School District** | | | | | | | | | | | | | | |
| Edmonds Woodway High School | 96 | 60.4% | 35 | 19 | 54% | 36 | 25 | 69% | 13 | 9 | 69% | 12 | 5 | 42% |
| Lynnwood High School | 65 | 55.4% | 23 | 13 | 57% | 13 | 6 | 46% | 14 | 8 | 57% | 15 | 9 | 60% |
| Meadowdale High School | 75 | 50.7% | 20 | 8 | 40% | 32 | 20 | 63% | 10 | 6 | 60% | 13 | 4 | 31% |
| Mountlake Terrace High School | 92 | 55.4% | 25 | 14 | 56% | 39 | 20 | 51% | 17 | 12 | 71% | 11 | 5 | 45% |
| Scriber Lake High School | 19 | 36.8% | 7 | 4 | 57% | 3 | 0 | 0% | 9 | 3 | 33% | 0 | NA | NA |
| **Ellensburg School District** | | | | | | | | | | | | | | |
| Ellensburg High School | 52 | 63.5% | 16 | 9 | 56% | 16 | 12 | 75% | 9 | 7 | 78% | 11 | 5 | 45% |
| **Elma School District** | | | | | | | | | | | | | | |
| Elma High School | 39 | 71.8% | 8 | 4 | 50% | 12 | 8 | 67% | 11 | 10 | 91% | 8 | 6 | 75% |
| **Entiat School District** | | | | | | | | | | | | | | |
| Entiat Junior Senior High | 16 | 43.8% | 3 | 0 | 0% | 5 | 2 | 40% | 5 | 3 | 60% | 3 | 2 | 67% |
| **Enumclaw School District** | | | | | | | | | | | | | | |
| Enumclaw Sr High School | 73 | 61.6% | 16 | 9 | 56% | 27 | 18 | 67% | 13 | 10 | 77% | 17 | 8 | 47% |
| **Ephrata School District** | | | | | | | | | | | | | | |
| Ephrata High School | 39 | 48.7% | 11 | 4 | 36% | 11 | 5 | 45% | 9 | 5 | 56% | 8 | 5 | 63% |
| **Everett School District** | | | | | | | | | | | | | | |
| Cascade High School | 77 | 63.6% | 25 | 13 | 52% | 24 | 18 | 75% | 10 | 10 | 100% | 18 | 8 | 44% |
| Everett High School | 74 | 62.2% | 24 | 15 | 63% | 24 | 15 | 63% | 16 | 11 | 69% | 10 | 5 | 50% |
| Henry M. Jackson High School | 70 | 58.6% | 23 | 13 | 57% | 23 | 13 | 57% | 19 | 12 | 63% | 5 | 3 | 60% |
| Sequoia High School | 14 | 35.7% | 1 | 0 | 0% | 5 | 3 | 60% | 3 | 0 | 0% | 5 | 2 | 40% |
| **Evergreen School District (Clark)** | | | | | | | | | | | | | | |
| Evergreen High School | 119 | 64.7% | 22 | 9 | 41% | 33 | 23 | 70% | 39 | 32 | 82% | 25 | 13 | 52% |
| Heritage High School | 109 | 63.3% | 36 | 20 | 56% | 39 | 28 | 72% | 17 | 10 | 59% | 17 | 11 | 65% |
| Mountain View High School | 105 | 61.0% | 22 | 8 | 36% | 42 | 29 | 69% | 21 | 17 | 81% | 20 | 10 | 50% |

**Appendix E: High School Teacher Retention and Mobility by Teacher Experience**
**Classroom Teachers after five years (2000-01 to 2004-05)**

| Districts and Schools | Number Teachers 2000/01 | % Stayers Same School | Total Teachers 0-4 Yrs Experience | | | Total Teachers 5-14 Yrs Experience | | | Total Teachers 15-24 Yrs Experience | | | Total Teachers 25+ Yrs Experience | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Total # 2000/01 | # Retained | % Retained | Total # 2000/01 | # Retained | % Retained | Total # 2000/01 | # Retained | % Retained | Total # 2000/01 | # Retained | % Retained |
| **Federal Way School District** | | | | | | | | | | | | | | |
| Decatur High School | 64 | 48.4% | 13 | 6 | 46% | 14 | 6 | 43% | 17 | 10 | 59% | 20 | 9 | 45% |
| Federal Way Senior High School | 65 | 61.5% | 13 | 7 | 54% | 27 | 16 | 59% | 18 | 14 | 78% | 7 | 3 | 43% |
| H. S. Truman High School | 11 | 18.2% | 2 | 1 | 50% | 4 | 1 | 25% | 3 | 0 | 0% | 2 | 0 | 0% |
| Thomas Jefferson High School | 73 | 56.2% | 22 | 12 | 55% | 15 | 10 | 67% | 19 | 13 | 68% | 17 | 6 | 35% |
| **Ferndale School District** | | | | | | | | | | | | | | |
| Ferndale High School | 75 | 73.3% | 25 | 20 | 80% | 20 | 16 | 80% | 18 | 15 | 83% | 12 | 4 | 33% |
| Lummi High School | 4 | 50.0% | 1 | 0 | 0% | 1 | 0 | 0% | 1 | 1 | 100% | 1 | 1 | 100% |
| **Fife School District** | | | | | | | | | | | | | | |
| Fife High School | 44 | 54.5% | 12 | 6 | 50% | 13 | 7 | 54% | 12 | 7 | 58% | 7 | 4 | 57% |
| **Finley School District** | | | | | | | | | | | | | | |
| River View High School | 20 | 55.0% | 5 | 2 | 40% | 6 | 4 | 67% | 6 | 5 | 83% | 3 | 0 | 0% |
| **Franklin Pierce School District** | | | | | | | | | | | | | | |
| Franklin-Pierce High School | 56 | 64.3% | 15 | 6 | 40% | 20 | 13 | 65% | 14 | 11 | 79% | 7 | 6 | 86% |
| Gates Secondary School | 16 | 43.8% | 1 | 0 | 0% | 6 | 5 | 83% | 6 | 2 | 33% | 3 | 0 | 0% |
| Washington High School | 53 | 49.1% | 26 | 11 | 42% | 14 | 8 | 57% | 3 | 2 | 67% | 10 | 5 | 50% |
| **Freeman School District** | | | | | | | | | | | | | | |
| Freeman High School | 17 | 82.4% | 2 | 1 | 50% | 4 | 3 | 75% | 6 | 6 | 100% | 5 | 4 | 80% |
| **Goldendale School District** | | | | | | | | | | | | | | |
| Goldendale High School | 22 | 68.2% | 1 | 1 | 100% | 6 | 3 | 50% | 9 | 7 | 78% | 6 | 4 | 67% |
| **Grand Coulee Dam School District** | | | | | | | | | | | | | | |
| Lake Roosevelt High School | 21 | 61.9% | 2 | 1 | 50% | 2 | 0 | 0% | 12 | 9 | 75% | 5 | 3 | 60% |
| **Grandview School District** | | | | | | | | | | | | | | |
| Grandview High School | 36 | 52.8% | 12 | 4 | 33% | 11 | 7 | 64% | 7 | 5 | 71% | 6 | 3 | 50% |
| **Granger School District** | | | | | | | | | | | | | | |
| Granger High School | 19 | 47.4% | 6 | 3 | 50% | 5 | 3 | 60% | 2 | 1 | 50% | 6 | 2 | 33% |
| **Granite Falls School District** | | | | | | | | | | | | | | |
| Granite Falls High School | 29 | 69.0% | 8 | 4 | 50% | 7 | 5 | 71% | 10 | 8 | 80% | 4 | 3 | 75% |
| **Harrington School District** | | | | | | | | | | | | | | |
| Harrington High School | 9 | 55.6% | 0 | NA | NA | 5 | 2 | 40% | 3 | 2 | 67% | 1 | 1 | 100% |
| **Highline School District** | | | | | | | | | | | | | | |
| Evergreen High School | 55 | 50.9% | 9 | 5 | 56% | 17 | 9 | 53% | 14 | 10 | 71% | 15 | 4 | 27% |
| Highline High School | 70 | 62.9% | 12 | 6 | 50% | 18 | 15 | 83% | 18 | 12 | 67% | 22 | 11 | 50% |
| Mount Ranier High School | 61 | 62.3% | 12 | 5 | 42% | 22 | 17 | 77% | 16 | 10 | 63% | 11 | 6 | 55% |
| Tyee High School | 49 | 46.9% | 19 | 5 | 26% | 19 | 11 | 58% | 7 | 6 | 86% | 4 | 1 | 25% |
| **Hoquiam School District** | | | | | | | | | | | | | | |
| Hoquiam High School | 36 | 55.6% | 6 | 3 | 50% | 19 | 9 | 47% | 4 | 4 | 100% | 7 | 4 | 57% |
| **Issaquah School District** | | | | | | | | | | | | | | |
| Issaquah High School | 64 | 48.4% | 19 | 7 | 37% | 19 | 8 | 42% | 14 | 11 | 79% | 12 | 5 | 42% |
| Liberty Sr High School | 50 | 60.0% | 15 | 11 | 73% | 17 | 9 | 53% | 8 | 6 | 75% | 10 | 4 | 40% |
| Skyline High School | 67 | 46.3% | 25 | 11 | 44% | 27 | 11 | 41% | 10 | 7 | 70% | 5 | 2 | 40% |
| Tiger Mountain Community High School | 10 | 40.0% | 2 | 1 | 50% | 3 | 1 | 33% | 3 | 2 | 67% | 2 | 0 | 0% |
| **Kalama School District** | | | | | | | | | | | | | | |
| Kalama Jr Sr High | 22 | 68.2% | 9 | 4 | 44% | 3 | 2 | 67% | 6 | 6 | 100% | 4 | 3 | 75% |
| **Kelso School District** | | | | | | | | | | | | | | |
| Kelso High School | 55 | 63.6% | 17 | 12 | 71% | 13 | 9 | 69% | 10 | 8 | 80% | 15 | 6 | 40% |

