

Examining Teacher Retention and Mobility in Small and Rural Districts in Washington State

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Executive Summary

Small and rural schools face a distinct set of challenges with regard to locale, regional socio-economic conditions and trends, and attracting, retaining and supporting talented teachers. This study provides information about small and rural districts in Washington state with respect to the retention and mobility of their teacher workforce during a recent five-year period (2000-01 and 2004-05) and compares data from these districts to statewide conditions and patterns. For purposes of this study, teacher turnover includes both mobility and attrition – the extent to which teachers move to other schools and other districts, change professional duties, or leave the state’s education system.

The study addressed the following research questions:

1. At what rates do teachers in small and rural districts stay, move or leave?
2. How do retention and mobility rates vary among schools within small and rural districts?
3. Does the experience level or age of teachers in small and rural districts affect whether they stay, move or leave?
4. What school characteristics are related to the retention of teachers (e.g., student poverty, percent minority students, percent ESL students served, student performance)?
5. At what rates are principals staying, moving, or leaving?
6. How do teacher retention and mobility rates in small and rural districts compare to other districts in Washington by region, poverty level, and degree of isolation?

In 2004, 152 districts in Washington state had a student enrollment of less than 1000 FTE. For purposes of the study, these districts were identified as “small.” Aggregate data about teacher retention and mobility is provided for these 152 districts and compared to statewide patterns. We also selected a sample of these small districts for more detailed analyses. Half of the small districts (n =76) were selected based on a variety of characteristics (e.g., region of the state, county and location within the county, ESD, district size, student poverty, student ethnicity, levy valuation per student, and degree of isolation from a major population center).

In order to understand teacher retention and mobility patterns, it is important to first examine how the basic characteristics of the teachers in small and rural districts compare to the statewide profile. Generally speaking, the characteristics of all teachers in small and rural districts do not vary greatly from the state’s teacher workforce. As is the case statewide, there is a mismatch between teachers of color and the increasingly diverse student population in these districts. In small and rural districts, approximately one fourth of students are from racial and ethnic minorities compared to just three percent of the districts’ teachers. One difference can be noted with respect to the distribution of teachers by age range. Teachers in small and rural districts are slightly older than the overall teacher workforce. Sixty-seven percent of teachers in small and rural districts are over the age of 40, compared with 61 percent of all teachers statewide.

The retention and mobility analyses tracked the assignment of classroom teachers at two points in time. The teachers were located during the 2000-01 school year and then

tracked five years later, in 2004-05. Each teacher was placed in one of four categories: “stayers” (those who remain in the same school after 5 years), “movers in” (those who change schools within the same district), “movers out” (those who leave for employment in another district in Washington state), and “leavers” (those who are no longer in the Washington education system, either temporarily or permanently). When examining overall teacher retention patterns, we find that the general patterns for teachers in small and rural districts are similar to all teachers statewide for “stayers” and “leavers.” In the 152 districts, sixty-one percent of teachers stay in the same school after five years and nineteen percent leave the state’s education system, either temporarily or permanently. In other words, the overall rates of teacher retention and attrition for small and rural districts are almost identical to the statewide profile.

Differences do exist in small and rural districts with respect to the rates at which teachers move to other districts, particularly novice teachers (less than 5 years of experience) and beginning teachers (less than 1 year of experience). Twenty percent of novice teachers in the small and rural districts move out of district compared with only 12 percent of novice teachers statewide. Beginning teachers in small and rural districts are also less likely to stay at the same school after five years. Forty-two percent of beginning teachers in small and rural schools were still at the same school five years later, compared to 46 percent of beginning teachers statewide. As might be expected due to the size of the districts, novice and beginning teachers move to other schools within their districts at lower rates than their peers statewide.

Issues of teacher retention often reside at the level of the individual school where considerable variation in circumstances may exist. Thus, another component of the analysis involved an examination of the retention and mobility patterns for all 133 schools within the 76 district sample. We found that schools range from those that have complete turnover of teaching staff after 5 years to those that retain 100 percent of their staff. Retention rates were compared by school level (elementary, secondary and schools with all grades), but only slight differences were found, primarily between the elementary and secondary levels. A detailed display of the retention and mobility patterns for each school in the sample districts is provided in Appendix G of the report.

Since one of the central research questions addresses the possible impact of district isolation on teacher retention and mobility, we grouped the teachers in schools located in isolated and non-isolated districts (50 miles or more from a city with a population of at least 25,000) and examined their mobility patterns. The results of this analysis reveal almost no differences in patterns between teachers located in isolated and non-isolated districts.

Small differences exist by poverty in the percent of stayers and movers both within and between districts. Schools serving the highest percentages of students in poverty have a lower rate of teacher retention (61 percent) than schools with the lowest rates of poverty (67 percent). The school poverty level does not appear to impact the percentage of leavers in small and rural districts.

Some regional differences were noted when districts were grouped by county. Thirty-six of Washington's thirty-nine counties have small and rural schools, and all thirty-six counties are included in the study. For example, teacher retention in the central Washington region (Chelan, Douglas, Kittitas, Yakima and Klickitat counties) is considerably lower (53 percent) compared with the southwest region of the state (69 percent retained) (Clark, Cowlitz, Lewis, Pacific, Skamania, and Wahkiakum counties). Additionally, teachers in the central Washington region show higher movement of out district (16 percent) compared to most other regions of the state (ranging from 7 to 10 percent). Regional differences were also found particularly among novice teachers. For example, sixty-two percent of novice teachers in the southwest region of the state are retained in the same school after five years compared with only 26 percent in the central Washington region.

Lastly, the study included an examination of retention and mobility of school principals. In the sample districts, the proportion of principals staying in their same schools after five years (44 percent) is lower than the overall rate for teachers (61 percent), but similar to the rate for beginning teachers (46 percent).

The patterns that emerge from state-specific analyses are likely to bear the stamp of the particular conditions of that state. For example, compared to many other states, the salary schedules for Washington's teachers do not vary substantially from one district to another. Many districts follow the state salary schedule, thereby reducing the differences among districts in the amounts that teachers earn. This may partially explain why there is relatively little mobility between districts in the Washington context. Recent surveys of a representative sample of the state's teachers (Knapp et al., 2005) provide additional evidence that from the teachers' vantage point, salary and region of the state are two of a number of factors that may play a role in their decision to stay or leave a school.

Database analyses of teacher retention and mobility can provide a baseline of information and a prompt for careful consideration of what might be going on to promote or inhibit continuity and supportive working environments in schools. This information may also help sharpen the questions that state and district policymakers need to address as they consider ways to improve the education system for all of Washington's school children.

I. Introduction

Nearly half of Washington's 296 school districts have fewer than 1,000 students. Small and rural districts in Washington state are numerous, important, and yet often overlooked because they comprise a relatively small number of teachers and students. In October 2005, for example, less than 5 percent of the state's schoolchildren attended schools in districts with an enrollment of 1,000 or less.¹ These districts have special characteristics and circumstances which merit investigation and attention in state policymaking.

As state policymakers take action to support educational reform, especially those concerning the distribution and quality of the teacher workforce, they are likely to have the larger districts in mind. The matter of teacher retention and mobility is a case in point. Recent analyses that have uncovered the relative stability of the teacher workforce in Washington state (Plecki et al., 2005) prompt questions about whether or not statewide patterns hold true for Washington's small and rural districts.

The intent of this inquiry is to provide small and rural districts in Washington (those with fewer than 1,000 FTE enrollment) with information regarding the retention and mobility of their teacher workforce during a recent five-year period (2000-01 and 2004-05), and to compare these trends to statewide patterns. Information about retention and mobility trends could enable policymakers to construct policies that support teacher initiatives in schools and districts that are most in need.

II. Research Questions

To offer some baseline information about teacher retention and mobility in small and rural districts in Washington state, we focus on the following questions:

1. At what rates do teachers in small and rural districts stay, move or leave?
2. How do retention and mobility rates vary among schools within small and rural districts?
3. Does the experience level or age of teachers in small and rural districts affect whether they stay, move or leave?
4. What school characteristics are related to the retention of teachers (e.g., student poverty, percent minority students, percent ELL students served, student performance)?
5. At what rates are principals staying, moving, or leaving?
6. How do teacher retention and mobility rates in small and rural districts compare to other districts in Washington by region, poverty level, and degree of isolation?

III. Background: The Unique Challenges Facing Small and Rural Districts

Small and rural schools face a distinct set of challenges with regard to locale, regional socio-economic conditions and trends, and attracting, retaining and supporting talented

¹ Based on October Headcount Enrollment from P-105 Report from the Office of the Superintendent of Public Instruction.

teachers. Often teachers in these communities are expected to have knowledge, skills and certification in multiple subject areas. Poverty is persistent in many rural areas of Washington, with clear links to student performance. Serving the needs of students who require special education services or those for whom English is a second language can create additional concerns in small and rural communities. According to a recent study by the Rural School and Community Trust (2005), “the percentage of Washington’s rural students who are English Language Learners is higher than all but eight other states,”(Johnson & Strange, p. 81).

The context and conditions for teachers in small or rural districts may look very different than in larger communities and cities in our state. In states like Wyoming, the movement of teachers has been shown to be from rural schools to schools located in larger towns and cities (Holloway, 2002), and transfers occur most often among younger teachers. Recent analyses of Washington teachers statewide indicate that while most teachers are retained in their same school (58 percent) and district (72 percent) after a five-year period, there is considerable variation by district (Plecki et al., 2005). Additionally, among a sample of 20 Washington districts statewide, the movement of novice teachers to other districts was highest among the smallest districts. Although there may be sufficient numbers of teachers to fill most statewide vacancies in Washington, the crux of the issue lies in the distribution of teachers who are qualified and willing to teach in small and rural schools – in some cases with a high proportion of low-income and minority students. In order to ensure a high-quality teaching force in rural and small schools, the complexities of teacher retention and mobility must be understood.

IV. Overall Approach and Methods

A method now exists to assemble and analyze data regarding the many small and rural districts across the state. With support from the Center for Strengthening the Teaching Profession (CSTP), a research team at the University of Washington has developed a way of analyzing state databases to answer questions about the teacher workforce in any district and school. The team’s data sources enable it to track every classroom teacher in the state across a number of years.

Using the Washington state personnel database (S-275), classroom teachers in each school and district under investigation were located during the 2000-01 school year, and then tracked five years later, in 2004-05. Some of the teachers from 2000 changed duties, schools and districts, and some exited the Washington education system by 2004. Since this analysis captures a snapshot of the workforce at two points in time, it is not possible to note gaps in employment during the five-year period, nor is it possible to distinguish between voluntary and involuntary transfers or departures. This work includes retention and mobility analyses at several levels (state, district and school) and uses individual teacher data (both headcount and FTE) in calculations. A detailed description of research methods can be found in the report, *Teacher Retention and Mobility: A Look Inside and Across Districts and Schools in Washington State* (available at cstp-wa.org).

Some of the analyses in this report use aggregate data for all teachers in the state's small and rural districts, and compare teacher characteristics for small and rural districts to statewide patterns. Another portion of the study looks more closely at a sample of half of the districts in Washington state with a student enrollment under 1,000 (n = 76 districts) and provides individual data displays for each district and school in the sample. Included in these analyses are factors such as building enrollment change, student demographic characteristics, and student performance on the reading and math Washington Assessment of Student Learning (WASL).

V. Defining Terms

While educators in small and rural districts often hold multiple assignments and perform many duties, this study focuses specifically on those individuals for whom a portion of their assignment is as a classroom teacher. In cases where teachers' assignments changed over the period of study, a decision was made based on the position in which they held the highest FTE assignment.

Because of split assignments and multiple buildings, it was important to "count" teachers using both headcount and FTE measures. In cases where schools and districts are very small, FTE may provide a more accurate representation of the workforce in the school or district. However, it is often difficult to talk about parts of individuals, so both statistics are provided in some cases. This allows for a more complete understanding of both the number of individuals engaged in a particular location as well as the proportion of their assignment that is represented.

For purposes of this study, teacher turnover includes both mobility and attrition – the extent to which teachers move to other schools and other districts, change professional duties, or leave the state's education system. In this study, we included all teachers who met the following criteria:

Teachers were defined as those public school teachers whose assignment is the instruction of pupils in a classroom situation and who have a designation as an elementary teacher, secondary teacher, or other classroom teacher.² Other teachers serving in specialist roles (e.g., reading resource specialist, library media specialist) were not included in these analyses.

In order to examine retention patterns, teachers were placed in one of four retention categories:

² As reported in the Office of the Superintendent of Public Instruction's personnel database (S-275), they are certificated instructional staff with a duty root designation of 31 or 32 or 33. Teachers whose full-time equivalent (FTE) designation was zero for the initial year were excluded from the analysis. This likely impacts those teachers who were on-leave for the 2000 school year and consequently may slightly over-represent leavers from the Washington state education system.

- “Stayers” – teachers assigned to the same school(s) in the initial school year and also five years later.
- “Movers in” – teachers who moved to other schools in the same district, or changed assignment (other than a classroom teacher) within the same district.
- “Movers out” – teachers who moved to other districts or to private schools, either as a classroom teacher or in some other role.
- “Leavers” – teachers who exited the Washington education system, either temporarily or permanently.³

VI. Selection of Districts for the Sample

For purposes of this analysis, small districts were defined as those districts having a student enrollment of less than 1000 FTE in 2004. Of the 152 districts in Washington identified as “small” by this measure, half were selected for inclusion in the detailed portion of the study. The sample of 76 districts was selected based on a variety of district characteristics (e.g., region of the state, county and location within the county, ESD, district size, student poverty, student ethnicity, levy valuation per student, and local effort assistance). Using the National Center for Education Statistics (NCES) ‘locale codes’ (used by federal agencies to classify the urbanicity of a particular geographic unit), we also identified each district based on small and rural designations (of the 152 districts, 139 were identified as small and rural, 13 were identified as small but not rural).⁴ See Table 1 for a summary of characteristics of the sample and all 152 districts.

³ Leavers may have retired, re-entered the system in subsequent years, left Washington to teach in another state or completely left the profession.

⁴ The locale codes developed by NCES are based on both the proximity to metropolitan areas and on population size and density. Of the 152 small districts in Washington state, NCES identified 111 as rural, outside of a Core Based Statistical Area (CBSA), 28 as rural inside a CBSA, 5 as small town, 6 as urban fringe of a mid-size city, 1 as urban fringe of a large city, and 1 as a mid-size central city.