**Appendix E: High School Teacher Retention and Mobility by Teacher Experience**
**Classroom Teachers after five years (2000-01 to 2004-05)**

| Districts and Schools | Number Teachers 2000/01 | % Stayers Same School | Total Teachers 0-4 Yrs Experience | | | Total Teachers 5-14 Yrs Experience | | | Total Teachers 15-24 Yrs Experience | | | Total Teachers 25+ Yrs Experience | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Total # 2000/01 | # Retained | % Retained | Total # 2000/01 | # Retained | % Retained | Total # 2000/01 | # Retained | % Retained | Total # 2000/01 | # Retained | % Retained |
| **Kennewick School District** | | | | | | | | | | | | | | |
| Kamiakin High School | 60 | 73.3% | 6 | 5 | 83% | 16 | 14 | 88% | 13 | 13 | 100% | 25 | 12 | 48% |
| Kennewick High School | 83 | 71.1% | 13 | 9 | 69% | 28 | 22 | 79% | 30 | 21 | 70% | 12 | 7 | 58% |
| Southridge High School | 68 | 67.6% | 18 | 12 | 67% | 24 | 19 | 79% | 18 | 10 | 56% | 8 | 5 | 63% |
| **Kent School District** | | | | | | | | | | | | | | |
| Kentlake High School | 50 | 56.0% | 13 | 5 | 38% | 24 | 16 | 67% | 9 | 6 | 67% | 4 | 1 | 25% |
| Kent-Meridian High School | 58 | 36.2% | 11 | 4 | 36% | 16 | 10 | 63% | 17 | 6 | 35% | 14 | 1 | 7% |
| Kentridge High School | 62 | 61.3% | 14 | 10 | 71% | 25 | 14 | 56% | 14 | 11 | 79% | 9 | 3 | 33% |
| Kentwood High School | 61 | 63.9% | 7 | 5 | 71% | 34 | 24 | 71% | 16 | 9 | 56% | 4 | 1 | 25% |
| **Kettle Falls School District** | | | | | | | | | | | | | | |
| Kettle Falls High School | 18 | 50.0% | 2 | 0 | 0% | 6 | 3 | 50% | 3 | 2 | 67% | 7 | 4 | 57% |
| **Kiona-Benton City School District** | | | | | | | | | | | | | | |
| Kiona-Benton City High | 26 | 84.6% | 6 | 5 | 83% | 8 | 8 | 100% | 3 | 3 | 100% | 9 | 6 | 67% |
| **Kittitas School District** | | | | | | | | | | | | | | |
| Kittitas High School | 13 | 69.2% | 3 | 2 | 67% | 4 | 2 | 50% | 5 | 4 | 80% | 1 | 1 | 100% |
| **LaCenter School District** | | | | | | | | | | | | | | |
| La Center High School | 22 | 81.8% | 6 | 5 | 83% | 6 | 4 | 67% | 9 | 8 | 89% | 1 | 1 | 100% |
| **LaConner School District** | | | | | | | | | | | | | | |
| La Conner High School | 15 | 60.0% | 1 | 1 | 100% | 8 | 2 | 25% | 4 | 2 | 50% | 2 | 1 | 50% |
| **Lake Chelan School District** | | | | | | | | | | | | | | |
| Chelan High School | 31 | 38.7% | 4 | 2 | 50% | 12 | 5 | 42% | 9 | 4 | 44% | 6 | 1 | 17% |
| **Lake Quinault School District** | | | | | | | | | | | | | | |
| Lake Quinault High School | 10 | 40.0% | 1 | 0 | 0% | 4 | 2 | 50% | 3 | 1 | 33% | 2 | 1 | 50% |
| **Lake Stevens School District** | | | | | | | | | | | | | | |
| Lake Stevens Sr High School | 80 | 65.0% | 20 | 9 | 45% | 31 | 21 | 68% | 18 | 16 | 89% | 11 | 6 | 55% |
| Prove High School | 4 | 75.0% | 0 | NA | NA | 3 | 2 | 67% | 1 | 1 | 100% | 0 | NA | NA |
| **Lake Washington School District** | | | | | | | | | | | | | | |
| Best Sr High | 13 | 46.2% | 5 | 2 | 40% | 5 | 3 | 60% | 2 | 1 | 50% | 1 | 0 | 0% |
| Eastlake High School | 57 | 52.6% | 8 | 3 | 38% | 18 | 10 | 56% | 20 | 12 | 60% | 11 | 5 | 45% |
| International Community School | 13 | 61.5% | 7 | 5 | 71% | 3 | 2 | 67% | 2 | 1 | 50% | 1 | 0 | 0% |
| Juanita High | 62 | 56.5% | 16 | 7 | 44% | 19 | 13 | 68% | 13 | 7 | 54% | 14 | 8 | 57% |
| Lake Washington High | 68 | 47.1% | 10 | 2 | 20% | 21 | 13 | 62% | 14 | 6 | 43% | 23 | 11 | 48% |
| Redmond High | 64 | 51.6% | 18 | 6 | 33% | 17 | 12 | 71% | 12 | 8 | 67% | 17 | 7 | 41% |
| **Lakewood School District** | | | | | | | | | | | | | | |
| Lakewood High School | 34 | 67.6% | 9 | 7 | 78% | 13 | 7 | 54% | 7 | 6 | 86% | 5 | 3 | 60% |
| **Liberty School District** | | | | | | | | | | | | | | |
| Liberty High School | 17 | 35.3% | 4 | 2 | 50% | 1 | 1 | 100% | 6 | 2 | 33% | 6 | 1 | 17% |
| **Lind School District** | | | | | | | | | | | | | | |
| Lind Jr Sr High | 11 | 45.5% | 3 | 1 | 33% | 4 | 0 | 0% | 2 | 2 | 100% | 2 | 2 | 100% |
| **Longview School District** | | | | | | | | | | | | | | |
| Mark Morris High School | 53 | 73.6% | 5 | 4 | 80% | 13 | 8 | 62% | 18 | 17 | 94% | 17 | 10 | 59% |
| R A Long High School | 48 | 75.0% | 7 | 5 | 71% | 8 | 7 | 88% | 15 | 12 | 80% | 18 | 12 | 67% |
| **Lopez School District** | | | | | | | | | | | | | | |
| Lopez Middle High School | 10 | 70.0% | 0 | NA | NA | 2 | 1 | 50% | 4 | 3 | 75% | 4 | 3 | 75% |
| **Lyle School District** | | | | | | | | | | | | | | |
| Lyle High School | 13 | 53.8% | 2 | 0 | 0% | 1 | 1 | 100% | 5 | 4 | 80% | 5 | 2 | 40% |