Table 1: Small and Rural Districts in Washington State: Summary of All Districts and Sample Districts		
Categories	All Districts	Sample Districts
	152	76
Location in State		
Eastern WA	88	44
Western WA	64	32
Educational Service Districts		
101	45	19
105	9	5
112	16	8
113	32	16
114 - Olympic	5	3
121 - Puget Sound	2	2
123	14	8
171 - North Central	20	12
189 - Northwest	9	3
Small, Rural Designations and Isolation Factor		
Small and rural	139	68
Small, but not rural	13	8
Isolated (50+ mi from pop of 25,000)	74	38
Isolated in Eastern WA	41	22
Isolated in Western WA	33	16
Not isolated	78	38
Not isolated in Eastern WA	47	22
Not isolated in Western WA	31	16
District Enrollment (2004-05)		
1 - 99 FTE students	40	16
100 - 299	46	24
300 - 599	33	18
600 - 999	33	18

In order to consider district isolation, we calculated each district's distance from a city with a population of 25,000 or more. Approximately half of the 152 small districts in the state are located 50 or more miles from a city with a population of at least 25,000. Taking into consideration this isolation factor, as well as the previously mentioned measures, we created a list of 76 districts to be included in the study (see Table 2 for a comparison of additional district characteristics for the sample, all 152 small districts and the state). The number of districts in Eastern and Western Washington are proportionate to the number of small districts represented in each region (58 percent from Eastern Washington and 41 percent from Western Washington). As can be seen in Table 2, the characteristics of the sample districts very closely approximate those of all small and rural districts in the state.

Table 2: Small and Rural Districts in Washington State: Characteristics of All Small Districts, Sample Districts and State			
District Characteristics (2004-05)	All Small Districts	Sample Districts	State
	152	76	
Student Poverty			
Mean % FRPL	43.9%	44.5%	35.9%
Poverty Range			
Low (0-20%)	13.8%	15.8%	
Moderate (21-50%)	49.3%	46.1%	
High (51-100%)	36.8%	38.2%	
Student Ethnicity			
Asian Pacific Islander	1.3%	0.8%	7.9%
Native American	9.2%	8.6%	2.8%
African American	0.7%	0.7%	5.7%
Hispanic	11.0%	10.9%	12.9%
White	77.3%	77.6%	70.7%
Special Populations			
Migrant	2.2%	2.2%	1.5%
Transitional bilingual	4.3%	4.4%	7.1%
Special education	10.4%	9.7%	12.3%

VII. Findings

The findings from this study are presented in four sections. The first part describes the characteristics of teachers in all small and rural districts and compares them to the workforce statewide. Next, we present teacher retention and mobility patterns for teachers in all small and rural schools, in the sample districts, and statewide. We discuss how these patterns vary for novice and beginning teachers, and whether district-level differences exist by region of the state. In the third section, we examine teacher retention for the 133 schools in the study's sample districts. We examine differences in retention patterns by school level, geographic isolation, school and student characteristics and region of the state. Finally, we include an analysis of retention and mobility patterns for school principals in the sample districts.

A. Characteristics of Teachers in Small and Rural Districts as Compared to the State

In order to provide a background for understanding teacher retention and mobility in small and rural districts, it is important to understand the characteristics of teachers working in these districts and whether or not they vary in significant ways from the statewide workforce.

Table 3 represents descriptive characteristics for all classroom teachers in Washington state in 2000 (n = 53,216) and for all teachers in rural and small districts (n = 3,773). Data is presented for all teachers, for beginning teachers (less than one year of experience), and for novice teachers (less than five years of experience). From this data

we can see that the characteristics of teachers in the 152 small and rural districts do not vary greatly from the statewide portrait.⁵

Table 3: Characteristics of the Washington Teacher Workforce in 2000						
	Statewide			All Small and Rural Districts		
	All Teachers*	Novice Teachers	Beginning Teachers	All Teachers*	Novice Teachers	Beginning Teachers
Number of Teachers**	53,216	12,468	3,083	3,773	746	183
<i>Age in 2000</i>						
21-30	16.3%	56.6%	64.1%	12.2%	50.9%	53.6%
31-40	22.6%	23.7%	18.4%	21.3%	22.8%	17.5%
41-50	32.3%	15.7%	13.8%	35.2%	20.5%	23.0%
51-60	26.8%	4.0%	3.6%	28.9%	5.4%	5.5%
61+	2.1%	0.1%	0.1%	2.4%	0.4%	0.5%
<i>Ethnicity</i>						
Asian/Pacific Islander	2.3%	3.0%	3.1%	0.3%	0.5%	0.0%
African American	1.6%	2.0%	2.0%	0.1%	0.0%	0.0%
Hispanic	2.0%	3.0%	3.2%	1.1%	2.0%	3.3%
Native American	0.8%	0.8%	0.7%	1.4%	2.1%	2.2%
White	93.4%	91.2%	91.0%	97.1%	95.3%	94.5%
<i>Experience</i>						
Less than one year			5.8%			4.9%
0-4 years	23.4%	23.4%	NA	19.8%	19.8%	NA
5-14 years	35.2%	NA	NA	35.0%	NA	NA
15-24 years	25.7%	NA	NA	28.5%	NA	NA
25 yrs or more	15.7%	NA	NA	16.8%	NA	NA

*Duty root 31, 32 or 33 with FTE designation greater than 0 in 2000.

**Headcount statistics rather than FTE are used for this analysis.

One difference can be noted with respect to the distribution of teachers by age range. *Teachers in small and rural districts are slightly older than the overall teacher workforce.* Sixty-seven percent of teachers in small and rural districts are over the age of 40, compared with 61 percent of all teachers statewide. Additionally, a larger percentage of both novice and beginning teachers in small and rural districts are over the age of 40 (26 percent of novices and 29 percent of beginning teachers), compared with beginning and novice teachers statewide (20 percent of novices and 18 percent of beginning teachers).

⁵ The sample districts were selected based on district characteristics, nevertheless it is notable that the characteristics of all teachers in small and rural districts closely match the sample as illustrated in Appendices A, B and C.

As is the case statewide, there is a mismatch between teachers of color and the increasingly diverse student population in small and rural districts. Statewide, approximately seven percent of Washington’s teachers are non-White, while more than thirty percent of the state’s students are from racial and ethnic minorities. In small and rural districts, approximately one fourth of students are from racial and ethnic minorities compared to just three percent of the districts’ teachers. A slight increase (less than a 3 percent change) in the diversity of the teacher workforce can be seen with both novice and beginning teachers. This suggests that the new entrants into the labor force do not represent a significant departure from the overall pattern of a predominantly white teacher workforce.

B. Retention and Mobility of Teachers in Small and Rural Districts

The mobility patterns for teachers in the small and rural districts reveal that a majority of the teachers stay in the same school after five years. A smaller proportion of teachers either leave the education system, move within their district, or move to other districts in the state. Table 4 presents aggregate retention and mobility statistics for all teachers in the state, for teachers in all small and rural districts, and for teachers in the 76 sample districts. Data are presented for beginning teachers (less than one year of experience), novice teachers (less than five years of experience) and all teachers.

Table 4: Retention and Mobility Patterns for Teachers Statewide, All Small and Rural Districts and Sample Districts: 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)
<i>All Teachers*</i>					
Statewide	53,216	59.2%	13.6%	7.3%	19.9%
All Small and Rural Districts	3,773	61.1%	9.4%	10.2%	19.3%
Sample Districts	1,191	60.7%	9.6%	9.9%	19.8%
<i>Novice Teachers (0-4 yrs exp)</i>					
Statewide	12,468	50.9%	14.7%	12.2%	22.2%
All Small and Rural Districts	746	50.1%	9.4%	19.7%	20.8%
Sample Districts	392	48.7%	9.2%	20.4%	21.7%
<i>Beginning Teachers (<1 yr exp)</i>					
Statewide	3,083	45.5%	14.8%	13.3%	26.5%
All Small and Rural Districts	183	41.5%	7.1%	18.6%	32.8%
Sample Districts	100	46.0%	8.0%	17.0%	29.0%

*Duty root 31, 32 or 33 with FTE designation greater than 0 in 2000.

**Headcount statistics rather than FTE are used for this analysis.

As can be seen in Table 4, *the retention and mobility patterns for teachers in small and rural districts are similar to all teachers statewide for those who stay in the same schools or leave the Washington education system.* Statewide, fifty-nine percent of teachers stay in the same school after five years and twenty percent leave the state’s education system,

either temporarily or permanently.⁶ The rates of retention in the same school and attrition statewide are almost identical to those for small and rural districts. However, differences exist in small and rural schools with respect to the rates at which teachers move to other districts, particularly for less experienced teachers. *Novice and beginning teachers in small and rural districts move out of district at somewhat higher rates than their counterparts statewide.* Twenty percent of novice teachers in the small and rural districts move out of district compared with only 12 percent of novice teachers statewide. As might be expected, novice and beginning teachers move within their districts at somewhat lower rates than their peers statewide.

In Washington, as is the case nationwide, less experienced teachers are retained in the same school at lower rates after five years than other teachers. Statewide, only 46 percent of beginning teachers and 51 percent of novice teachers stay in the same school after five years, compared to 59 percent of all teachers in the state. This statewide pattern of retention also holds for novice and beginning teachers in small and rural districts. The overall percent of “stayers” in small and rural districts is approximately 61 percent, compared to 50 percent for novice teachers. For beginning teachers in small and rural districts, the percent of “stayers” is even lower, with approximately 42 percent remaining in their same schools when considering all rural and small districts. Additional details about teacher characteristics, retention, and mobility can be found in Appendices A, B, and C.

In Appendix D, we provide a detailed description of the rates at which teachers stay in the same school, move within a district, move out of a district, or leave the Washington system for each of the 76 districts in our sample, presented from highest to lowest rates of retention. When examining individual districts, one should note that the small number of teachers per district significantly impacts the reported retention and mobility rates.

C. Retention and School Characteristics

A primary focus of this study is teacher mobility at the school level, where teacher departures often have the greatest potential for disrupting the learning opportunities for students and where there may be some possibility for reducing this disruption. In this section, we focus specifically on teacher retention and mobility at the school level and examine some of the factors that may impact it.

The 76 districts in the sample together comprise a total of 133 schools and represent a broad array of schools. Most small and rural districts in the sample (86 percent) have only one or two schools. The remaining districts have 3 or 4 schools. Seventy-two percent of the schools have a student enrollment of less than 300, and half have a student

⁶ Given current data limitations, it is not possible to track those who leave the Washington education system to their next occupational destination. However, one can reasonably assume that the likely reasons for leaving include employment in education outside of Washington state, employment outside of education, retirement, and departure from the workforce (often temporarily, due to child-rearing or other personal reasons). In an earlier analysis, we estimated that approximately half of those leaving the Washington education system were retiring from their careers in education (Plecki, et al, 2005).

enrollment of less than 200. Because of the size of these districts, the schools are configured in a variety of ways. Many districts have an elementary school with a K-6 or K-8 structure, and a secondary school with a 7-12 or 9-12 arrangement. Table 5 provides additional information on selected characteristics of the schools in the sample. Additional information on the schools is located in Appendix E.

Table 5: Selected Characteristics of Small and Rural Schools in Sample		
Total Number of Schools in Sample	133	
	Number Schools	Percent of Sample
Number of Schools in Sample Districts		
Districts with 1 school	32	42.1%
Districts with 2 schools	33	43.4%
Districts with 3 schools	9	11.8%
Districts with 4 schools	2	2.6%
School Structure		
Grades K-3, K-4 or K-5	12	9.0%
Grades K-6 or K-7	31	23.3%
Grades K-8 or 1-8	20	15.0%
Grades K-12 or 1-11	16	12.0%
Grades 4-6 or 4-8	2	1.5%
Grades 6-8 or 7-8	10	7.5%
Grades 6-12 or 7-12	22	16.5%
Grades 9-12	20	15.0%

Often issues of teacher retention reside at the level of individual schools. Here, the data make clear that the differences in retention rates among schools are often greater than the differences between districts. As Table 6 demonstrates, schools can range from those that have complete turnover of teaching staff after 5 years (the lowest rate of retention is 0 percent) to those that retain 100 percent of their staff. The representation of teacher data in percentages for these schools however, can be somewhat problematic because of the small size of the teaching staff. Small changes in the number of teachers at a school may result in large differences in percentages. Consequently it is important to note the actual number or FTE represented when possible.

Among all 133 schools in the sample, the average retention rate at the same school was 64 percent after 5 years. Additionally, retention rates were compared by school level (elementary, secondary and schools with all grades), but only slight differences were found, primarily between the elementary and secondary levels (see Table 6). This may not be surprising given that elementary teachers sometimes have more options to move between schools, even within small districts. At the conclusion of this document, we provide teacher retention and mobility data, as well as school demographic and performance data for each school in the sample districts (see Appendix G).

Table 6: Percent Teachers Retained at the Same School for All Schools in the Sample and by School Level				
	Number Schools	Lowest % Retention Rate	Highest % Retention Rate	Mean % Retention Rate
All Schools in Sample	133	0	100%	63.5%
Elementary (K-8 and combinations)	65	24.8%	100.0%	65.8%
Secondary (6-12 and combinations)	52	0	96.2%	60.3%
Schools with all grades (K-12, 1-11)	16	0	81.5%	63.8%

As previously mentioned, teachers are most likely to stay in the same school over the five year time period. When teachers do move, the school level data indicate that they are slightly more likely to move out of district (10 percent) than to another school or assignment within the district (8 percent) (see Table 7). While the aggregate data suggests a general stability of the workforce, individual districts and schools may face a more significant problem than overall figures suggest, and it is clear that in some districts and schools, much larger proportions of the teaching force move or exit altogether.

Since one of the central research questions addresses the possible impact of district isolation on teacher retention and mobility, we grouped the teachers in schools located in isolated and non-isolated districts (50 miles or more from a city with a population of at least 25,000) and examined their mobility patterns. *The results of this analysis reveal remarkably similar mobility patterns between teachers located in isolated and non-isolated districts as noted in Table 7.*

Table 7: Retention and Mobility of Teachers in Schools in Isolated and Non-Isolated Districts (Retention and Mobility Two-Point in Time Analysis: 2000-01 and 2004-05)						
	All Teachers in Sample Districts (133) (FTE = 1868.2)		Teachers in Schools in Non-Isolated Districts (66) (FTE = 986.4)		Teachers in Schools in Isolated Districts (67) (FTE = 881.7)	
	FTE	Percent	FTE	Percent	FTE	Percent
<i>Retention and Mobility (after 5 yrs)**</i>						
Stayers (in same school)	1,187	63.5%	625	63.4%	562	63.7%
Movers (in district)	141	7.5%	79	8.0%	62	7.0%
Movers (out of district)	178	9.5%	94	9.6%	84	9.5%
Exiters (not in WA ed system)	362	19.4%	188	19.0%	174	19.7%

*Duty root 31, 32 or 33 with FTE designation greater than 0 in 2000.

**Teacher FTE are used for this analysis.

Despite the fact that we do not see differences in teacher mobility using this measure of district isolation, an examination of schools by other variables such as poverty rates and student demographics highlights the importance of understanding the specific context of an individual district and its schools when analyzing retention and mobility of teachers.

Data about teacher retention and mobility were merged with school-level data regarding student characteristics and student performance. Only data collected systematically for all schools in the sample were included. With regard to student performance measures, school-level reading and mathematics passage rates on the 2004 Washington Assessment of Student Learning (WASL) were used. Table 8 shows the first step in that analysis, by displaying the simple correlation⁷ between rates of stayers with characteristics of the schools' student population and performance on the WASL.