**Appendix E: High School Teacher Retention and Mobility by Teacher Experience**
**Classroom Teachers after five years (2000-01 to 2004-05)**

| Districts and Schools | Number Teachers 2000/01 | % Stayers Same School | Total Teachers 0-4 Yrs Experience | | | Total Teachers 5-14 Yrs Experience | | | Total Teachers 15-24 Yrs Experience | | | Total Teachers 25+ Yrs Experience | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Total # 2000/01 | # Retained | % Retained | Total # 2000/01 | # Retained | % Retained | Total # 2000/01 | # Retained | % Retained | Total # 2000/01 | # Retained | % Retained |
| **Lynden School District** | | | | | | | | | | | | | | |
| Lynden High School | 41 | 65.9% | 11 | 4 | 36% | 9 | 7 | 78% | 9 | 9 | 100% | 12 | 7 | 58% |
| **Mabton School District** | | | | | | | | | | | | | | |
| Mabton Jr Sr High School | 24 | 58.3% | 9 | 4 | 44% | 7 | 3 | 43% | 7 | 7 | 100% | 1 | 0 | 0% |
| **Manson School District** | | | | | | | | | | | | | | |
| Manson Junior Senior High School | 19 | 78.9% | 4 | 4 | 100% | 8 | 5 | 63% | 5 | 5 | 100% | 2 | 1 | 50% |
| **Mary M Knight School District** | | | | | | | | | | | | | | |
| Mary M. Knight High School | 12 | 66.7% | 1 | 0 | 0% | 4 | 3 | 75% | 6 | 5 | 83% | 1 | 0 | 0% |
| **Mary Walker School District** | | | | | | | | | | | | | | |
| Mary Walker High School | 15 | 66.7% | 3 | 3 | 100% | 8 | 5 | 63% | 3 | 2 | 67% | 1 | 0 | 0% |
| **Marysville School District** | | | | | | | | | | | | | | |
| Heritage School | 4 | 25.0% | 2 | 0 | 0% | 2 | 1 | 50% | 0 | NA | NA | 0 | NA | NA |
| Marysville Alternative High Schl | 14 | 64.3% | 1 | 0 | 0% | 3 | 2 | 67% | 8 | 6 | 75% | 2 | 1 | 50% |
| Marysville Pilchuck High School | 121 | 57.9% | 32 | 19 | 59% | 35 | 20 | 57% | 33 | 23 | 70% | 21 | 8 | 38% |
| **Mead School District** | | | | | | | | | | | | | | |
| Mead Alternative High School | 8 | 50.0% | 0 | NA | NA | 3 | 2 | 67% | 1 | 1 | 100% | 4 | 1 | 25% |
| Mead Senior High School | 75 | 70.7% | 16 | 12 | 75% | 17 | 12 | 71% | 21 | 17 | 81% | 21 | 12 | 57% |
| Mt Spokane High School | 68 | 72.1% | 14 | 9 | 64% | 12 | 7 | 58% | 23 | 21 | 91% | 19 | 12 | 63% |
| **Medical Lake School District** | | | | | | | | | | | | | | |
| Medical Lake High School | 36 | 55.6% | 2 | 2 | 100% | 15 | 9 | 60% | 11 | 7 | 64% | 8 | 2 | 25% |
| **Mercer Island School District** | | | | | | | | | | | | | | |
| Mercer Island High School | 72 | 61.1% | 22 | 15 | 68% | 28 | 15 | 54% | 10 | 9 | 90% | 12 | 5 | 42% |
| **Meridian School District** | | | | | | | | | | | | | | |
| Meridian High School | 27 | 66.7% | 5 | 4 | 80% | 14 | 8 | 57% | 3 | 2 | 67% | 5 | 4 | 80% |
| **Methow Valley School District** | | | | | | | | | | | | | | |
| Liberty Bell Jr Sr High | 24 | 41.7% | 2 | 0 | 0% | 8 | 3 | 38% | 9 | 6 | 67% | 5 | 1 | 20% |
| **Monroe School District** | | | | | | | | | | | | | | |
| Monroe High School | 57 | 57.9% | 9 | 3 | 33% | 13 | 10 | 77% | 18 | 12 | 67% | 17 | 8 | 47% |
| **Montesano School District** | | | | | | | | | | | | | | |
| Montesano Jr-Sr High | 39 | 48.7% | 5 | 4 | 80% | 16 | 5 | 31% | 10 | 8 | 80% | 8 | 2 | 25% |
| **Morton School District** | | | | | | | | | | | | | | |
| Morton Junior-Senior High | 17 | 58.8% | 6 | 4 | 67% | 7 | 3 | 43% | 0 | NA | NA | 4 | 3 | 75% |
| **Moses Lake School District** | | | | | | | | | | | | | | |
| Moses Lake High School | 78 | 73.1% | 16 | 11 | 69% | 25 | 19 | 76% | 18 | 18 | 100% | 19 | 9 | 47% |
| **Mossyrock School District** | | | | | | | | | | | | | | |
| Mossyrock Middle & High Schl | 19 | 63.2% | 6 | 4 | 67% | 4 | 4 | 100% | 6 | 4 | 67% | 3 | 0 | 0% |
| **Mount Adams School District** | | | | | | | | | | | | | | |
| White Swan High School | 25 | 36.0% | 5 | 1 | 20% | 11 | 4 | 36% | 3 | 3 | 100% | 6 | 1 | 17% |
| **Mount Baker School District** | | | | | | | | | | | | | | |
| Mount Baker Senior High | 37 | 64.9% | 13 | 7 | 54% | 13 | 11 | 85% | 8 | 6 | 75% | 3 | 0 | 0% |
| **Mount Vernon School District** | | | | | | | | | | | | | | |
| Mount Vernon High School | 75 | 68.0% | 16 | 8 | 50% | 30 | 22 | 73% | 19 | 13 | 68% | 10 | 8 | 80% |
| **Mukilteo School District** | | | | | | | | | | | | | | |
| Aces High School | 11 | 54.5% | 0 | 0 | NA | 4 | 3 | 75% | 6 | 3 | 50% | 1 | 0 | 0% |
| Kamiak High School | 83 | 77.1% | 17 | 11 | 65% | 33 | 30 | 91% | 21 | 15 | 71% | 12 | 8 | 67% |
| Mariner High School | 79 | 59.5% | 20 | 8 | 40% | 33 | 23 | 70% | 15 | 10 | 67% | 11 | 6 | 55% |

**Appendix E: High School Teacher Retention and Mobility by Teacher Experience**
**Classroom Teachers after five years (2000-01 to 2004-05)**

| Districts and Schools | Number Teachers 2000/01 | % Stayers Same School | Total Teachers 0-4 Yrs Experience | | | Total Teachers 5-14 Yrs Experience | | | Total Teachers 15-24 Yrs Experience | | | Total Teachers 25+ Yrs Experience | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Total # 2000/01 | # Retained | % Retained | Total # 2000/01 | # Retained | % Retained | Total # 2000/01 | # Retained | % Retained | Total # 2000/01 | # Retained | % Retained |
| **Naches Valley School District** | | | | | | | | | | | | | | |
| Naches Valley High School | 24 | 75.0% | 6 | 5 | 83% | 7 | 4 | 57% | 5 | 5 | 100% | 6 | 4 | 67% |
| **Napavine School District** | | | | | | | | | | | | | | |
| Napavine Jr Sr High School | 19 | 68.4% | 3 | 3 | 100% | 7 | 4 | 57% | 6 | 5 | 83% | 3 | 1 | 33% |
| **Naselle-Grays River Valley School District** | | | | | | | | | | | | | | |
| Naselle Jr Sr High Schools | 19 | 36.8% | 6 | 1 | 17% | 4 | 2 | 50% | 7 | 4 | 57% | 2 | 0 | 0% |
| **Newport School District** | | | | | | | | | | | | | | |
| Newport High School | 31 | 71.0% | 4 | 4 | 100% | 14 | 11 | 79% | 8 | 6 | 75% | 5 | 1 | 20% |
| **Nine Mile Falls School District** | | | | | | | | | | | | | | |
| Lakeside High School | 29 | 65.5% | 5 | 2 | 40% | 13 | 11 | 85% | 9 | 6 | 67% | 2 | 0 | 0% |
| **Nooksack School District** | | | | | | | | | | | | | | |
| Nooksack Valley High School | 28 | 64.3% | 9 | 5 | 56% | 8 | 4 | 50% | 7 | 7 | 100% | 4 | 2 | 50% |
| **North Beach School District** | | | | | | | | | | | | | | |
| North Beach High School | 16 | 62.5% | 6 | 2 | 33% | 3 | 3 | 100% | 5 | 4 | 80% | 2 | 1 | 50% |
| **North Franklin School District** | | | | | | | | | | | | | | |
| Connell High School | 33 | 66.7% | 10 | 6 | 60% | 7 | 5 | 71% | 11 | 8 | 73% | 5 | 3 | 60% |
| **North Kitsap School District** | | | | | | | | | | | | | | |
| North Kitsap High School | 82 | 53.7% | 20 | 8 | 40% | 31 | 18 | 58% | 23 | 16 | 70% | 8 | 2 | 25% |
| **North Mason School District** | | | | | | | | | | | | | | |
| North Mason Senior High School | 43 | 58.1% | 8 | 5 | 63% | 13 | 8 | 62% | 14 | 10 | 71% | 8 | 2 | 25% |
| **North Thurston Public Schools** | | | | | | | | | | | | | | |
| North Thurston High School | 73 | 72.6% | 15 | 12 | 80% | 17 | 15 | 88% | 21 | 17 | 81% | 20 | 9 | 45% |
| River Ridge High School | 62 | 61.3% | 19 | 15 | 79% | 21 | 7 | 33% | 18 | 14 | 78% | 4 | 2 | 50% |
| South Sound High School | 14 | 28.6% | 2 | 0 | 0% | 6 | 1 | 17% | 2 | 1 | 50% | 4 | 2 | 50% |
| Timberline High School | 69 | 65.2% | 16 | 13 | 81% | 20 | 14 | 70% | 19 | 10 | 53% | 14 | 8 | 57% |
| **Northport School District** | | | | | | | | | | | | | | |
| Northport High School | 5 | 60.0% | 1 | 0 | 0% | 3 | 2 | 67% | 1 | 1 | 100% | 0 | NA | NA |
| **Northshore School District** | | | | | | | | | | | | | | |
| Bothell High School | 74 | 60.8% | 21 | 15 | 71% | 18 | 12 | 67% | 14 | 10 | 71% | 21 | 8 | 38% |
| Inglemoor Hs | 82 | 65.9% | 15 | 5 | 33% | 25 | 17 | 68% | 27 | 24 | 89% | 15 | 8 | 53% |
| Woodinville Hs | 69 | 62.3% | 13 | 8 | 62% | 26 | 18 | 69% | 16 | 10 | 63% | 14 | 7 | 50% |
| **Oak Harbor School District** | | | | | | | | | | | | | | |
| Oak Harbor High School | 87 | 52.9% | 26 | 15 | 58% | 21 | 10 | 48% | 23 | 17 | 74% | 17 | 4 | 24% |
| **Oakesdale School District** | | | | | | | | | | | | | | |
| Oakesdale High School | 9 | 55.6% | 2 | 1 | 50% | 3 | 2 | 67% | 1 | 1 | 100% | 3 | 1 | 33% |
| **Oakville School District** | | | | | | | | | | | | | | |
| Oakville High School | 15 | 46.7% | 3 | 2 | 67% | 6 | 2 | 33% | 5 | 3 | 60% | 1 | 0 | 0% |
| **Ocean Beach School District** | | | | | | | | | | | | | | |
| Ilwaco Jr Sr High | 35 | 45.7% | 10 | 3 | 30% | 10 | 3 | 30% | 8 | 6 | 75% | 7 | 4 | 57% |
| **Ocosta School District** | | | | | | | | | | | | | | |
| Ocosta Junior - Senior High | 22 | 45.5% | 7 | 1 | 14% | 8 | 6 | 75% | 6 | 3 | 50% | 1 | 0 | 0% |
| **Odessa School District** | | | | | | | | | | | | | | |
| Odessa High School | 15 | 86.7% | 4 | 3 | 75% | 3 | 3 | 100% | 5 | 5 | 100% | 3 | 2 | 67% |
| **Okanogan School District** | | | | | | | | | | | | | | |
| Okanogan High School | 27 | 59.3% | 6 | 2 | 33% | 12 | 6 | 50% | 3 | 3 | 100% | 6 | 5 | 83% |