Table 8: Correlations with Teacher Retention by School: School and Student Characteristics	
	All Schools
Number of Schools	133
<i>Teachers retained by percent...</i>	
Poverty	-0.15
White students	0.31
Hispanic students	-0.13
Native American students	-0.30
Bilingual students	-0.14
4th WASL reading	0.15
4th WASL math	0.13
Enrollment size	0.13

School and student demographic data in 2004-05

There is weak correlational evidence that the percentage of stayers at a school is negatively associated with the composition of the school's student body – in particular, the poverty level of the school's student population. Correlational evidence is stronger in suggesting that schools with a higher percentage of White students have higher teacher retention rates. The percentage of stayers is negatively associated with the percentage of Hispanic, Native American and bilingual students in a school, with the association being greatest for Native American students. Correlational evidence regarding higher student performance and school size is weak, but reflects a generally positive association with increased teacher retention.

The correlational analysis just described does not provide a complete picture given the variance that exists among the school variables. Thus, we provide another method for examining retention and school poverty by grouping teachers into three roughly equal

⁷ A correlation is a statistic that describes the degree of relationship that exists between two variables. The correlation between any two variables can be positive, negative or zero. The closer the number is to zero, the weaker the relationship, with zero indicating no relationship. The closer the number is to one, the stronger the relationship. A positive correlation means that increases in one correspond to increases in another, while a negative correlation means that increases in one correspond to decreases in another.

categories of schools by school poverty level (0-40, 41-53 or 54-100 percent of students participating in the Free or Reduced Price Lunch program). This analysis reveals that there are small differences by poverty in the percent of stayers and movers both within and between districts (see Table 9). Schools serving the highest percentages of students in poverty have a lower rate of teacher retention (61 percent) than schools with the lowest rates of poverty (67 percent). The school poverty level does not appear to impact the percentage of leavers from the Washington education system.

Table 9: School Retention by Poverty (based on Teacher FTE in Sample Schools)*

Schools by FRPL %	# Schools	FTE Teachers	Stayers		Movers In		Movers Out		Leavers	
			FTE	Percent	FTE	Percent	FTE	Percent	FTE	Percent
0 - 40%	44	543.0	363.1	66.9%	40.6	7.5%	37.6	6.9%	101.7	18.7%
41 - 53%	46	658.0	420.1	63.8%	42.3	6.4%	63.8	9.7%	131.7	20.0%
54 - 100%	42	650.5	394.4	60.6%	56.2	8.6%	74.3	11.4%	125.6	19.3%
Totals	132	1851.5	1177.6	63.6%	139.1	7.5%	175.7	9.5%	359.0	19.4%

*N=132. One school missing FRPL statistic.

Teachers' decisions to stay at or leave a particular school may also be influenced by regional location within the state. In this regard, regional teacher labor markets may play a role. Small differences in teacher retention and mobility can be seen when comparing teachers in Eastern and Western Washington. A higher percentage of teachers in Western Washington are stayers at the same school (66 percent) compared with their colleagues in Eastern Washington (62 percent), but nearly the same percentage leave the Washington education system after five years. In both cases, when teachers move, they are more likely to move out of district, as shown in Table 10.

In examining the mobility patterns of teachers by region, we found that grouping teachers in schools according to their respective Educational Service District provided a measure that in some cases masked important regional differences (e.g., ESDs did not adequately reflect differences within the area). Instead, we chose to group districts within counties and examine teacher FTE as represented in the schools within those counties. Thirty-six of Washington's thirty-nine counties have small and rural schools. All thirty-six counties are included in the study. By grouping counties by region, differences in teacher retention and mobility emerge. For example, teacher retention in the central Washington region (Chelan, Douglas, Kittitas, Yakima and Klickitat counties) is considerably lower (53 percent) compared with the southwest region of the state (69 percent retained) (Clark, Cowlitz, Lewis, Pacific, Skamania, and Wahkiakum counties). Additionally, teachers in the central Washington region show higher movement of out district (16 percent) compared to most other regions of the state (8 to 10 percent). Table 10 provides specific information on retention within the county groupings. Regardless, the percentage of teachers who leave the Washington education system after five years shows very little variation by region of the state.

Table 10: School Retention by Region of the State:
Differences between East and West and Regions Grouped by County
(Based on Teacher FTE in 36 Counties with Schools in the Sample)

	Number of Schools	Stayers	Movers In	Movers Out	Leavers
Teachers in All Sample Districts	133	63.5%	7.5%	9.5%	19.4%
East and West					
Eastern Washington (20 Counties)	80	61.8%	9.0%	10.3%	18.8%
Western Washington (16 Counties)	53	66.0%	5.4%	8.5%	20.1%
Counties Grouped by Region:					
NE Region					
Ferry, Okanogan, Pend Oreille, Stevens	19	59.5%	10.4%	10.0%	20.1%
SE Region					
Asotin, Benton, Columbia, Franklin, Garfield, Walla Walla	17	67.4%	9.4%	7.1%	16.2%
Central Eastern					
Adams, Grant, Lincoln, Spokane, Whitman	27	67.6%	7.3%	8.1%	16.9%
Central WA					
Chelan, Douglas, Kittitas, Yakima, Klickitat	17	52.8%	8.8%	16.4%	22.0%
Southwest Central					
Clark, Cowlitz, Lewis, Pacific, Skamania, Wahkiakum	24	68.9%	4.4%	7.9%	18.8%
Pennisula					
Clallam, Grays Harbor, Jefferson, Mason	17	62.1%	5.3%	9.6%	23.0%
Northwest Central					
King, Pierce, San Juan, Skagit, Snohomish, Thurston	12	65.4%	7.7%	8.2%	18.8%

Finally, in order to examine regional differences in teacher mobility by teacher experience, we conducted a similar analysis using the same county groups. The greatest variation can be seen in the retention of novice teachers (0-4 years of experience) as shown in Table 11. As previously discussed, novice teachers typically move to other schools or districts at higher rates than their more experienced colleagues. However, different regions in Washington reflect considerable variation. For example, *62 percent of novice teachers in the southwest region of the state are retained in the same school after five years compared with 26 percent in central Washington.* For a complete breakout of teachers by region and experience, see Appendix F.

Table 11: Retention of Novice Teachers by Region of the State: Differences between Regions Grouped by County (Based on Teacher Headcount* in 36 Counties with Schools in the Sample)				
Counties Grouped by Region:	Number of Schools	Total # Teachers	Teachers 0-4 Yrs	
			Initial Number	Percent Retained
NE Region				
Ferry, Okanogan, Pend Oreille, Stevens	19	363	64	50%
SE Region				
Asotin, Benton, Columbia, Franklin, Garfield, Walla Walla	17	274	46	50%
Central Eastern				
Adams, Grant, Lincoln, Spokane, Whitman	27	350	65	55%
Central WA				
Chelan, Douglas, Kittitas, Yakima, Klickitat	17	277	69	26%
Southwest Central				
Clark, Cowlitz, Lewis, Pacific, Skamania, Wahkiakum	24	399	76	62%
Pennisula				
Clallam, Grays Harbor, Jefferson, Mason	17	269	59	51%
Northwest Central				
King, Pierce, San Juan, Skagit, Snohomish, Thurston	12	191	35	49%

*Duplication of teachers is possible if located in multiple schools

D. Retention of School Principals

A potentially important part of the teacher retention story resides in the stability of leadership within the school. School leadership can play an important role in teacher job satisfaction and in teachers' decisions to stay in a particular school or remain in the profession. Surveys of Washington teachers in 2003-04 (Knapp et al., 2005) point to the significance of a collegial environment as one of the most important reasons teachers gave for staying at their current school. Among these factors, support from an administrator was frequently mentioned as a key factor. Evidence from these surveys suggests that leadership instability or turnover may contribute toward a less cohesive school staff and an increase in teacher mobility.

For these reasons, principal turnover was examined in each of the 76 districts represented in the study. Principal retention data was gathered for those individuals who could be identified in the state's personnel database in 2000 with a duty root of 21 or 23 or all for

some portion of their assignment. In cases where no principal could be identified in 2000 (with a duty root of 21 or 23), the school is listed as having no principal, even though an individual may have been serving in that role. Using this criteria, 61 of the 76 districts had schools where a principal could be identified.

Principal retention was examined using the same criteria as teachers. Data in the state personnel database was used to determine which principals had remained in their original school from 2000-01 to 2004-05, moved to another school in the same district (either as a principal or in some other capacity), moved to another district in the state (as a principal or in some other capacity) or exited the Washington education system. Results from this analysis are presented in Table 12.

Table 12: Principal Retention in Small and Rural District Sample Districts with Identified Principals in 2000 (N=61 districts) (Retention and Mobility Two-Point in Time Analysis: 2000-01 and 2004-05)								
Number Principals*	Stayers (same school)		Movers (in district)		Movers (out of district)		Leavers (out of system)	
106	47	44.3%	10	9.4%	26	24.5%	23	21.7%

**Number of principals is based on individuals identified with some portion of their assignment as a principal (duty root 21 or 23) in the initial year. Number of principals represent an unduplicated headcount.*

From this sample data, we see that the proportion of principals staying in their same school after five years (44 percent) is lower than the overall rate for teachers (61 percent), but similar to the rate for beginning teachers (46 percent) in the sample districts.

VIII. Concluding Comments

This study provides baseline data about teacher and principal retention and mobility in small and rural districts in Washington state, with the intention of informing educators and policymakers who are concerned about the unique needs of these districts. When examining aggregate statistics, the overall pattern of teacher retention in small and rural districts resembles the statewide pattern. After a five year period, nearly identical percentages of all teachers in small and rural districts stay in the same school or leave the Washington education system as is the case statewide. However, some differences emerge when a closer examination is conducted. Novice and beginning teachers in small and rural districts move out of the district at somewhat higher rates than their peers statewide. Also in small and rural districts, the percentage of novice and beginning teachers who are “stayers” is somewhat lower than statewide averages.

When examining data for 133 schools in a sample of 76 small and rural districts, no notable differences were found between those schools located in geographically isolated districts as compared to non-isolated districts. Differences emerged however, when considering regional groups of contiguous counties in the state. In particular, lower retention for beginning teachers was found in a group of counties located in the central part of the state and higher teacher retention was identified in a southwest region of the

state. Principal retention rates in the sample schools were about the same as those of beginning teachers.

There is much that databases can not tell us about the individual and organizational conditions that prompt teachers to stay or leave. For example, the existing database does not examine the specific reasons why teachers decide to remain at a particular school, move within or outside a district or exit the Washington education system. There is currently no way to know if movement within a district is due to the elimination of positions at the school, an increase in vacancies at other schools, or a result of specific teacher assignment and transfer policies unique to individual districts. Existing databases do not address the quality of teaching that occurs inside classrooms nor can it address the extent to which teachers are prepared to meet the needs of an increasingly diverse student population. However, database analyses of teacher retention and mobility can help sharpen the questions that state and district policymakers need to address as they consider ways to improve the education system for the state's children.

The patterns that emerge from state-specific analyses are likely to bear the stamp of the particular conditions of that state. For example, compared to many other states, the salary schedules for Washington's teachers do not vary substantially from one district to another. Many districts follow the state salary schedule, thereby reducing the differences among districts in the amounts that teachers earn. This may partially explain why there is relatively little mobility between districts in the Washington context. Recent surveys of a representative sample of the state's teachers (Knapp et al., 2005) provide additional evidence that from the teachers' vantage point, salary and region of the state may play a role in their decision to stay or leave a school. More teachers (22 percent) in Western Washington consider salary (i.e., low salary) to be a moderate or strong reason to leave their current school, compared with only 9 percent of teachers in Eastern Washington, where the cost of living is lower. Interestingly, there were no notable differences between teachers in high-poverty schools compared to those in low-poverty schools with respect to the influence of salary in their decisions to stay or move in the surveys.

Teacher retention is often best understood within individual districts, and district leaders are in an especially good position to think through the meaning and implications of their district's unique retention and mobility patterns. Data from this kind of analysis offer a systematic baseline, and prompt more careful consideration of what might be going on to promote or inhibit continuity and supportive working environments in schools. This data about our state's small and rural districts may help guide educators and policymakers as they consider ways to improve the equity of access to a high quality education for all of Washington's school children.

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Appendix A: Characteristics of the Washington Teacher Workforce in 2000 and After 5 Years
All Teachers, Novice Teachers and Beginning Teachers
(Retention and Mobility Two-Point in Time Analysis: 2000-01 and 2004-05)

	All Teachers Statewide					
	All Teachers* (n = 53,216)		Novice Teachers 0 - 4 years experience (n = 12,468)		Beginning Teachers Less than 1 yr exp (n = 3,083)	
	Number	Percent	Number	Percent	Number	Percent
<i>Retention and Mobility (after 5 yrs)**</i>						
Stayers (in same school)	31,489	59.2%	6,340	50.9%	1,402	45.5%
Movers (in district)	7,226	13.6%	1,829	14.7%	455	14.8%
Movers (out of district)	3,900	7.3%	1,525	12.2%	410	13.3%
Exiters (not in WA ed system)	10,601	19.9%	2,774	22.2%	816	26.5%
<i>Age in 2000</i>						
21-30	8,652	16.3%	7,051	56.6%	1,977	64.1%
31-40	12,024	22.6%	2,954	23.7%	566	18.4%
41-50	17,180	32.3%	1,952	15.7%	426	13.8%
51-60	14,269	26.8%	494	4.0%	111	3.6%
61+	1,091	2.1%	17	0.1%	3	0.1%
<i>Ethnicity</i>						
Asian/Pacific Islander	1,206	2.3%	377	3.0%	97	3.1%
African American	830	1.6%	245	2.0%	62	2.0%
Hispanic	1,062	2.0%	374	3.0%	98	3.2%
Native American	431	0.8%	104	0.8%	22	0.7%
White	49,687	93.4%	11,368	91.2%	2,804	91.0%
<i>Experience</i>						
Less than one year					3,083	5.8%
0-4 years	12,468	23.4%	12,468	23.4%	NA	NA
5-14 years	18,728	35.2%	NA	NA	NA	NA
15-24 years	13,663	25.7%	NA	NA	NA	NA
25 yrs or more	8,357	15.7%	NA	NA	NA	NA

*Duty root 31, 32 or 33 with FTE designation greater than 0 in 2000.