| Appendix E: High School Teacher Retention and Mobility by Teacher Experience<br>Classroom Teachers after five years (2000-01 to 2004-05) | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Total Teachers 0-4 Yrs Experience | | | Total Teachers 5-14 Yrs Experience | | | Total Teachers 15-24 Yrs Experience | | | Total Teachers 25+ Yrs Experience | | |
| Districts and Schools | Number Teachers 2000/01 | % Stayers Same School | Total # 2000/01 | # Retained | % Retained | Total # 2000/01 | # Retained | % Retained | Total # 2000/01 | # Retained | % Retained | Total # 2000/01 | # Retained | % Retained |
| **Olympia School District** | | | | | | | | | | | | | | |
| Capital High School | 80 | 53.8% | 16 | 8 | 50% | 29 | 17 | 59% | 13 | 10 | 77% | 22 | 8 | 36% |
| Olympia High School | 83 | 69.9% | 13 | 8 | 62% | 30 | 27 | 90% | 20 | 14 | 70% | 20 | 9 | 45% |
| **Omak School District** | | | | | | | | | | | | | | |
| Omak High School | 36 | 61.1% | 5 | 2 | 40% | 8 | 5 | 63% | 11 | 8 | 73% | 12 | 7 | 58% |
| **Onalaska School District** | | | | | | | | | | | | | | |
| Onalaska High School | 17 | 70.6% | 2 | 2 | 100% | 5 | 3 | 60% | 8 | 6 | 75% | 2 | 1 | 50% |
| **Orcas Island School District** | | | | | | | | | | | | | | |
| Orcas Island High School | 21 | 42.9% | 6 | 2 | 33% | 10 | 5 | 50% | 3 | 2 | 67% | 2 | 0 | 0% |
| **Oroville School District** | | | | | | | | | | | | | | |
| Oroville Middle-High School | 19 | 68.4% | 6 | 3 | 50% | 2 | 2 | 100% | 7 | 7 | 100% | 4 | 1 | 25% |
| **Orting School District** | | | | | | | | | | | | | | |
| Orting High School | 28 | 57.1% | 6 | 5 | 83% | 13 | 9 | 69% | 5 | 1 | 20% | 4 | 1 | 25% |
| **Othello School District** | | | | | | | | | | | | | | |
| Othello High School | 41 | 56.1% | 10 | 4 | 40% | 12 | 9 | 75% | 7 | 5 | 71% | 12 | 5 | 42% |
| **Palouse School District** | | | | | | | | | | | | | | |
| Palouse High School | 10 | 50.0% | 1 | 1 | 100% | 3 | 1 | 33% | 2 | 1 | 50% | 4 | 2 | 50% |
| **Pasco School District** | | | | | | | | | | | | | | |
| New Horizons High School | 9 | 55.6% | 2 | 0 | 0% | 4 | 4 | 100% | 1 | 1 | 100% | 2 | 0 | 0% |
| Pasco Senior High School | 124 | 65.3% | 37 | 21 | 57% | 46 | 31 | 67% | 24 | 19 | 79% | 17 | 10 | 59% |
| **Pateros School District** | | | | | | | | | | | | | | |
| Pateros High School | 14 | 28.6% | 4 | 1 | 25% | 5 | 0 | 0% | 5 | 3 | 60% | 0 | NA | NA |
| **Peninsula School District** | | | | | | | | | | | | | | |
| Gig Harbor High | 79 | 58.2% | 15 | 7 | 47% | 26 | 16 | 62% | 22 | 17 | 77% | 16 | 6 | 38% |
| Peninsula High School | 67 | 67.2% | 15 | 8 | 53% | 25 | 17 | 68% | 21 | 17 | 81% | 6 | 3 | 50% |
| **Pomeroy School District** | | | | | | | | | | | | | | |
| Pomeroy Jr Sr High School | 17 | 58.8% | 1 | 0 | 0% | 6 | 3 | 50% | 7 | 5 | 71% | 3 | 2 | 67% |
| **Port Angeles School District** | | | | | | | | | | | | | | |
| Choice Community School | 7 | 28.6% | 1 | 0 | 0% | 5 | 2 | 40% | 1 | 0 | 0% | 0 | NA | NA |
| Port Angeles High School | 74 | 63.5% | 9 | 4 | 44% | 26 | 21 | 81% | 18 | 13 | 72% | 21 | 9 | 43% |
| **Port Townsend School District** | | | | | | | | | | | | | | |
| Port Townsend High School | 34 | 47.1% | 5 | 1 | 20% | 15 | 8 | 53% | 8 | 3 | 38% | 6 | 4 | 67% |
| **Prosser School District** | | | | | | | | | | | | | | |
| Prosser High School | 39 | 71.8% | 9 | 5 | 56% | 11 | 10 | 91% | 11 | 9 | 82% | 8 | 4 | 50% |
| **Pullman School District** | | | | | | | | | | | | | | |
| Pullman High School | 38 | 60.5% | 7 | 3 | 43% | 14 | 9 | 64% | 13 | 10 | 77% | 4 | 0 | 0% |
| **Puyallup School District** | | | | | | | | | | | | | | |
| E B Walker High School | 15 | 46.7% | 7 | 1 | 14% | 4 | 2 | 50% | 4 | 4 | 100% | 0 | NA | NA |
| Gov John Rogers High School | 78 | 57.7% | 20 | 9 | 45% | 23 | 15 | 65% | 16 | 13 | 81% | 19 | 8 | 42% |
| Puyallup High School | 92 | 51.1% | 23 | 8 | 35% | 34 | 20 | 59% | 25 | 16 | 64% | 10 | 3 | 30% |
| **Quillayute Valley School District** | | | | | | | | | | | | | | |
| Forks High School | 33 | 45.5% | 7 | 2 | 29% | 11 | 5 | 45% | 9 | 6 | 67% | 6 | 2 | 33% |
| **Quincy School District** | | | | | | | | | | | | | | |
| Quincy High School | 35 | 40.0% | 10 | 4 | 40% | 17 | 6 | 35% | 6 | 2 | 33% | 2 | 2 | 100% |
| **Rainier School District** | | | | | | | | | | | | | | |
| Rainier Senior High School | 25 | 56.0% | 4 | 1 | 25% | 8 | 6 | 75% | 9 | 5 | 56% | 4 | 2 | 50% |

**Appendix E: High School Teacher Retention and Mobility by Teacher Experience**
**Classroom Teachers after five years (2000-01 to 2004-05)**