**Headcount statistics rather than FTE are used for this analysis.

Appendix B: Characteristics of All Teachers in Small and Rural Districts in 2000 and After 5 Years
All Teachers, Novice Teachers and Beginning Teachers
(Retention and Mobility Two-Point in Time Analysis: 2000-01 and 2004-05)

	All Teachers in Small & Rural Districts in Washington					
	Teachers in Small/Rural Districts (n = 3,773)		Novice Teachers 0 - 4 years experience (n = 746)		Beginning Teachers Less than 1 yr exp (n = 183)	
	Number	Percent	Number	Percent	Number	Percent
<i>Retention and Mobility (after 5 yrs)**</i>						
Stayers (in same school)	2,304	61.1%	374	50.1%	76	41.5%
Movers (in district)	356	9.4%	70	9.4%	13	7.1%
Movers (out of district)	385	10.2%	147	19.7%	34	18.6%
Exiters (not in WA ed system)	728	19.3%	155	20.8%	60	32.8%
<i>Age in 2000</i>						
21-30	460	12.2%	380	50.9%	98	53.6%
31-40	804	21.3%	170	22.8%	32	17.5%
41-50	1,329	35.2%	153	20.5%	42	23.0%
51-60	1,091	28.9%	40	5.4%	10	5.5%
61+	89	2.4%	3	0.4%	1	0.5%
<i>Ethnicity</i>						
Asian/Pacific Islander	12	0.3%	4	0.5%	0	0.0%
African American	3	0.1%	0	0.0%	0	0.0%
Hispanic	40	1.1%	15	2.0%	6	3.3%
Native American	54	1.4%	16	2.1%	4	2.2%
White	3,664	97.1%	711	95.3%	173	94.5%
<i>Experience</i>						
Less than one year					183	4.9%
0-4 years	746	19.8%	746	19.8%	NA	NA
5-14 years	1,319	35.0%	NA	NA	NA	NA
15-24 years	1,075	28.5%	NA	NA	NA	NA
25 yrs or more	633	16.8%	NA	NA	NA	NA

*Duty root 31, 32 or 33 with FTE designation greater than 0 in 2000.

**Headcount statistics rather than FTE are used for this analysis.

Appendix C: Characteristics of Teachers In Small and Rural District Sample in 2000 and After 5 Years
 All Teachers, Novice Teachers and Beginning Teachers
 (Retention and Mobility Two-Point in Time Analysis: 2000-01 and 2004-05)

	Teachers in Small and Rural District Sample					
	Teachers in Small/Rural Sample (n = 1,991)		Novice Teachers 0 - 4 years experience (n = 392)		Beginning Teachers Less than 1 yr exp (n = 100)	
	Number	Percent	Number	Percent	Number	Percent
<i>Retention and Mobility (after 5 yrs)**</i>						
Stayers (in same school)	1,209	60.7%	191	48.7%	46	46.0%
Movers (in district)	191	9.6%	36	9.2%	8	8.0%
Movers (out of district)	197	9.9%	80	20.4%	17	17.0%
Exiters (not in WA ed system)	394	19.8%	85	21.7%	29	29.0%
<i>Age in 2000</i>						
21-30	237	11.9%	202	51.5%	58	58.0%
31-40	436	21.9%	91	23.2%	13	13.0%
41-50	674	33.9%	75	19.1%	22	22.0%
51-60	596	29.9%	23	5.9%	6	6.0%
61+	48	2.4%	1	0.3%	1	1.0%
<i>Ethnicity</i>						
Asian/Pacific Islander	8	0.4%	4	1.0%	0	0.0%
African American	3	0.2%	0	0.0%	0	0.0%
Hispanic	29	1.5%	10	2.6%	3	3.0%
Native American	25	1.3%	7	1.8%	3	3.0%
White	1,926	96.7%	371	94.6%	94	94.0%
<i>Experience</i>						
Less than one year					100	5.0%
0-4 years	392	19.7%	392	19.7%	NA	NA
5-14 years	695	34.9%	NA	NA	NA	NA
15-24 years	552	27.7%	NA	NA	NA	NA
25 yrs or more	352	17.7%	NA	NA	NA	NA

*Duty root 31, 32 or 33 with FTE designation greater than 0 in 2000.

**Headcount statistics rather than FTE are used for this analysis.

Appendix D: District Retention (after 5 years - 2000/01 and 2004/05)

Districts	Total FTE Teachers	Stayers (Same School)		Movers (In District)		Movers (Out District)		Leavers (Out WA ed system)	
	2000/01	FTE	Percent	FTE	Percent	FTE	Percent	FTE	Percent
Stehekin	1.0	1.0	100%	0.0	0%	0.0	0%	0.0	0%
Evaline	2.1	2.1	100%	0.0	0%	0.0	0%	0.0	0%
Carbonado	11.5	11.0	96%	0.0	0%	0.0	0%	0.5	4%
Satsop	3.3	3.1	93%	0.0	0%	0.2	5%	0.1	2%
Asotin-Anatone	40.0	36.5	91%	0.0	0%	0.0	0%	3.5	9%
Valley	8.5	7.5	88%	0.0	0%	1.0	12%	0.0	0%
Vader	5.9	5.0	85%	0.0	0%	0.9	15%	0.0	0%
Toutle Lake	33.5	28.5	85%	0.0	0%	2.0	6%	3.0	9%
Ritzville	25.1	21.0	84%	1.1	5%	0.0	0%	3.0	12%
Stevenson-Carson	60.4	49.8	82%	2.8	5%	2.0	3%	5.8	10%
Colton	13.5	11.0	82%	0.0	0%	0.0	0%	2.5	18%
Orient	5.0	4.0	80%	0.0	0%	0.0	0%	1.0	20%
Pomeroy	27.6	21.8	79%	1.5	5%	1.5	5%	2.9	10%
Klickitat	12.4	9.7	79%	0.0	0%	1.2	10%	1.4	12%
Odessa	20.6	16.0	78%	1.0	5%	1.0	5%	2.6	13%
Hood Canal	22.0	17.0	77%	2.0	9%	0.0	0%	3.0	14%
Dayton	38.0	29.2	77%	3.0	8%	1.0	3%	4.8	13%
Trout Lake	11.5	8.8	77%	0.0	0%	0.7	6%	2.0	17%
Pe Ell	21.0	16.0	76%	0.0	0%	4.0	19%	1.0	5%
Mill A	5.3	4.0	75%	0.0	0%	0.4	8%	0.9	17%
Griffin	30.8	22.6	73%	0.0	0%	1.0	3%	7.2	23%
Crescent	16.8	12.3	73%	0.0	0%	2.5	15%	2.0	12%
Warden	53.9	39.4	73%	2.0	4%	5.0	9%	7.5	14%
Quilcene	18.3	13.3	73%	0.0	0%	0.0	0%	5.0	27%
Oroville	45.8	33.2	73%	1.0	2%	1.0	2%	10.6	23%
Creston	12.7	9.0	71%	0.0	0%	2.0	16%	1.7	13%
Sprague	10.7	7.5	70%	0.7	7%	0.5	5%	2.0	19%
Kahlotus	12.9	9.0	70%	0.0	0%	1.0	8%	2.9	23%
South Bend	37.3	25.8	69%	3.0	8%	3.0	8%	5.5	15%
Colfax	38.7	26.5	69%	2.0	5%	4.7	12%	5.5	14%
Pioneer	46.0	31.5	68%	1.5	3%	5.0	11%	8.0	17%
Tekoa	15.9	10.9	68%	0.0	0%	1.0	6%	4.0	25%
Mabton	49.7	34.0	68%	0.0	0%	9.2	18%	6.5	13%
Cusick	21.6	14.7	68%	3.3	15%	0.0	0%	3.5	16%
Concrete	50.0	34.0	68%	2.9	6%	4.0	8%	9.2	18%
Mossyrock	37.1	25.1	68%	1.0	3%	3.0	8%	8.0	22%
Thorp	16.6	11.2	67%	0.0	0%	2.4	15%	3.0	18%
Wellpinit	29.0	19.0	66%	4.0	14%	2.0	7%	4.0	14%
Columbia (Ste)	16.8	11.0	65%	0.0	0%	1.0	6%	4.8	29%
Wahkiakum	26.7	17.2	64%	1.0	4%	2.0	7%	6.5	24%
Wishkah Valley	16.4	10.5	64%	1.0	6%	2.9	17%	2.0	12%
Onalaska	45.1	29.0	64%	2.0	4%	3.0	7%	11.1	25%
Darrington	39.1	25.0	64%	1.0	3%	7.7	20%	5.4	14%
Mansfield	12.3	7.9	64%	0.0	0%	1.0	8%	3.4	28%
Wilbur	18.0	11.5	64%	1.0	6%	1.5	8%	4.0	22%
Liberty	33.3	21.0	63%	0.8	3%	2.0	6%	9.5	28%
Southside	13.5	8.5	63%	0.0	0%	0.0	0%	5.0	37%

Appendix D: District Retention (after 5 years - 2000/01 and 2004/05)

Districts	Total FTE Teachers	Stayers (Same School)		Movers (In District)		Movers (Out District)		Leavers (Out WA ed system)	
	2000/01	FTE	Percent	FTE	Percent	FTE	Percent	FTE	Percent
Easton	10.9	6.8	63%	2.7	25%	0.0	0%	1.4	13%
Brewster	61.8	38.4	62%	5.4	9%	10.0	16%	8.0	13%
College Place	50.0	31.0	62%	4.0	8%	5.0	10%	10.0	20%
Green Mountain	6.5	4.0	62%	0.0	0%	0.0	0%	2.5	38%
Benge	1.7	1.0	60%	0.7	40%	0.0	0%	0.0	0%
Paterson	5.0	3.0	60%	0.0	0%	2.0	40%	0.0	0%
Steptoe	2.5	1.5	60%	0.0	0%	0.0	0%	1.0	40%
Columbia (Wal)	50.5	30.2	60%	5.0	10%	2.1	4%	13.1	26%
Ocosta	44.3	26.5	60%	2.0	5%	4.8	11%	11.0	25%
Lacrosse	16.0	9.5	59%	1.0	6%	2.0	13%	3.5	22%
Waitsburg	27.0	16.0	59%	3.0	11%	4.9	18%	3.0	11%
Okanogan	60.8	35.5	58%	5.4	9%	7.0	12%	12.9	21%
Bickleton	12.8	7.4	58%	0.0	0%	0.0	0%	5.4	42%
Methow Valley	38.0	21.2	56%	2.2	6%	3.0	8%	11.6	31%
Waterville	22.2	12.3	55%	2.0	9%	2.0	9%	5.9	27%
White Pass	46.1	25.4	55%	6.0	13%	2.2	5%	12.5	27%
Coulee-Hartline	17.7	9.6	54%	4.0	23%	3.1	18%	1.0	6%
Orcas Island	34.3	18.4	54%	7.3	21%	1.8	5%	6.9	20%
North Beach	41.3	21.8	53%	2.0	5%	4.0	10%	13.5	33%
Naselle Grays R.	30.8	15.3	50%	1.0	3%	5.0	16%	9.5	31%
Pateros	18.3	8.9	49%	1.8	10%	3.2	17%	4.4	24%
Skykomish	11.3	5.3	47%	2.0	18%	0.0	0%	4.0	36%
Oakville	20.6	9.0	44%	5.0	24%	2.0	10%	4.6	22%
Entiat	26.0	11.1	43%	3.0	12%	6.0	23%	5.9	23%
Northport	15.3	6.5	42%	2.8	18%	3.0	20%	3.0	20%
Mount Adams	66.0	26.5	40%	8.0	12%	13.5	20%	18.0	27%
Palisades	3.5	1.0	29%	0.0	0%	1.5	43%	1.0	29%
Keller	4.0	1.0	25%	0.0	0%	1.0	25%	2.0	50%
Queets-Clearwater	4.0	1.0	25%	0.0	0%	1.0	25%	2.0	50%

Appendix E: Characteristics of Small and Rural Schools in Sample Districts

Total Number of Schools in Sample 133

	Number	Percent
Student Diversity		
90-100% White	57	42.9%
80-89% White	31	23.3%
70-79% White	11	8.3%
60-69% White	13	9.8%
50-59% White	5	3.8%
Fewer than 50% White	16	12.0%

Poverty Level (% Free or Reduced Price Lunch)		
0-30%	24	18.0%
31-40%	20	15.0%
41-50%	36	27.1%
51-60	23	17.3%
Greater than 61%	29	21.8%
NA	1	0.8%

WASL Performance 4th Grade Math % Met Standard (81 schools with 65 reporting 4th grade WASL)		
75-100%	14	21.5%
50-74%	27	41.5%
25-49%	20	30.8%
0-24%	4	6.2%

WASL Performance 4th Grade Reading % Met Standard (81 schools with 65 reporting 4th grade WASL)		
75-100%	41	63.1%
50-74%	23	35.4%
25-49%	1	1.5%
0-24%	0	0.0%

School Size by Enrollment headcount		
1-99 headcount students	28	21.1%
100-199	38	28.6%
200-299	30	22.6%
300-399	21	15.8%
400-499	9	6.8%
500-599	6	4.5%
600-699	1	0.8%

Based on 2004 OSPI Demographic Data

Appendix F: Teacher Experience and Retention by Region of the State: Differences between Regions Grouped by County (Based on Teacher Headcount* in 36 Counties with Schools in the Sample)										
Counties Grouped by Region:	Number of Schools	Total # Teachers	Teachers 0-4 Yrs		Teachers 5-14 Yrs		Teachers 15-24 Yrs		Teachers 25+ Yrs	
			Initial Number	Percent Retained	Initial Number	Percent Retained	Initial Number	Percent Retained	Initial Number	Percent Retained
NE Region										
Ferry, Okanogan, Pend Oreille, Stevens	19	363	64	50%	134	57%	111	68%	54	39%
SE Region										
Asotin, Benton, Columbia, Franklin, Garfield, Walla Walla	17	274	46	50%	93	65%	81	80%	54	54%
Central Eastern										
Adams, Grant, Lincoln, Spokane, Whitman	27	350	65	55%	123	68%	86	72%	76	49%
Central WA										
Chelan, Douglas, Kittitas, Yakima, Klickitat	17	277	69	26%	88	56%	69	74%	51	41%
Southwest Central										
Clark, Cowlitz, Lewis, Pacific, Skamania, Wahkiakum	24	399	76	62%	134	70%	114	75%	75	43%
Pennisula										
Clallam, Garys Harbor, Jefferson, Mason	17	269	59	51%	88	66%	87	70%	35	40%
Northwest Central										
King, Pierce, San Juan, Skagit, Snohomish, Thurston	12	191	35	49%	81	74%	50	72%	25	32%

*Duplication of teachers is possible if located in multiple schools

Asotin-Anatone School District									
Student demographics by School (2004-2005)									
School	Grade range	Enrollment	5 Yr Enrollment change	Poverty (FRPL)	% White	% Hispanic	% Native American	Reading WASL	Math WASL
Asotin Elementary	PK-6	308	19	40.6	94.8	1.3	2.6	83.8	59.5
Asotin Jr Sr High	7-12	275	-23	20.9	94.2	1.5	1.5	72.9	50.0

Retention and Mobility of FTE Classroom Teachers by School (after 5 years: 2000-01 and 2004-05)									
School	00-01 FTE	Stayers FTE	% Stayers	Movers In FTE	% Movers in	Movers out FTE	% Movers out	Leavers FTE	% Leavers
Asotin Elementary	19.7	17.5	88.9%	0.7	3.5%	0.0	0.0%	1.5	7.6%
Asotin Jr Sr High	20.3	17.1	84.4%	1.2	5.7%	0.0	0.0%	2.0	9.9%