| Districts and Schools | Number Teachers 2000/01 | % Stayers Same School | Total Teachers 0-4 Yrs Experience | | | Total Teachers 5-14 Yrs Experience | | | Total Teachers 15-24 Yrs Experience | | | Total Teachers 25+ Yrs Experience | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Total # 2000/01 | # Retained | % Retained | Total # 2000/01 | # Retained | % Retained | Total # 2000/01 | # Retained | % Retained | Total # 2000/01 | # Retained | % Retained |
| **Raymond School District** | | | | | | | | | | | | | | |
| Raymond Jr Sr High School | 20 | 65.0% | 6 | 2 | 33% | 2 | 2 | 100% | 6 | 6 | 100% | 6 | 3 | 50% |
| **Reardan-Edwall School District** | | | | | | | | | | | | | | |
| Reardan High School | 18 | 61.1% | 7 | 6 | 86% | 6 | 3 | 50% | 0 | NA | NA | 5 | 2 | 40% |
| **Renton School District** | | | | | | | | | | | | | | |
| Black River High School | 13 | 46.2% | 3 | 0 | 0% | 4 | 2 | 50% | 5 | 2 | 40% | 1 | 1 | 100% |
| Hazen Senior High School | 56 | 50.0% | 13 | 4 | 31% | 22 | 12 | 55% | 9 | 6 | 67% | 12 | 6 | 50% |
| Lindbergh Senior High School | 55 | 40.0% | 5 | 1 | 20% | 19 | 5 | 26% | 15 | 7 | 47% | 16 | 9 | 56% |
| Renton Senior High School | 44 | 54.5% | 18 | 8 | 44% | 15 | 9 | 60% | 8 | 6 | 75% | 3 | 1 | 33% |
| **Republic School District** | | | | | | | | | | | | | | |
| Republic Jr Sr High School | 14 | 35.7% | 4 | 1 | 25% | 4 | 1 | 25% | 5 | 3 | 60% | 1 | 0 | 0% |
| **Richland School District** | | | | | | | | | | | | | | |
| Hanford High School | 93 | 68.8% | 21 | 14 | 67% | 34 | 26 | 76% | 27 | 18 | 67% | 11 | 6 | 55% |
| Richland High School | 77 | 67.5% | 12 | 7 | 58% | 31 | 20 | 65% | 17 | 13 | 76% | 17 | 12 | 71% |
| **Ridgefield School District** | | | | | | | | | | | | | | |
| Ridgefield High School | 30 | 70.0% | 11 | 4 | 36% | 8 | 6 | 75% | 9 | 9 | 100% | 2 | 2 | 100% |
| **Ritzville School District** | | | | | | | | | | | | | | |
| Ritzville High School | 13 | 84.6% | 1 | 1 | 100% | 5 | 4 | 80% | 3 | 2 | 67% | 4 | 4 | 100% |
| **Riverside School District** | | | | | | | | | | | | | | |
| Riverside High School | 30 | 63.3% | 5 | 2 | 40% | 11 | 7 | 64% | 10 | 8 | 80% | 4 | 2 | 50% |
| **Riverview School District** | | | | | | | | | | | | | | |
| Cedarcrest High School | 43 | 72.1% | 16 | 12 | 75% | 17 | 12 | 71% | 5 | 4 | 80% | 5 | 3 | 60% |
| **Rochester School District** | | | | | | | | | | | | | | |
| Rochester High School | 31 | 71.0% | 5 | 3 | 60% | 11 | 8 | 73% | 9 | 8 | 89% | 6 | 3 | 50% |
| **Royal School District** | | | | | | | | | | | | | | |
| Royal High School | 23 | 56.5% | 5 | 1 | 20% | 8 | 4 | 50% | 4 | 3 | 75% | 6 | 5 | 83% |
| **San Juan Island School District** | | | | | | | | | | | | | | |
| Friday Harbor High School | 18 | 72.2% | 5 | 4 | 80% | 4 | 4 | 100% | 5 | 3 | 60% | 4 | 2 | 50% |
| **Seattle Public Schools** | | | | | | | | | | | | | | |
| Ballard High School | 73 | 63.0% | 25 | 13 | 52% | 23 | 15 | 65% | 10 | 8 | 80% | 15 | 10 | 67% |
| Cleveland High School | 41 | 43.9% | 11 | 1 | 9% | 9 | 4 | 44% | 11 | 6 | 55% | 10 | 7 | 70% |
| Franklin High School | 71 | 52.1% | 18 | 11 | 61% | 24 | 12 | 50% | 16 | 12 | 75% | 13 | 2 | 15% |
| Garfield High School | 72 | 48.6% | 22 | 9 | 41% | 26 | 17 | 65% | 7 | 3 | 43% | 17 | 6 | 35% |
| Ingraham High School | 45 | 53.3% | 5 | 2 | 40% | 14 | 11 | 79% | 15 | 8 | 53% | 11 | 3 | 27% |
| John Marshall High School | 15 | 60.0% | 9 | 4 | 44% | 5 | 4 | 80% | 1 | 1 | 100% | 0 | NA | NA |
| Middle College High School | 13 | 38.5% | 3 | 1 | 33% | 5 | 4 | 80% | 1 | 0 | 0% | 4 | 0 | 0% |
| Nathan Hale High School | 57 | 49.1% | 14 | 6 | 43% | 21 | 13 | 62% | 12 | 7 | 58% | 10 | 2 | 20% |
| Nova High School | 12 | 50.0% | 6 | 2 | 33% | 4 | 3 | 75% | 1 | 1 | 100% | 1 | 0 | 0% |
| Rainier Beach High School | 43 | 37.2% | 12 | 2 | 17% | 22 | 8 | 36% | 7 | 5 | 71% | 2 | 1 | 50% |
| Roosevelt High School | 80 | 62.5% | 18 | 11 | 61% | 28 | 18 | 64% | 16 | 14 | 88% | 18 | 7 | 39% |
| Sealth High School | 50 | 48.0% | 18 | 7 | 39% | 16 | 10 | 63% | 9 | 6 | 67% | 7 | 1 | 14% |
| South Lake High School | 8 | 87.5% | 2 | 2 | 100% | 3 | 3 | 100% | 2 | 1 | 50% | 1 | 1 | 100% |
| West Seattle High School | 50 | 58.0% | 11 | 6 | 55% | 21 | 12 | 57% | 10 | 7 | 70% | 8 | 4 | 50% |
| **Sedro-Woolley School District** | | | | | | | | | | | | | | |
| Sedro Woolley Senior High School | 60 | 60.0% | 16 | 9 | 56% | 22 | 14 | 64% | 13 | 9 | 69% | 9 | 4 | 44% |
| State Street High School | 13 | 76.9% | 2 | 2 | 100% | 9 | 6 | 67% | 1 | 1 | 100% | 1 | 1 | 100% |

| Appendix E: High School Teacher Retention and Mobility by Teacher Experience<br>Classroom Teachers after five years (2000-01 to 2004-05) | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Total Teachers 0-4 Yrs Experience | | | Total Teachers 5-14 Yrs Experience | | | Total Teachers 15-24 Yrs Experience | | | Total Teachers 25+ Yrs Experience | | |
| Districts and Schools | Number Teachers 2000/01 | % Stayers Same School | Total # 2000/01 | # Retained | % Retained | Total # 2000/01 | # Retained | % Retained | Total # 2000/01 | # Retained | % Retained | Total # 2000/01 | # Retained | % Retained |
| **Selah School District** | | | | | | | | | | | | | | |
| Selah Academy | 8 | 37.5% | 1 | 0 | 0% | 3 | 2 | 67% | 2 | 1 | 50% | 2 | 0 | 0% |
| Selah High School | 39 | 61.5% | 7 | 5 | 71% | 13 | 9 | 69% | 13 | 8 | 62% | 6 | 2 | 33% |
| **Selkirk School District** | | | | | | | | | | | | | | |
| Selkirk Jr-Sr High | 15 | 60.0% | 4 | 2 | 50% | 2 | 0 | 0% | 7 | 6 | 86% | 2 | 1 | 50% |
| **Sequim School District** | | | | | | | | | | | | | | |
| Sequim Senior High | 44 | 68.2% | 7 | 4 | 57% | 14 | 11 | 79% | 14 | 9 | 64% | 9 | 6 | 67% |
| **Shelton School District** | | | | | | | | | | | | | | |
| Shelton High School | 73 | 60.3% | 20 | 10 | 50% | 23 | 14 | 61% | 20 | 17 | 85% | 10 | 3 | 30% |
| **Shoreline School District** | | | | | | | | | | | | | | |
| Shorecrest High School | 88 | 53.4% | 18 | 8 | 44% | 34 | 19 | 56% | 17 | 15 | 88% | 19 | 5 | 26% |
| Shorewood High School | 96 | 57.3% | 21 | 12 | 57% | 34 | 23 | 68% | 15 | 11 | 73% | 26 | 9 | 35% |
| **Snohomish School District** | | | | | | | | | | | | | | |
| Snohomish High School | 83 | 60.2% | 18 | 5 | 28% | 26 | 17 | 65% | 24 | 20 | 83% | 15 | 8 | 53% |
| **Snoqualmie Valley School District** | | | | | | | | | | | | | | |
| Mount Si High School | 65 | 52.3% | 17 | 7 | 41% | 20 | 13 | 65% | 16 | 8 | 50% | 12 | 6 | 50% |
| Two Rivers School | 8 | 87.5% | 2 | 2 | 100% | 4 | 3 | 75% | 1 | 1 | 100% | 1 | 1 | 100% |
| **Soap Lake School District** | | | | | | | | | | | | | | |
| Soap Lake Middle & High Sch | 18 | 50.0% | 5 | 1 | 20% | 10 | 6 | 60% | 1 | 1 | 100% | 2 | 1 | 50% |
| **South Bend School District** | | | | | | | | | | | | | | |
| South Bend High School | 15 | 73.3% | 4 | 2 | 50% | 6 | 4 | 67% | 3 | 3 | 100% | 2 | 2 | 100% |
| **South Kitsap School District** | | | | | | | | | | | | | | |
| South Kitsap High School | 109 | 59.6% | 25 | 18 | 72% | 39 | 24 | 62% | 26 | 17 | 65% | 19 | 6 | 32% |
| **South Whidbey School District** | | | | | | | | | | | | | | |
| South Whidbey High School | 38 | 63.2% | 5 | 4 | 80% | 17 | 12 | 71% | 9 | 5 | 56% | 7 | 3 | 43% |
| **Spokane School District** | | | | | | | | | | | | | | |
| Ferris High School | 94 | 66.0% | 20 | 12 | 60% | 33 | 27 | 82% | 24 | 18 | 75% | 17 | 5 | 29% |
| Havermale Alternative | 27 | 59.3% | 5 | 2 | 40% | 7 | 4 | 57% | 10 | 8 | 80% | 5 | 2 | 40% |
| Lewis & Clark High School | 80 | 76.3% | 17 | 15 | 88% | 29 | 25 | 86% | 19 | 16 | 84% | 15 | 5 | 33% |
| North Central High School | 79 | 55.7% | 15 | 11 | 73% | 26 | 13 | 50% | 19 | 14 | 74% | 19 | 6 | 32% |
| Rogers High School | 92 | 59.8% | 21 | 16 | 76% | 38 | 23 | 61% | 16 | 10 | 63% | 17 | 6 | 35% |
| Shadle Park High School | 88 | 71.6% | 15 | 11 | 73% | 25 | 19 | 76% | 30 | 25 | 83% | 18 | 8 | 44% |
| **Sprague School District** | | | | | | | | | | | | | | |
| Sprague High School | 8 | 50.0% | 2 | 0 | 0% | 5 | 4 | 80% | 0 | NA | NA | 1 | 0 | 0% |
| **St. John School District** | | | | | | | | | | | | | | |
| St John/Endicott High | 9 | 66.7% | 0 | NA | NA | 3 | 3 | 100% | 3 | 2 | 67% | 3 | 1 | 33% |
| **Stanwood-Camano School District** | | | | | | | | | | | | | | |
| Stanwood High School | 83 | 68.7% | 21 | 14 | 67% | 34 | 27 | 79% | 16 | 11 | 69% | 12 | 5 | 42% |
| **Steilacoom Hist. School District** | | | | | | | | | | | | | | |
| Steilacoom High | 31 | 67.7% | 9 | 5 | 56% | 9 | 6 | 67% | 7 | 6 | 86% | 6 | 4 | 67% |
| **Stevenson-Carson School District** | | | | | | | | | | | | | | |
| Stevenson High School | 23 | 78.3% | 3 | 2 | 67% | 10 | 9 | 90% | 8 | 7 | 88% | 2 | 0 | 0% |
| **Sultan School District** | | | | | | | | | | | | | | |
| Sultan Senior High School | 26 | 65.4% | 7 | 4 | 57% | 12 | 8 | 67% | 3 | 3 | 100% | 4 | 2 | 50% |
| **Sumner School District** | | | | | | | | | | | | | | |
| Sumner Senior High | 80 | 61.3% | 24 | 13 | 54% | 28 | 18 | 64% | 16 | 13 | 81% | 12 | 5 | 42% |