School Retention by Years of Teaching Experience (after 5 years: 2000-01 and 2004-05)										
School	00-01 # Teachers	% Stayers	# Teachers 0-4 Yrs	% Teachers 0-4 Yrs Retained	# Teachers 5-14 Yrs	% Teachers 5-14 Yrs Retained	# Teachers 15-24 Yrs	% Teachers 15-24 Yrs Retained	# Teachers 25+ Yrs	% Teachers 25+ Yrs Retained
Asotin Elementary	24	83.3%	6	66.7%	6	100.0%	6	100.0%	6	66.7%
Asotin Jr Sr High	22	81.8%	4	75%	4	100%	6	83%	8	75%

Benge School District									
Student demographics by School (2004-2005)									
School	Grade range	Enrollment	5 Yr Enrollment Change	Poverty (FRPL)	% White	% Hispanic	% Native American	Reading WASL	Math WASL
Benge Elementary	K-6	10	0	0.0	90.0	0.0	0.0	NA	NA

Retention and Mobility of FTE Classroom Teachers by School (after 5 years: 2000-01 and 2004-05)									
School	00-01 FTE	Stayers FTE	% Stayers	Movers In FTE	% Movers in	Movers out FTE	% Movers out	Leavers FTE	% Leavers
Benge Elementary	1.7	1.0	60.2%	0.7	39.8%	0.0	0.0%	0.0	0.0%

School Retention by Years of Teaching Experience (after 5 years: 2000-01 and 2004-05)										
School	00-01 # Teachers	% Stayers	# Teachers 0-4 Yrs	% Teachers 0-4 Yrs Retained	# Teachers 5-14 Yrs	% Teachers 5-14 Yrs Retained	# Teachers 15-24 Yrs	% Teachers 15-24 Yrs Retained	# Teachers 25+ Yrs	% Teachers 25+ Yrs Retained
Benge Elementary	2	50.0%	0	NA	1	100.0%	0	NA	1	0%

Bickleton School District									
Student demographics by School (2004-2005)									
School	Grade range	Enrollment	5 Yr Enroll change	Poverty (FRPL)	% White	% Hispanic	% Native American	Reading WASL	Math WASL
Bickleton Elem & High	K-12	116	0	0.0	67.2	19.0	0.0	81.8	72.7

Retention and Mobility of FTE Classroom Teachers by School (after 5 years: 2000-01 and 2004-05)									
School	00-01 FTE	Stayers FTE	% Stayers	Movers In FTE	% Movers in	Movers out FTE	% Movers out	Leavers FTE	% Leavers
Bickleton Elem & High	12.8	7.4	57.8%	0.0	0.0%	0.0	0.0%	5.4	42.2%

School Retention by Years of Teaching Experience (after 5 years: 2000-01 and 2004-05)										
School	00-01 # Teachers	% Stayers	# Teachers 0-4 Yrs	% Teachers 0-4 Yrs Retained	# Teachers 5-14 Yrs	% Teachers 5-14 Yrs Retained	# Teachers 15-24 Yrs	% Teachers 15-24 Yrs Retained	# Teachers 25+ Yrs	% Teachers 25+ Yrs Retained
Bickleton Elem & High	14	57.1%	3	67%	6	67%	2	100%	3	0%

Brewster School District*									
Student demographics by School (2004-2005)									
School	Grade range	Enrollment	5 Yr Enroll change	Poverty (FRPL)	% White	% Hispanic	% Native American	Reading WASL	Math WASL
Brewster Elementary	PK-6	539	-49	70.3	13.5	85.3	0.7	74.1	25.9
Brewster Jr-Sr High	7-12	430	6	61.8	30.7	66.5	1.6	54.7	25.7

Retention and Mobility of FTE Classroom Teachers by School (after 5 years: 2000-01 and 2004-05)									
School	00-01 FTE	Stayers FTE	% Stayers	Movers In FTE	% Movers in	Movers out FTE	% Movers out	Leavers FTE	% Leavers
Brewster Elementary	36.3	19.3	53.1%	3.9	10.6%	6.6	18.3%	6.6	18.0%
Brewster Jr-Sr High	25.5	18.7	73.2%	2.0	7.8%	3.4	13.2%	1.5	5.7%

School Retention by Years of Teaching Experience (after 5 years: 2000-01 and 2004-05)										
School	00-01 # Teachers	% Stayers	# Teachers 0-4 Yrs	% Teachers 0-4 Yrs Retained	# Teachers 5-14 Yrs	% Teachers 5-14 Yrs Retained	# Teachers 15-24 Yrs	% Teachers 15-24 Yrs Retained	# Teachers 25+ Yrs	% Teachers 25+ Yrs Retained
Brewster Elementary	40	50.0%	10	40%	15	47%	9	67%	6	50%
Brewster Jr-Sr High	28	71.4%	5	80%	15	73%	5	80%	3	33%

*Brewster Jr High and High School were combined due to data inconsistencies.

Carbonado School District									
Student demographics by School (2004-2005)									
School	Grade range	Enrollment	5 Yr Enroll change	Poverty (FRPL)	% White	% Hispanic	% Native American	Reading WASL	Math WASL
Carbonado Historical	K-8	186	2	0.0	98.4	5.0	1.1	100.0	88.9

Retention and Mobility of FTE Classroom Teachers by School (after 5 years: 2000-01 and 2004-05)									
School	00-01 FTE	Stayers FTE	% Stayers	Movers In FTE	% Movers in	Movers out FTE	% Movers out	Leavers FTE	% Leavers
Carbonado Historical	11.5	10.0	87.0%	1.0	8.7%	0.0	0.0%	0.5	4.3%

School Retention by Years of Teaching Experience (after 5 years: 2000-01 and 2004-05)										
School	00-01 # Teachers	% Stayers	# Teachers 0-4 Yrs	% Teachers 0-4 Yrs Retained	# Teachers 5-14 Yrs	% Teachers 5-14 Yrs Retained	# Teachers 15-24 Yrs	% Teachers 15-24 Yrs Retained	# Teachers 25+ Yrs	% Teachers 25+ Yrs Retained
Carbonado Historical	13	84.6%	3	100%	7	86%	3	67%	0	NA

Colfax School District									
Student demographics by School (2004-2005)									
School	Grade range	Enrollment	5 Yr Enroll change	Poverty (FRPL)	% White	% Hispanic	% Native American	Reading WASL	Math WASL
Jennings Elementary	K-8	464	-35	25.9	95.5	0.9	0.6	79.6	64.8
Colfax High School	9-12	262	-20	16.5	96.9	1.5	0.8	84.1	58.7

Retention and Mobility of FTE Classroom Teachers by School (after 5 years: 2000-01 and 2004-05)									
School	00-01 FTE	Stayers FTE	% Stayers	Movers In FTE	% Movers in	Movers out FTE	% Movers out	Leavers FTE	% Leavers
Jennings Elementary	25.8	16.3	63.2%	3.7	14.2%	2.8	11.0%	3.0	11.6%
Colfax High School	12.8	7.5	58.4%	1.0	7.8%	1.8	14.3%	2.5	19.5%

School Retention by Years of Teaching Experience (after 5 years: 2000-01 and 2004-05)										
School	00-01 # Teachers	% Stayers	# Teachers 0-4 Yrs	% Teachers 0-4 Yrs Retained	# Teachers 5-14 Yrs	% Teachers 5-14 Yrs Retained	# Teachers 15-24 Yrs	% Teachers 15-24 Yrs Retained	# Teachers 25+ Yrs	% Teachers 25+ Yrs Retained
Jennings Elementary	34	58.8%	5	60%	12	67%	12	50%	5	60%
Colfax High School	21	57.1%	2	50%	9	56%	4	75%	6	50%

College Place School District									
Student demographics by School (2004-2005)									
School	Grade range	Enrollment	5 Yr Enroll change	Poverty (FRPL)	% White	% Hispanic	% Native American	Reading WASL	Math WASL
Davis Elementary	PK-4	410	14	51.9	52.2	45.9	0.7	61.5	43.6
Meadow Brook Intermed	4-6	242	-7	58.9	60.7	35.5	1.7	77.8	48.9
John Sager Middle	7-8	197	17	54.4	57.9	36.0	0.5	65.3	36.7

Retention and Mobility of FTE Classroom Teachers by School (after 5 years: 2000-01 and 2004-05)									
School	00-01 FTE	Stayers FTE	% Stayers	Movers In FTE	% Movers in	Movers out FTE	% Movers out	Leavers FTE	% Leavers
Davis Elementary	21.5	16.0	74.3%	0.9	4.4%	1.6	7.4%	3.0	13.9%
Meadow Brook Intermed	16.3	7.8	47.9%	2.1	12.7%	2.4	14.8%	4.0	24.6%
John Sager Middle	10.9	5.9	54.0%	2.0	18.4%	0.0	0.0%	3.0	27.6%

School Retention by Years of Teaching Experience (after 5 years: 2000-01 and 2004-05)										
School	00-01 # Teachers	% Stayers	# Teachers 0-4 Yrs	% Teachers 0-4 Yrs Retained	# Teachers 5-14 Yrs	% Teachers 5-14 Yrs Retained	# Teachers 15-24 Yrs	% Teachers 15-24 Yrs Retained	# Teachers 25+ Yrs	% Teachers 25+ Yrs Retained
Davis Elementary	22	72.7%	4	75%	8	50%	7	100%	3	67%
Meadow Brook Intermed	19	47.4%	10	50%	5	40%	3	67%	1	0%
John Sager Middle	12	58.3%	2	100%	3	67%	4	75%	3	0%

Colton School District									
Student demographics by School (2004-2005)									
School	Grade range	Enrollment	5 Yr Enroll change	Poverty (FRPL)	% White	% Hispanic	% Native American	Reading WASL	Math WASL
Colton School	PK-12	203	24	11.6	99.5	0.0	0.0	100.0	90.9

Retention and Mobility of FTE Classroom Teachers by School (after 5 years: 2000-01 and 2004-05)									
School	00-01 FTE	Stayers FTE	% Stayers	Movers In FTE	% Movers in	Movers out FTE	% Movers out	Leavers FTE	% Leavers
Colton School	13.5	11.0	81.5%	0.0	0.0%	0.0	0.0%	2.5	18.5%

School Retention by Years of Teaching Experience (after 5 years: 2000-01 and 2004-05)										
School	00-01 # Teachers	% Stayers	# Teachers 0-4 Yrs	% Teachers 0-4 Yrs Retained	# Teachers 5-14 Yrs	% Teachers 5-14 Yrs Retained	# Teachers 15-24 Yrs	% Teachers 15-24 Yrs Retained	# Teachers 25+ Yrs	% Teachers 25+ Yrs Retained
Colton School	15	80.0%	1	100%	6	100%	5	80%	3	33%

Columbia (Stevens) School District

Student demographics by School (2004-2005)

School	Grade range	Enrollment	5 Yr Enroll change	Poverty (FRPL)	% White	% Hispanic	% Native American	Reading WASL	Math WASL
Columbia High & Elem	PK-12	230	-4	69.1	62.2	1.3	34.8	87.5	68.8

Retention and Mobility of FTE Classroom Teachers by School (after 5 years: 2000-01 and 2004-05)

School	00-01 FTE	Stayers FTE	% Stayers	Movers In FTE	% Movers in	Movers out FTE	% Movers out	Leavers FTE	% Leavers
Columbia High & Elem	16.8	10.0	59.4%	1.0	5.9%	1.0	5.9%	4.8	28.7%

School Retention by Years of Teaching Experience (after 5 years: 2000-01 and 2004-05)

School	00-01 # Teachers	% Stayers	# Teachers 0-4 Yrs	% Teachers 0-4 Yrs Retained	# Teachers 5-14 Yrs	% Teachers 5-14 Yrs Retained	# Teachers 15-24 Yrs	% Teachers 15-24 Yrs Retained	# Teachers 25+ Yrs	% Teachers 25+ Yrs Retained
Columbia High & Elem	18	55.6%	1	100.0%	4	25.0%	10	60.0%	3	66.7%

Columbia (Walla Walla) School District

Student demographics by School (2004-2005)

School	Grade range	Enrollment	5 Yr Enroll change	Poverty (FRPL)	% White	% Hispanic	% Native American	Reading WASL	Math WASL
Columbia Elementary	K-5	427	10	41.2	76.1	20.1	1.9	76.7	53.4
Columbia Middle School	6-8	254	34	41.5	78.3	19.7	0.8	60.0	42.2
Columbia High School	9-12	287	-7	28.0	79.4	17.8	1.4	68.1	39.7

Retention and Mobility of FTE Classroom Teachers by School (after 5 years: 2000-01 and 2004-05)

School	00-01 FTE	Stayers FTE	% Stayers	Movers In FTE	% Movers in	Movers out FTE	% Movers out	Leavers FTE	% Leavers
Columbia Elementary	23.1	15.0	65.0%	1.0	4.3%	0.3	1.3%	6.8	29.3%
Columbia Middle School	12.7	6.7	52.6%	3.2	25.0%	1.8	14.5%	1.0	7.9%
Columbia High School	14.8	8.3	55.8%	1.2	7.9%	0.0	0.0%	5.4	36.3%

School Retention by Years of Teaching Experience (after 5 years: 2000-01 and 2004-05)

School	00-01 # Teachers	% Stayers	# Teachers 0-4 Yrs	% Teachers 0-4 Yrs Retained	# Teachers 5-14 Yrs	% Teachers 5-14 Yrs Retained	# Teachers 15-24 Yrs	% Teachers 15-24 Yrs Retained	# Teachers 25+ Yrs	% Teachers 25+ Yrs Retained
Columbia Elementary	27	63.0%	7	57%	12	83%	5	40%	3	33%
Columbia Middle School	14	50.0%	3	0%	6	33%	3	100%	2	100%
Columbia High School	18	55.6%	2	0%	2	0%	6	100%	8	50%

Concrete School District									
Student demographics by School (2004-2005)									
School	Grade range	Enrollment	5 Yr Enroll change	Poverty (FRPL)	% White	% Hispanic	% Native American	Reading WASL	Math WASL
Concrete Elementary	K-6	405	-59	52.7	90.6	3.7	2.2	81.5	46.3
Concrete Middle	7-8	131	-7	43.8	92.4	3.1	3.8	55.2	36.2
Concrete High School	9-12	206	-43	52.5	89.3	4.4	2.9	73.3	40.9

Retention and Mobility of FTE Classroom Teachers by School (after 5 years: 2000-01 and 2004-05)									
School	00-01 FTE	Stayers FTE	% Stayers	Movers In FTE	% Movers in	Movers out FTE	% Movers out	Leavers FTE	% Leavers
Concrete Elementary	27.0	20.0	74.1%	1.0	3.7%	1.0	3.7%	5.0	18.5%
Concrete Middle	9.4	5.0	53.3%	0.2	2.1%	1.2	12.8%	3.0	31.7%
Concrete High School	12.6	9.0	71.3%	0.8	6.4%	1.8	14.3%	1.0	8.0%

School Retention by Years of Teaching Experience (after 5 years: 2000-01 and 2004-05)										
School	00-01 # Teachers	% Stayers	# Teachers 0-4 Yrs	% Teachers 0-4 Yrs Retained	# Teachers 5-14 Yrs	% Teachers 5-14 Yrs Retained	# Teachers 15-24 Yrs	% Teachers 15-24 Yrs Retained	# Teachers 25+ Yrs	% Teachers 25+ Yrs Retained
Concrete Elementary	27	74.1%	4	75%	14	79%	7	86%	2	0%
Concrete Middle	11	45.5%	3	0%	5	80%	2	50%	1	0%
Concrete High School	13	69.2%	3	67%	5	80%	2	50%	3	67%

Coulee-Hartline School District									
Student demographics by School (2004-2005)									
School	Grade range	Enrollment	5 Yr Enroll change	Poverty (FRPL)	% White	% Hispanic	% Native American	Reading WASL	Math WASL
Coulee City Elementary	K-5	62	-21	44.1	96.8	1.6	0.0	100.0	93.8
Coulee City Ms	6-8	47	8	40.4	97.9	2.1	0.0	57.1	71.4
Almira Coulee High	9-12	106	-19	32.0	97.2	0.9	0.9	65.0	30.0

Retention and Mobility of FTE Classroom Teachers by School (after 5 years: 2000-01 and 2004-05)									
School	00-01 FTE	Stayers FTE	% Stayers	Movers In FTE	% Movers in	Movers out FTE	% Movers out	Leavers FTE	% Leavers
Coulee City Elementary	6.1	5.6	91.8%	0.0	0.0%	0.5	8.2%	0.0	0.0%
Coulee City Ms	5.1	0.0	0.0%	2.9	56.0%	1.3	24.5%	1.0	19.6%
Almira Coulee High	6.5	4.1	63.6%	1.0	15.4%	1.4	21.0%	0.0	0.0%

School Retention by Years of Teaching Experience (after 5 years: 2000-01 and 2004-05)										
School	00-01 # Teachers	% Stayers	# Teachers 0-4 Yrs	% Teachers 0-4 Yrs Retained	# Teachers 5-14 Yrs	% Teachers 5-14 Yrs Retained	# Teachers 15-24 Yrs	% Teachers 15-24 Yrs Retained	# Teachers 25+ Yrs	% Teachers 25+ Yrs Retained
Coulee City Elementary	7	85.7%	2	100%	3	67%	2	100%	0	NA
Coulee City Ms	6	0.0%	2	0%	3	0%	0	NA	1	0%
Almira Coulee High	9	55.6%	0	NA	8	50%	1	100%	0	NA

Crescent School District*									
Student demographics by School (2004-2005)									
School	Grade range	Enrollment	5 Yr Enroll change	Poverty (FRPL)	% White	% Hispanic	% Native American	Reading WASL	Math WASL
Crescent School	K-12	178	-66	38.7	84.3	2.8	11.2	84.6	53.8

Retention and Mobility of FTE Classroom Teachers by School (after 5 years: 2000-01 and 2004-05)									
School	00-01 FTE	Stayers FTE	% Stayers	Movers In FTE	% Movers in	Movers out FTE	% Movers out	Leavers FTE	% Leavers
Crescent School	16.8	12.3	73.2%	0.0	0.0%	2.5	14.9%	2.0	11.9%

School Retention by Years of Teaching Experience (after 5 years: 2000-01 and 2004-05)										
School	00-01 # Teachers	% Stayers	# Teachers 0-4 Yrs	% Teachers 0-4 Yrs Retained	# Teachers 5-14 Yrs	% Teachers 5-14 Yrs Retained	# Teachers 15-24 Yrs	% Teachers 15-24 Yrs Retained	# Teachers 25+ Yrs	% Teachers 25+ Yrs Retained
Crescent School	20	75.0%	3	66.7%	4	100.0%	11	72.7%	2	50.0%

*Schools combined due to data inconsistencies.

Creston School District									
Student demographics by School (2004-2005)									
School	Grade range	Enrollment	5 Yr Enroll change	Poverty (FRPL)	% White	% Hispanic	% Native American	Reading WASL	Math WASL
Creston Elementary	K-6	71	13	34.3	91.5	2.8	5.6	NA	NA
Creston Jr-Sr High	7-12	56	1	32.1	96.4	0.0	1.8	75.0	66.7

Retention and Mobility of FTE Classroom Teachers by School (after 5 years: 2000-01 and 2004-05)									
School	00-01 FTE	Stayers FTE	% Stayers	Movers In FTE	% Movers in	Movers out FTE	% Movers out	Leavers FTE	% Leavers
Creston Elementary	6.0	3.2	52.7%	0.0	0.0%	2.0	33.3%	0.8	14.0%
Creston Jr-Sr High	6.7	5.8	87.6%	0.0	0.0%	0.0	0.0%	0.8	12.4%

School Retention by Years of Teaching Experience (after 5 years: 2000-01 and 2004-05)										
School	00-01 # Teachers	% Stayers	# Teachers 0-4 Yrs	% Teachers 0-4 Yrs Retained	# Teachers 5-14 Yrs	% Teachers 5-14 Yrs Retained	# Teachers 15-24 Yrs	% Teachers 15-24 Yrs Retained	# Teachers 25+ Yrs	% Teachers 25+ Yrs Retained
Creston Elementary	7	57.1%	3	33%	3	67%	1	100%	0	NA
Creston Jr-Sr High	8	75.0%	0	NA	5	80%	0	NA	3	67%

Cusick School District									
Student demographics by School (2004-2005)									
School	Grade range	Enrollment	5 Yr Enroll change	Poverty (FRPL)	% White	% Hispanic	% Native American	Reading WASL	Math WASL
Bess Herian Elementary	K-6	136	-34	31.0	70.6	0.0	27.2	58.8	61.1
Cusick Jr Sr High	7-12	136	49	50.0	66.9	1.5	28.7	52.6	21.1

Retention and Mobility of FTE Classroom Teachers by School (after 5 years: 2000-01 and 2004-05)									
School	00-01 FTE	Stayers FTE	% Stayers	Movers In FTE	% Movers in	Movers out FTE	% Movers out	Leavers FTE	% Leavers
Bess Herian Elementary	9.8	8.3	84.7%	0.5	5.1%	0.0	0.0%	1.0	10.2%
Cusick Jr Sr High	11.7	5.8	49.7%	3.4	29.1%	0.0	0.0%	2.5	21.3%

School Retention by Years of Teaching Experience (after 5 years: 2000-01 and 2004-05)										
School	00-01 # Teachers	% Stayers	# Teachers 0-4 Yrs	% Teachers 0-4 Yrs Retained	# Teachers 5-14 Yrs	% Teachers 5-14 Yrs Retained	# Teachers 15-24 Yrs	% Teachers 15-24 Yrs Retained	# Teachers 25+ Yrs	% Teachers 25+ Yrs Retained
Bess Herian Elementary	12	75.0%	1	100%	2	100%	5	80%	4	50%
Cusick Jr Sr High	15	46.7%	2	0%	5	60%	5	60%	3	33%

Darrington School District									
Student demographics by School (2004-2005)									
School	Grade range	Enrollment	5 Yr Enroll change	Poverty (FRPL)	% White	% Hispanic	% Native American	Reading WASL	Math WASL
Darrington Elem School	PK-6	277	-45	50.0	92.1	0.7	5.1	50.0	32.4
Darrington Middle/High	7-12	308	21	40.6	88.5	1.6	9.1	46.7	37.8

Retention and Mobility of FTE Classroom Teachers by School (after 5 years: 2000-01 and 2004-05)									
School	00-01 FTE	Stayers FTE	% Stayers	Movers In FTE	% Movers in	Movers out FTE	% Movers out	Leavers FTE	% Leavers
Darrington Elem School	20.8	14.8	70.8%	0.0	0.0%	3.7	17.7%	2.4	11.5%
Darrington Middle/High	18.3	10.3	56.2%	1.0	5.5%	4.0	21.9%	3.0	16.4%

School Retention by Years of Teaching Experience (after 5 years: 2000-01 and 2004-05)										
School	00-01 # Teachers	% Stayers	# Teachers 0-4 Yrs	% Teachers 0-4 Yrs Retained	# Teachers 5-14 Yrs	% Teachers 5-14 Yrs Retained	# Teachers 15-24 Yrs	% Teachers 15-24 Yrs Retained	# Teachers 25+ Yrs	% Teachers 25+ Yrs Retained
Darrington Elem School	19	57.9%	4	50%	9	67%	4	75%	2	0%
Darrington Middle/High	22	68.2%	5	40%	7	86%	8	88%	2	0%

Dayton School District									
Student demographics by School (2004-2005)									
School	Grade range	Enrollment	5 Yr Enroll change	Poverty (FRPL)	% White	% Hispanic	% Native American	Reading WASL	Math WASL
Dayton Elementary	PK-6	314	5	43.2	83.8	12.7	1.0	77.8	48.9
Dayton Middle & High	9-12	249	-78	31.4	83.5	12	1.6	72.1	41.9

Retention and Mobility of FTE Classroom Teachers by School (after 5 years: 2000-01 and 2004-05)									
School	00-01 FTE	Stayers FTE	% Stayers	Movers In FTE	% Movers in	Movers out FTE	% Movers out	Leavers FTE	% Leavers
Dayton Elementary	19.0	13.6	71.3%	2.0	10.5%	0.7	3.4%	2.8	14.8%
Dayton Middle & High	17.9	15.0	83.7%	0.6	3.5%	0.4	2.0%	2.0	10.9%

School Retention by Years of Teaching Experience (after 5 years: 2000-01 and 2004-05)										
School	00-01 # Teachers	% Stayers	# Teachers 0-4 Yrs	% Teachers 0-4 Yrs Retained	# Teachers 5-14 Yrs	% Teachers 5-14 Yrs Retained	# Teachers 15-24 Yrs	% Teachers 15-24 Yrs Retained	# Teachers 25+ Yrs	% Teachers 25+ Yrs Retained
Dayton Elementary	20	75.0%	0	NA	10	90%	8	63%	2	50%
Dayton Middle & High	22	68.2%	3	33%	7	71%	9	89%	3	33%

Middle School and High Schools were combined due to inconsistencies.

Easton School District									
Student demographics by School (2004-2005)									
School	Grade range	Enrollment	5 Yr Enroll change	Poverty (FRPL)	% White	% Hispanic	% Native American	Reading WASL	Math WASL
Easton School	K-12	137	9	34.6	86.1	10.2	3.6	50.0	20.0

Retention and Mobility of FTE Classroom Teachers by School (after 5 years: 2000-01 and 2004-05)									
School	00-01 FTE	Stayers FTE	% Stayers	Movers In FTE	% Movers in	Movers out FTE	% Movers out	Leavers FTE	% Leavers
Easton School	10.9	5.8	53.4%	1.0	9.2%	2.7	24.5%	1.4	12.9%

School Retention by Years of Teaching Experience (after 5 years: 2000-01 and 2004-05)										
School	00-01 # Teachers	% Stayers	# Teachers 0-4 Yrs	% Teachers 0-4 Yrs Retained	# Teachers 5-14 Yrs	% Teachers 5-14 Yrs Retained	# Teachers 15-24 Yrs	% Teachers 15-24 Yrs Retained	# Teachers 25+ Yrs	% Teachers 25+ Yrs Retained
Easton School	13	46.2%	3	0%	4	50%	4	75%	2	50%

Entiat School District									
Student demographics by School (2004-2005)									
School	Grade range	Enrollment	5 Yr Enroll change	Poverty (FRPL)	% White	% Hispanic	% Native American	Reading WASL	Math WASL
Paul Rumburg Elem	K-8	209	-3	52.7	68.4	26.8	0.5	55.2	51.7
Entiat Jr Sr High	7-12	177	-14	42.7	76.8	18.6	0.6	44.0	40.0

Retention and Mobility of FTE Classroom Teachers by School (after 5 years: 2000-01 and 2004-05)									
School	00-01 FTE	Stayers FTE	% Stayers	Movers In FTE	% Movers in	Movers out FTE	% Movers out	Leavers FTE	% Leavers
Paul Rumburg Elem	13.8	5.5	40.0%	2.0	14.5%	2.5	18.2%	3.8	27.3%
Entiat Jr Sr High	12.2	5.6	45.7%	1.0	8.2%	3.5	28.6%	2.1	17.5%

School Retention by Years of Teaching Experience (after 5 years: 2000-01 and 2004-05)										
School	00-01 # Teachers	% Stayers	# Teachers 0-4 Yrs	% Teachers 0-4 Yrs Retained	# Teachers 5-14 Yrs	% Teachers 5-14 Yrs Retained	# Teachers 15-24 Yrs	% Teachers 15-24 Yrs Retained	# Teachers 25+ Yrs	% Teachers 25+ Yrs Retained
Paul Rumburg Elem	15	40.0%	8	12.5%	4	100.0%	2	50.0%	1	0.0%
Entiat Jr Sr High	16	43.8%	3	0%	5	40%	5	60%	3	67%

Evaline School District									
Student demographics by School (2004-2005)									
School	Grade range	Enrollment	5 Yr Enroll change	Poverty (FRPL)	% White	% Hispanic	% Native American	Reading WASL	Math WASL
Evaline Elementary	K-6	40	-4	0.0	100.0	0.0	0.0	NA	NA

Retention and Mobility of FTE Classroom Teachers by School (after 5 years: 2000-01 and 2004-05)									
School	00-01 FTE	Stayers FTE	% Stayers	Movers In FTE	% Movers in	Movers out FTE	% Movers out	Leavers FTE	% Leavers
Evaline Elementary	2.1	2.0	97.2%	0.0	0.0%	0.1	2.8%	0.0	0.0%

School Retention by Years of Teaching Experience (after 5 years: 2000-01 and 2004-05)										
School	00-01 # Teachers	% Stayers	# Teachers 0-4 Yrs	% Teachers 0-4 Yrs Retained	# Teachers 5-14 Yrs	% Teachers 5-14 Yrs Retained	# Teachers 15-24 Yrs	% Teachers 15-24 Yrs Retained	# Teachers 25+ Yrs	% Teachers 25+ Yrs Retained
Evaline Elementary	3	66.7%	0	NA	1	0%	1	100%	1	100%

Green Mountain School District									
Student demographics by School (2004-2005)									
School	Grade range	Enrollment	5 Yr Enroll change	Poverty (FRPL)	% White	% Hispanic	% Native American	Reading WASL	Math WASL
Green Mountain School	K-8	119	3	26.6	93.3	0.8	3.4	90.0	80.0

Retention and Mobility of FTE Classroom Teachers by School (after 5 years: 2000-01 and 2004-05)									
School	00-01 FTE	Stayers FTE	% Stayers	Movers In FTE	% Movers in	Movers out FTE	% Movers out	Leavers FTE	% Leavers
Green Mountain School	6.5	4.0	61.5%	0.0	0.0%	0.0	0.0%	2.5	38.5%