**Appendix E: High School Teacher Retention and Mobility by Teacher Experience**
**Classroom Teachers after five years (2000-01 to 2004-05)**

| Districts and Schools | Number Teachers 2000/01 | % Stayers Same School | Total Teachers 0-4 Yrs Experience | | | Total Teachers 5-14 Yrs Experience | | | Total Teachers 15-24 Yrs Experience | | | Total Teachers 25+ Yrs Experience | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Total # 2000/01 | # Retained | % Retained | Total # 2000/01 | # Retained | % Retained | Total # 2000/01 | # Retained | % Retained | Total # 2000/01 | # Retained | % Retained |
| **Sunnyside School District** | | | | | | | | | | | | | | |
| Pride High School | 4 | 75.0% | 2 | 1 | 50% | 1 | 1 | 100% | 0 | NA | NA | 1 | 1 | 100% |
| Sunnyside High School | 60 | 53.3% | 18 | 9 | 50% | 16 | 10 | 63% | 15 | 9 | 60% | 11 | 4 | 36% |
| **Tacoma School District** | | | | | | | | | | | | | | |
| Foss | 87 | 64.4% | 17 | 11 | 65% | 29 | 17 | 59% | 23 | 17 | 74% | 18 | 11 | 61% |
| Lincoln | 78 | 64.1% | 16 | 11 | 69% | 24 | 16 | 67% | 16 | 12 | 75% | 22 | 11 | 50% |
| Mt Tahoma | 71 | 59.2% | 13 | 6 | 46% | 28 | 18 | 64% | 15 | 12 | 80% | 15 | 6 | 40% |
| Stadium | 85 | 63.5% | 15 | 7 | 47% | 27 | 17 | 63% | 23 | 18 | 78% | 20 | 12 | 60% |
| Wilson | 80 | 65.0% | 18 | 12 | 67% | 25 | 16 | 64% | 13 | 7 | 54% | 24 | 17 | 71% |
| **Tahoma School District** | | | | | | | | | | | | | | |
| Maple Valley High School | 4 | 75.0% | 2 | 2 | 100% | 1 | 1 | 100% | 0 | NA | NA | 1 | 0 | 0% |
| Tahoma Senior High School | 61 | 60.7% | 16 | 7 | 44% | 18 | 14 | 78% | 13 | 12 | 92% | 8 | 4 | 50% |
| **Tekoa School District** | | | | | | | | | | | | | | |
| Tekoa High School | 9 | 66.7% | 2 | 0 | 0% | 4 | 3 | 75% | 1 | 1 | 100% | 2 | 2 | 100% |
| **Tenino School District** | | | | | | | | | | | | | | |
| Tenino High School | 22 | 45.5% | 3 | 1 | 33% | 9 | 3 | 33% | 5 | 3 | 60% | 5 | 3 | 60% |
| **Toledo School District** | | | | | | | | | | | | | | |
| Toledo High School | 18 | 61.1% | 6 | 3 | 50% | 7 | 5 | 71% | 3 | 3 | 100% | 2 | 0 | 0% |
| **Tonasket School District** | | | | | | | | | | | | | | |
| Tonasket High School | 24 | 79.2% | 9 | 7 | 78% | 8 | 7 | 88% | 3 | 2 | 67% | 4 | 3 | 75% |
| **Toppenish School District** | | | | | | | | | | | | | | |
| Eagle High School | 7 | 85.7% | 2 | 2 | 100% | 1 | 0 | 0% | 2 | 2 | 100% | 2 | 2 | 100% |
| Toppenish High School | 37 | 59.5% | 13 | 6 | 46% | 12 | 6 | 50% | 9 | 8 | 89% | 3 | 2 | 67% |
| **Toutle Lake School District** | | | | | | | | | | | | | | |
| Toutle Lake High School | 17 | 76.5% | 1 | 1 | 100% | 7 | 3 | 43% | 6 | 6 | 100% | 3 | 3 | 100% |
| **Tukwila School District** | | | | | | | | | | | | | | |
| Foster Senior High School | 35 | 42.9% | 15 | 3 | 20% | 10 | 6 | 60% | 4 | 3 | 75% | 6 | 3 | 50% |
| **Tumwater School District** | | | | | | | | | | | | | | |
| A G West Black Hills High School | 59 | 61.0% | 13 | 8 | 62% | 29 | 19 | 66% | 8 | 6 | 75% | 9 | 3 | 33% |
| Tumwater High School | 49 | 65.3% | 10 | 7 | 70% | 16 | 10 | 63% | 13 | 10 | 77% | 10 | 5 | 50% |
| **University Place School District** | | | | | | | | | | | | | | |
| Curtis Senior High | 75 | 65.3% | 11 | 7 | 64% | 26 | 17 | 65% | 19 | 15 | 79% | 19 | 10 | 53% |
| **Vancouver School District** | | | | | | | | | | | | | | |
| Columbia River High | 59 | 55.9% | 5 | 2 | 40% | 25 | 12 | 48% | 12 | 8 | 67% | 17 | 11 | 65% |
| Fort Vancouver High School | 88 | 50.0% | 15 | 6 | 40% | 30 | 15 | 50% | 16 | 9 | 56% | 27 | 14 | 52% |
| Hudson's Bay High School | 69 | 53.6% | 17 | 10 | 59% | 18 | 8 | 44% | 24 | 15 | 63% | 10 | 4 | 40% |
| Lewis And Clark High School | 18 | 55.6% | 4 | 3 | 75% | 10 | 4 | 40% | 2 | 1 | 50% | 2 | 2 | 100% |
| Skyview High School | 53 | 67.9% | 19 | 15 | 79% | 19 | 12 | 63% | 11 | 7 | 64% | 4 | 2 | 50% |
| **Vashon Island School District** | | | | | | | | | | | | | | |
| Vashon Island High School | 31 | 71.0% | 8 | 6 | 75% | 8 | 7 | 88% | 10 | 7 | 70% | 5 | 2 | 40% |
| **Wahkiakum School District** | | | | | | | | | | | | | | |
| Wahkiakum High School | 15 | 53.3% | 2 | 1 | 50% | 4 | 2 | 50% | 4 | 3 | 75% | 5 | 2 | 40% |
| **Wahluke School District** | | | | | | | | | | | | | | |
| Wahluke High School | 23 | 34.8% | 11 | 2 | 18% | 9 | 4 | 44% | 0 | NA | NA | 3 | 2 | 67% |
| **Waitsburg School District** | | | | | | | | | | | | | | |
| Waitsburg High School | 11 | 54.5% | 0 | NA | NA | 4 | 2 | 50% | 4 | 2 | 50% | 3 | 2 | 67% |