School Retention by Years of Teaching Experience (after 5 years: 2000-01 and 2004-05)										
School	00-01 # Teachers	% Stayers	# Teachers 0-4 Yrs	% Teachers 0-4 Yrs Retained	# Teachers 5-14 Yrs	% Teachers 5-14 Yrs Retained	# Teachers 15-24 Yrs	% Teachers 15-24 Yrs Retained	# Teachers 25+ Yrs	% Teachers 25+ Yrs Retained
Green Mountain School	7	57.1%	1	100%	4	75%	0	NA	2	0%

Griffin School District									
Student demographics by School (2004-2005)									
School	Grade range	Enrollment	5 Yr Enroll change	Poverty (FRPL)	% White	% Hispanic	% Native American	Reading WASL	Math WASL
Griffin Elementary	K-8	679	54	13.6	83.9	2.4	5.3	90.3	75.8

Retention and Mobility of FTE Classroom Teachers by School (after 5 years: 2000-01 and 2004-05)									
School	00-01 FTE	Stayers FTE	% Stayers	Movers In FTE	% Movers in	Movers out FTE	% Movers out	Leavers FTE	% Leavers
Griffin Elementary	30.8	21.6	70.2%	1.0	3.2%	1.0	3.2%	7.2	23.3%

School Retention by Years of Teaching Experience (after 5 years: 2000-01 and 2004-05)										
School	00-01 # Teachers	% Stayers	# Teachers 0-4 Yrs	% Teachers 0-4 Yrs Retained	# Teachers 5-14 Yrs	% Teachers 5-14 Yrs Retained	# Teachers 15-24 Yrs	% Teachers 15-24 Yrs Retained	# Teachers 25+ Yrs	% Teachers 25+ Yrs Retained
Griffin Elementary	33	69.7%	4	75%	11	82%	11	82%	7	29%

Hood Canal School District									
Student demographics by School (2004-2005)									
School	Grade range	Enrollment	5 Yr Enroll change	Poverty (FRPL)	% White	% Hispanic	% Native American	Reading WASL	Math WASL
Hood Canal Elem & Jr High	PK-8	287	-101	61.8	57.8	3.1	36.9	70.4	44.4

Retention and Mobility of FTE Classroom Teachers by School (after 5 years: 2000-01 and 2004-05)									
School	00-01 FTE	Stayers FTE	% Stayers	Movers In FTE	% Movers in	Movers out FTE	% Movers out	Leavers FTE	% Leavers
Hood Canal Elem & Jr High	20.7	16.0	77.3%	1.7	8.3%	0.0	0.0%	3.0	14.5%

School Retention by Years of Teaching Experience (after 5 years: 2000-01 and 2004-05)										
School	00-01 # Teachers	% Stayers	# Teachers 0-4 Yrs	% Teachers 0-4 Yrs Retained	# Teachers 5-14 Yrs	% Teachers 5-14 Yrs Retained	# Teachers 15-24 Yrs	% Teachers 15-24 Yrs Retained	# Teachers 25+ Yrs	% Teachers 25+ Yrs Retained
Hood Canal Elem & Jr High	21	76.2%	2	100%	7	57%	10	80%	2	100%

Kahlotus School District									
Student demographics by School (2004-2005)									
School	Grade range	Enrollment	5 Yr Enroll change	Poverty (FRPL)	% White	% Hispanic	% Native American	Reading WASL	Math WASL
Kahlotus Elem & High	PK-12	80	-15	50.6	83.8	10.0	0.0	NA	NA

Retention and Mobility of FTE Classroom Teachers by School (after 5 years: 2000-01 and 2004-05)									
School	00-01 FTE	Stayers FTE	% Stayers	Movers In FTE	% Movers in	Movers out FTE	% Movers out	Leavers FTE	% Leavers
Kahlotus Elem & High	12.9	8.0	61.8%	0.0	0.0%	2.0	15.5%	2.9	22.7%

School Retention by Years of Teaching Experience (after 5 years: 2000-01 and 2004-05)										
School	00-01 # Teachers	% Stayers	# Teachers 0-4 Yrs	% Teachers 0-4 Yrs Retained	# Teachers 5-14 Yrs	% Teachers 5-14 Yrs Retained	# Teachers 15-24 Yrs	% Teachers 15-24 Yrs Retained	# Teachers 25+ Yrs	% Teachers 25+ Yrs Retained
Kahlotus Elem & High	15	53.3%	2	50%	10	50%	2	100%	1	0%

Keller School District									
Student demographics by School (2004-2005)									
School	Grade range	Enrollment	5 Yr Enroll change	Poverty (FRPL)	% White	% Hispanic	% Native American	Reading WASL	Math WASL
Keller Elementary	K-6	50	-1	81.6	8.0	0.0	92.0	NA	NA

Retention and Mobility of FTE Classroom Teachers by School (after 5 years: 2000-01 and 2004-05)									
School	00-01 FTE	Stayers FTE	% Stayers	Movers In FTE	% Movers in	Movers out FTE	% Movers out	Leavers FTE	% Leavers
Keller Elementary	4	1.0	25.0%	0.0	0.0%	1.0	25.0%	2.0	50.0%

School Retention by Years of Teaching Experience (after 5 years: 2000-01 and 2004-05)										
School	00-01 # Teachers	% Stayers	# Teachers 0-4 Yrs	% Teachers 0-4 Yrs Retained	# Teachers 5-14 Yrs	% Teachers 5-14 Yrs Retained	# Teachers 15-24 Yrs	% Teachers 15-24 Yrs Retained	# Teachers 25+ Yrs	% Teachers 25+ Yrs Retained
Keller Elementary	4	25.0%	1	0.0%	2	50.0%	0	NA	1	0.0%

Klickitat School District									
Student demographics by School (2004-2005)									
School	Grade range	Enrollment	5 Yr Enroll change	Poverty (FRPL)	% White	% Hispanic	% Native American	Reading WASL	Math WASL
Klickitat Elem & High	K-12	143	-43	65.2	87.4	2.8	7.7	57.9	42.1

Retention and Mobility of FTE Classroom Teachers by School (after 5 years: 2000-01 and 2004-05)									
School	00-01 FTE	Stayers FTE	% Stayers	Movers In FTE	% Movers in	Movers out FTE	% Movers out	Leavers FTE	% Leavers
Klickitat Elem & High	12.4	9.7	78.6%	0.0	0.0%	1.2	9.7%	1.4	11.7%

School Retention by Years of Teaching Experience (after 5 years: 2000-01 and 2004-05)										
School	00-01 # Teachers	% Stayers	# Teachers 0-4 Yrs	% Teachers 0-4 Yrs Retained	# Teachers 5-14 Yrs	% Teachers 5-14 Yrs Retained	# Teachers 15-24 Yrs	% Teachers 15-24 Yrs Retained	# Teachers 25+ Yrs	% Teachers 25+ Yrs Retained
Klickitat Elem & High	15	60.0%	3	33%	1	100%	10	80%	1	0%

Lacrosse School District									
Student demographics by School (2004-2005)									
School	Grade range	Enrollment	5 Yr Enroll change	Poverty (FRPL)	% White	% Hispanic	% Native American	Reading WASL	Math WASL
Lacrosse Elementary	K-8	99	-6	33.7	96.0	4.0	0.0	100.0	83.3
Lacrosse High School	9-12	48	-2	15.6	93.7	4.2	2.1	NA	NA

Retention and Mobility of FTE Classroom Teachers by School (after 5 years: 2000-01 and 2004-05)									
School	00-01 FTE	Stayers FTE	% Stayers	Movers In FTE	% Movers in	Movers out FTE	% Movers out	Leavers FTE	% Leavers
Lacrosse Elementary	7.9	4.7	59.2%	0.3	4.2%	0.9	11.2%	2.0	25.4%
Lacrosse High School	8.1	4.7	57.5%	0.8	10.3%	1.1	13.7%	1.5	18.5%

School Retention by Years of Teaching Experience (after 5 years: 2000-01 and 2004-05)										
School	00-01 # Teachers	% Stayers	# Teachers 0-4 Yrs	% Teachers 0-4 Yrs Retained	# Teachers 5-14 Yrs	% Teachers 5-14 Yrs Retained	# Teachers 15-24 Yrs	% Teachers 15-24 Yrs Retained	# Teachers 25+ Yrs	% Teachers 25+ Yrs Retained
Lacrosse Elementary	12	50.0%	1	100.0%	6	66.7%	2	50.0%	3	0.0%
Lacrosse High School	10	50.0%	3	33.3%	3	0.0%	1	100.0%	3	100.0%

Liberty School District									
Student demographics by School (2004-2005)									
School	Grade range	Enrollment	5 Yr Enroll change	Poverty (FRPL)	% White	% Hispanic	% Native American	Reading WASL	Math WASL
Liberty Jr High & Elem	PK-8	347	-34	38.9	93.7	1.2	2.6	70.6	52.9
Liberty High School	9-12	178	-27	27.2	93.8	2.2	1.7	63.8	36.2

Retention and Mobility of FTE Classroom Teachers by School (after 5 years: 2000-01 and 2004-05)									
School	00-01 FTE	Stayers FTE	% Stayers	Movers In FTE	% Movers in	Movers out FTE	% Movers out	Leavers FTE	% Leavers
Liberty Jr High & Elem	21.6	15.4	71.5%	0.0	0.0%	1.0	4.6%	5.1	23.9%
Liberty High School	11.7	5.4	46.1%	1.0	8.5%	1.0	8.5%	4.3	36.8%

School Retention by Years of Teaching Experience (after 5 years: 2000-01 and 2004-05)										
School	00-01 # Teachers	% Stayers	# Teachers 0-4 Yrs	% Teachers 0-4 Yrs Retained	# Teachers 5-14 Yrs	% Teachers 5-14 Yrs Retained	# Teachers 15-24 Yrs	% Teachers 15-24 Yrs Retained	# Teachers 25+ Yrs	% Teachers 25+ Yrs Retained
Liberty Jr High & Elem	25	68.0%	3	67%	9	78%	8	75%	5	40%
Liberty High School	17	35.3%	4	50%	1	100%	6	33%	6	17%

Mabton School District									
Student demographics by School (2004-2005)									
School	Grade range	Enrollment	5 Yr Enroll change	Poverty (FRPL)	% White	% Hispanic	% Native American	Reading WASL	Math WASL
Artz Fox Elementary	K-6	512	-31	67.8	3.7	95.5	0.2	64.1	15.6
Mabton Jr Sr High	7-12	395	66	79.1	5.8	93.4	0.3	41.3	21.1

Retention and Mobility of FTE Classroom Teachers by School (after 5 years: 2000-01 and 2004-05)									
School	00-01 FTE	Stayers FTE	% Stayers	Movers In FTE	% Movers in	Movers out FTE	% Movers out	Leavers FTE	% Leavers
Artz Fox Elementary	28.8	20.1	69.7%	1.5	5.2%	4.0	13.9%	3.3	11.3%
Mabton Jr Sr High	20.8	12.4	59.6%	0.0	0.0%	5.2	24.8%	3.3	15.6%

School Retention by Years of Teaching Experience (after 5 years: 2000-01 and 2004-05)										
School	00-01 # Teachers	% Stayers	# Teachers 0-4 Yrs	% Teachers 0-4 Yrs Retained	# Teachers 5-14 Yrs	% Teachers 5-14 Yrs Retained	# Teachers 15-24 Yrs	% Teachers 15-24 Yrs Retained	# Teachers 25+ Yrs	% Teachers 25+ Yrs Retained
Artz Fox Elementary	31	67.7%	12	50%	10	60%	7	100%	2	100%
Mabton Jr Sr High	24	58.3%	9	44%	7	43%	7	100%	1	0%

Mansfield School District									
Student demographics by School (2004-2005)									
School	Grade range	Enrollment	5 Yr Enroll change	Poverty (FRPL)	% White	% Hispanic	% Native American	Reading WASL	Math WASL
Mansfield Elem & High	K-12	93	-16	64.4	87.1	3.2	8.6	NA	NA

Retention and Mobility of FTE Classroom Teachers by School (after 5 years: 2000-01 and 2004-05)									
School	00-01 FTE	Stayers FTE	% Stayers	Movers In FTE	% Movers in	Movers out FTE	% Movers out	Leavers FTE	% Leavers
Mansfield Elem & High	12.3	7.9	63.9%	0.0	0.0%	1.0	8.1%	3.4	27.9%

School Retention by Years of Teaching Experience (after 5 years: 2000-01 and 2004-05)										
School	00-01 # Teachers	% Stayers	# Teachers 0-4 Yrs	% Teachers 0-4 Yrs Retained	# Teachers 5-14 Yrs	% Teachers 5-14 Yrs Retained	# Teachers 15-24 Yrs	% Teachers 15-24 Yrs Retained	# Teachers 25+ Yrs	% Teachers 25+ Yrs Retained
Mansfield Elem & High	13	61.5%	4	0%	2	100%	3	100%	4	75%

Methow Valley School District									
Student demographics by School (2004-2005)									
School	Grade range	Enrollment	5 Yr Enroll change	Poverty (FRPL)	% White	% Hispanic	% Native American	Reading WASL	Math WASL
Methow Valley Elem	PK-6	266	-16	46.4	94.0	4.9	0.4	88.9	75.0
Liberty Bell Jr Sr High	7-12	326	-50	29.7	94.5	3.4	0.9	82.2	62.2

Retention and Mobility of FTE Classroom Teachers by School (after 5 years: 2000-01 and 2004-05)									
School	00-01 FTE	Stayers FTE	% Stayers	Movers In FTE	% Movers in	Movers out FTE	% Movers out	Leavers FTE	% Leavers
Methow Valley Elem	17.0	11.6	68.2%	1.0	5.7%	0.0	0.0%	4.4	26.0%
Liberty Bell Jr Sr High	20.3	9.5	46.8%	0.6	3.0%	3.0	14.8%	7.2	35.5%

School Retention by Years of Teaching Experience (after 5 years: 2000-01 and 2004-05)										
School	00-01 # Teachers	% Stayers	# Teachers 0-4 Yrs	% Teachers 0-4 Yrs Retained	# Teachers 5-14 Yrs	% Teachers 5-14 Yrs Retained	# Teachers 15-24 Yrs	% Teachers 15-24 Yrs Retained	# Teachers 25+ Yrs	% Teachers 25+ Yrs Retained
Methow Valley Elem	21	61.9%	2	50%	5	100%	8	63%	6	33%
Liberty Bell Jr Sr High	24	41.7%	2	0%	8	38%	9	67%	5	20%

Mill A School District									
Student demographics by School (2004-2005)									
School	Grade range	Enrollment	5 Yr Enroll change	Poverty (FRPL)	% White	% Hispanic	% Native American	Reading WASL	Math WASL
Mill A Elementary	K-8	79	-1	56.3	87.3	1.3	6.3	100.0	80.0

Retention and Mobility of FTE Classroom Teachers by School (after 5 years: 2000-01 and 2004-05)									
School	00-01 FTE	Stayers FTE	% Stayers	Movers In FTE	% Movers in	Movers out FTE	% Movers out	Leavers FTE	% Leavers
Mill A Elementary	5.3	4.0	75.0%	0.0	0.0%	0.4	7.5%	0.9	17.4%