**Appendix E: High School Teacher Retention and Mobility by Teacher Experience**
**Classroom Teachers after five years (2000-01 to 2004-05)**

| Districts and Schools | Number Teachers 2000/01 | % Stayers Same School | Total Teachers 0-4 Yrs Experience | | | Total Teachers 5-14 Yrs Experience | | | Total Teachers 15-24 Yrs Experience | | | Total Teachers 25+ Yrs Experience | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Total # 2000/01 | # Retained | % Retained | Total # 2000/01 | # Retained | % Retained | Total # 2000/01 | # Retained | % Retained | Total # 2000/01 | # Retained | % Retained |
| **Walla Walla School District** | | | | | | | | | | | | | | |
| Walla Walla High School | 91 | 70.3% | 10 | 5 | 50% | 37 | 28 | 76% | 31 | 24 | 77% | 13 | 7 | 54% |
| **Wapato School District** | | | | | | | | | | | | | | |
| Pace Alternative High School | 9 | 77.8% | 4 | 4 | 100% | 2 | 1 | 50% | 3 | 2 | 67% | 0 | NA | NA |
| Wapato High School | 39 | 43.6% | 15 | 4 | 27% | 8 | 4 | 50% | 6 | 5 | 83% | 10 | 4 | 40% |
| **Warden School District** | | | | | | | | | | | | | | |
| Warden High School | 21 | 61.9% | 4 | 1 | 25% | 4 | 3 | 75% | 7 | 5 | 71% | 6 | 4 | 67% |
| **Washougal School District** | | | | | | | | | | | | | | |
| Washougal High School | 38 | 76.3% | 12 | 10 | 83% | 15 | 11 | 73% | 6 | 6 | 100% | 5 | 2 | 40% |
| **Waterville School District** | | | | | | | | | | | | | | |
| Waterville High School | 16 | 37.5% | 3 | 0 | 0% | 5 | 2 | 40% | 4 | 3 | 75% | 4 | 1 | 25% |
| **Wenatchee School District** | | | | | | | | | | | | | | |
| Wenatchee High School | 97 | 72.2% | 28 | 21 | 75% | 31 | 22 | 71% | 24 | 19 | 79% | 14 | 8 | 57% |
| Westside High School | 15 | 80.0% | 3 | 2 | 67% | 3 | 2 | 67% | 8 | 7 | 88% | 1 | 1 | 100% |
| **West Valley School District (Spokane)** | | | | | | | | | | | | | | |
| West Valley High School | 47 | 61.7% | 11 | 9 | 82% | 15 | 11 | 73% | 12 | 6 | 50% | 9 | 3 | 33% |
| **West Valley School District (Yakima)** | | | | | | | | | | | | | | |
| West Valley High School | 45 | 62.2% | 5 | 4 | 80% | 16 | 10 | 63% | 14 | 10 | 71% | 10 | 4 | 40% |
| **White Pass School District** | | | | | | | | | | | | | | |
| White Pass Jr. Sr. High School | 23 | 60.9% | 3 | 3 | 100% | 7 | 3 | 43% | 7 | 6 | 86% | 6 | 2 | 33% |
| **White River School District** | | | | | | | | | | | | | | |
| White River High School | 60 | 61.7% | 15 | 9 | 60% | 21 | 13 | 62% | 13 | 7 | 54% | 11 | 8 | 73% |
| **White Salmon Valley School District** | | | | | | | | | | | | | | |
| Columbia High School | 25 | 80.0% | 5 | 4 | 80% | 12 | 10 | 83% | 4 | 4 | 100% | 4 | 2 | 50% |
| **Wilbur School District** | | | | | | | | | | | | | | |
| Wilbur Secondary School | 12 | 50.0% | 3 | 1 | 33% | 2 | 1 | 50% | 4 | 4 | 100% | 3 | 0 | 0% |
| **Willapa Valley School District** | | | | | | | | | | | | | | |
| Willapa Valley Jr Sr High | 17 | 76.5% | 3 | 2 | 67% | 7 | 5 | 71% | 3 | 3 | 100% | 4 | 3 | 75% |
| **Winlock School District** | | | | | | | | | | | | | | |
| Winlock Senior High | 22 | 68.2% | 5 | 3 | 60% | 6 | 4 | 67% | 8 | 7 | 88% | 3 | 1 | 33% |
| **Woodland School District** | | | | | | | | | | | | | | |
| Woodland High School | 28 | 75.0% | 6 | 3 | 50% | 9 | 7 | 78% | 5 | 5 | 100% | 8 | 6 | 75% |
| **Yakima School District** | | | | | | | | | | | | | | |
| Davis High School | 81 | 50.6% | 14 | 4 | 29% | 23 | 15 | 65% | 20 | 12 | 60% | 24 | 10 | 42% |
| Eisenhower High School | 89 | 60.7% | 20 | 10 | 50% | 25 | 19 | 76% | 22 | 17 | 77% | 22 | 8 | 36% |
| **Yelm School District** | | | | | | | | | | | | | | |
| Yelm High School 12 | 69 | 66.7% | 17 | 7 | 41% | 26 | 18 | 69% | 20 | 17 | 85% | 6 | 4 | 67% |
| **Zillah School District** | | | | | | | | | | | | | | |
| Zillah High School | 22 | 72.7% | 8 | 5 | 63% | 11 | 9 | 82% | 2 | 1 | 50% | 1 | 1 | 100% |

Note: For experience analyses, the mobility statistics are based on headcount and will vary slightly from other analyses based on FTE. For example, the percentage of stayers in this table will vary slightly from the percentage listed on the prior table, "High School Teacher Retention and Mobility by District and School."