School Retention by Years of Teaching Experience (after 5 years: 2000-01 and 2004-05)										
School	00-01 # Teachers	% Stayers	# Teachers 0-4 Yrs	% Teachers 0-4 Yrs Retained	# Teachers 5-14 Yrs	% Teachers 5-14 Yrs Retained	# Teachers 15-24 Yrs	% Teachers 15-24 Yrs Retained	# Teachers 25+ Yrs	% Teachers 25+ Yrs Retained
Mill A Elementary	7	57.1%	2	50%	2	100%	3	33%	0	NA

Mossyrock School District									
Student demographics by School (2004-2005)									
School	Grade range	Enrollment	5 Yr Enroll change	Poverty (FRPL)	% White	% Hispanic	% Native American	Reading WASL	Math WASL
Mossyrock Elementary	K-6	329	-1	59.4	77.2	13.7	6.7	75.0	48.1
Mossyrock Middle/High	7-12	321	23	44.5	87.5	7.5	3.4	73.2	58.9

Retention and Mobility of FTE Classroom Teachers by School (after 5 years: 2000-01 and 2004-05)									
School	00-01 FTE	Stayers FTE	% Stayers	Movers In FTE	% Movers in	Movers out FTE	% Movers out	Leavers FTE	% Leavers
Mossyrock Elementary	19.1	13.5	70.4%	1.0	5.2%	1.2	6.1%	3.5	18.3%
Mossyrock Middle/High	18.0	11.5	63.9%	0.0	0.0%	2.0	11.1%	4.5	25.0%

School Retention by Years of Teaching Experience (after 5 years: 2000-01 and 2004-05)										
School	00-01 # Teachers	% Stayers	# Teachers 0-4 Yrs	% Teachers 0-4 Yrs Retained	# Teachers 5-14 Yrs	% Teachers 5-14 Yrs Retained	# Teachers 15-24 Yrs	% Teachers 15-24 Yrs Retained	# Teachers 25+ Yrs	% Teachers 25+ Yrs Retained
Mossyrock Elementary	21	66.7%	4	75%	7	71%	9	67%	1	0%
Mossyrock Middle/High	19	63.2%	6	67%	4	100%	6	67%	3	0%

Mount Adams School District									
Student demographics by School (2004-2005)									
School	Grade range	Enrollment	5 Yr Enroll change	Poverty (FRPL)	% White	% Hispanic	% Native American	Reading WASL	Math WASL
Harrah Elementary	PK-5	528	-64	78.8	10.4	24.8	64.6	35.8	19.8
Mount Adams Middle	6-8	275	11	83.0	10.2	22.5	67.3	25.0	11.9
White Swan High	9-12	295	9	78.1	10.5	22.7	66.8	50.7	11.8

Retention and Mobility of FTE Classroom Teachers by School (after 5 years: 2000-01 and 2004-05)									
School	00-01 FTE	Stayers FTE	% Stayers	Movers In FTE	% Movers in	Movers out FTE	% Movers out	Leavers FTE	% Leavers
Harrah Elementary	32.0	14.5	45.3%	4.0	12.5%	6.5	20.3%	7.0	21.9%
Mount Adams Middle	11.8	2.2	18.3%	2.8	23.9%	1.7	14.1%	5.2	43.7%
White Swan High	22.2	8.3	37.6%	2.7	12.0%	5.3	24.1%	5.8	26.3%

School Retention by Years of Teaching Experience (after 5 years: 2000-01 and 2004-05)										
School	00-01 # Teachers	% Stayers	# Teachers 0-4 Yrs	% Teachers 0-4 Yrs Retained	# Teachers 5-14 Yrs	% Teachers 5-14 Yrs Retained	# Teachers 15-24 Yrs	% Teachers 15-24 Yrs Retained	# Teachers 25+ Yrs	% Teachers 25+ Yrs Retained
Harrah Elementary	33	45.5%	5	20%	12	50%	8	63%	8	38%
Mount Adams Middle	17	17.6%	3	0%	6	0%	4	25%	4	50%
White Swan High	25	36.0%	5	20%	11	36%	3	100%	6	17%

Naselle Grays River Valley School District									
Student demographics by School (2004-2005)									
School	Grade range	Enrollment	5 Yr Enroll change	Poverty (FRPL)	% White	% Hispanic	% Native American	Reading WASL	Math WASL
NG River Schools	K-12	315	-24	45.4	91.7	4.4	0	64.3	46.4
Naselle Youth Camp	9-12	155	-5	100.0	64.5	12.3	9.0	NA	NA

Retention and Mobility of FTE Classroom Teachers by School (after 5 years: 2000-01 and 2004-05)									
School	00-01 FTE	Stayers FTE	% Stayers	Movers In FTE	% Movers in	Movers out FTE	% Movers out	Leavers FTE	% Leavers
NG River Schools	16.7	6.8	41.0%	2.6	15.8%	2.8	17.0%	4.4	26.3%
Naselle Youth Camp	14.1	6.8	48.5%	0.0	0.0%	2.2	15.4%	5.1	36.2%

School Retention by Years of Teaching Experience (after 5 years: 2000-01 and 2004-05)										
School	00-01 # Teachers	% Stayers	# Teachers 0-4 Yrs	% Teachers 0-4 Yrs Retained	# Teachers 5-14 Yrs	% Teachers 5-14 Yrs Retained	# Teachers 15-24 Yrs	% Teachers 15-24 Yrs Retained	# Teachers 25+ Yrs	% Teachers 25+ Yrs Retained
NG River Schools	17	41.2%	5	40%	3	67%	5	60%	4	0%
Naselle Youth Camp	19	36.8%	6	17%	4	50%	7	57%	2	0%

Naselle Elementary and Jr Sr High were combined due to data inconsistencies

North Beach School District									
Student demographics by School (2004-2005)									
School	Grade range	Enrollment	5 Yr Enroll change	Poverty (FRPL)	% White	% Hispanic	% Native American	Reading WASL	Math WASL
Pacific Beach Elem	K-6	75	-16	42.4	53.3	12.0	29.3	100.0	80.0
Ocean Shores Elem	K-5	262	33	35.4	86.6	2.7	7.3	67.3	51.0
North Beach Middle	6-8	156	14	49.0	80.1	5.1	7.7	54.3	43.5
North Beach High	9-12	245	43	43.8	75.9	3.7	11.0	65.3	44.4

Retention and Mobility of FTE Classroom Teachers by School (after 5 years: 2000-01 and 2004-05)									
School	00-01 FTE	Stayers FTE	% Stayers	Movers In FTE	% Movers in	Movers out FTE	% Movers out	Leavers FTE	% Leavers
Pacific Beach Elem	6.7	1.7	24.8%	0.0	0.0%	0.0	0.0%	5.0	75.2%
Ocean Shores Elem	13.1	8.6	65.7%	1.0	7.6%	1.0	7.6%	2.5	19.1%
North Beach Middle	7.7	3.3	43.6%	0.0	0.0%	2.0	26.1%	2.3	30.5%
North Beach High	13.9	8.2	59.1%	1.0	7.2%	1.0	7.2%	3.7	26.5%

School Retention by Years of Teaching Experience (after 5 years: 2000-01 and 2004-05)										
School	00-01 # Teachers	% Stayers	# Teachers 0-4 Yrs	% Teachers 0-4 Yrs Retained	# Teachers 5-14 Yrs	% Teachers 5-14 Yrs Retained	# Teachers 15-24 Yrs	% Teachers 15-24 Yrs Retained	# Teachers 25+ Yrs	% Teachers 25+ Yrs Retained
Pacific Beach Elem	8	37.5%	1	100%	2	100%	0	NA	5	0%
Ocean Shores Elem	15	66.7%	4	75%	7	86%	3	33%	1	0%
North Beach Middle	9	44.4%	1	100%	3	0%	3	100%	2	0%
North Beach High	16	62.5%	6	33%	3	100%	5	80%	2	50%

Northport School District									
Student demographics by School (2004-2005)									
School	Grade range	Enrollment	5 Yr Enroll change	Poverty (FRPL)	% White	% Hispanic	% Native American	Reading WASL	Math WASL
Northport Elementary	K-8	121	-15	78.2	89.3	8.3	0.8	NA	NA
Northport High School	9-12	71	-17	61.8	85.9	2.8	5.6	76.5	17.6

Retention and Mobility of FTE Classroom Teachers by School (after 5 years: 2000-01 and 2004-05)									
School	00-01 FTE	Stayers FTE	% Stayers	Movers In FTE	% Movers in	Movers out FTE	% Movers out	Leavers FTE	% Leavers
Northport Elementary	11.0	4.5	41.0%	2.5	22.5%	2.0	18.2%	2.0	18.2%
Northport High School	4.3	2.3	53.8%	0.0	0.0%	1.0	23.1%	1.0	23.1%

School Retention by Years of Teaching Experience (after 5 years: 2000-01 and 2004-05)										
School	00-01 # Teachers	% Stayers	# Teachers 0-4 Yrs	% Teachers 0-4 Yrs Retained	# Teachers 5-14 Yrs	% Teachers 5-14 Yrs Retained	# Teachers 15-24 Yrs	% Teachers 15-24 Yrs Retained	# Teachers 25+ Yrs	% Teachers 25+ Yrs Retained
Northport Elementary	14	35.7%	3	33.3%	6	50.0%	5	20.0%	0	NA
Northport High School	5	60.0%	1	0%	3	67%	1	100%	0	NA

Oakville School District									
Student demographics by School (2004-2005)									
School	Grade range	Enrollment	5 Yr Enroll change	Poverty (FRPL)	% White	% Hispanic	% Native American	Reading WASL	Math WASL
Oakville Elementary	K-6	145	20	77.2	62.1	4.1	30.3	64.7	58.8
Oakville High School	7-12	140	-53	63.7	70.0	0.7	25.0	37.5	16.7

Retention and Mobility of FTE Classroom Teachers by School (after 5 years: 2000-01 and 2004-05)									
School	00-01 FTE	Stayers FTE	% Stayers	Movers In FTE	% Movers in	Movers out FTE	% Movers out	Leavers FTE	% Leavers
Oakville Elementary	9.3	4.4	47.8%	2.7	28.9%	0.9	9.3%	1.3	14.1%
Oakville High School	11.3	6.3	55.8%	0.6	5.1%	1.1	10.0%	3.3	29.0%

School Retention by Years of Teaching Experience (after 5 years: 2000-01 and 2004-05)										
School	00-01 # Teachers	% Stayers	# Teachers 0-4 Yrs	% Teachers 0-4 Yrs Retained	# Teachers 5-14 Yrs	% Teachers 5-14 Yrs Retained	# Teachers 15-24 Yrs	% Teachers 15-24 Yrs Retained	# Teachers 25+ Yrs	% Teachers 25+ Yrs Retained
Oakville Elementary	11	45.5%	2	0%	4	50%	4	50%	1	100%
Oakville High School	15	46.7%	3	67%	6	33%	5	60%	1	0%

Ocosta School District									
Student demographics by School (2004-2005)									
School	Grade range	Enrollment	5 Yr Enroll change	Poverty (FRPL)	% White	% Hispanic	% Native American	Reading WASL	Math WASL
Ocosta Elementary	PK-6	388	-31	64.2	79.6	8.8	7.5	84.2	62.2
Ocosta Jr - Sr High	7-12	355	10	46.1	82.5	2.5	11.5	67.3	53.8

Retention and Mobility of FTE Classroom Teachers by School (after 5 years: 2000-01 and 2004-05)									
School	00-01 FTE	Stayers FTE	% Stayers	Movers In FTE	% Movers in	Movers out FTE	% Movers out	Leavers FTE	% Leavers
Ocosta Elementary	22.2	15.5	69.9%	2.0	9.0%	2.0	9.0%	2.7	12.0%
Ocosta Jr - Sr High	21.2	10.0	47.3%	0.0	0.0%	2.8	13.4%	8.3	39.4%

School Retention by Years of Teaching Experience (after 5 years: 2000-01 and 2004-05)										
School	00-01 # Teachers	% Stayers	# Teachers 0-4 Yrs	% Teachers 0-4 Yrs Retained	# Teachers 5-14 Yrs	% Teachers 5-14 Yrs Retained	# Teachers 15-24 Yrs	% Teachers 15-24 Yrs Retained	# Teachers 25+ Yrs	% Teachers 25+ Yrs Retained
Ocosta Elementary	24	66.7%	7	43%	8	75%	6	83%	3	67%
Ocosta Jr - Sr High	22	45.5%	7	14%	8	75%	6	50%	1	0%

Odessa School District									
Student demographics by School (2004-2005)									
School	Grade range	Enrollment	5 Yr Enroll change	Poverty (FRPL)	% White	% Hispanic	% Native American	Reading WASL	Math WASL
P C Jantz Elementary	K-6	89	-52	47.3	96.6	2.2	0.0	100.0	80.0
Odessa High School	7-12	157	-18	41.9	97.5	1.3	0.0	82.4	52.9

Retention and Mobility of FTE Classroom Teachers by School (after 5 years: 2000-01 and 2004-05)									
School	00-01 FTE	Stayers FTE	% Stayers	Movers In FTE	% Movers in	Movers out FTE	% Movers out	Leavers FTE	% Leavers
P C Jantz Elementary	8.3	4.0	48.7%	1.7	20.1%	1.0	12.1%	1.6	19.1%
Odessa High School	12.3	11.1	90.3%	0.2	1.5%	0.0	0.0%	1.0	8.1%

School Retention by Years of Teaching Experience (after 5 years: 2000-01 and 2004-05)										
School	00-01 # Teachers	% Stayers	# Teachers 0-4 Yrs	% Teachers 0-4 Yrs Retained	# Teachers 5-14 Yrs	% Teachers 5-14 Yrs Retained	# Teachers 15-24 Yrs	% Teachers 15-24 Yrs Retained	# Teachers 25+ Yrs	% Teachers 25+ Yrs Retained
P C Jantz Elementary	11	54.5%	2	50%	2	100%	4	50%	3	33%
Odessa High School	15	86.7%	4	75%	3	100%	5	100%	3	67%

Okanogan School District									
Student demographics by School (2004-2005)									
School	Grade range	Enrollment	5 Yr Enroll change	Poverty (FRPL)	% White	% Hispanic	% Native American	Reading WASL	Math WASL
Grainger Elementary	K-5	418	-184	57.5	63.9	25.1	10.3	80.0	61.4
Okanogan Jr Sr High	6-12	578	75	43.4	66.4	18.3	11.9	66.7	42.3

Retention and Mobility of FTE Classroom Teachers by School (after 5 years: 2000-01 and 2004-05)									
School	00-01 FTE	Stayers FTE	% Stayers	Movers In FTE	% Movers in	Movers out FTE	% Movers out	Leavers FTE	% Leavers
Grainger Elementary	31.5	19.5	61.9%	4.1	12.9%	1.0	3.2%	6.9	22.0%
Okanogan Jr Sr High	27.3	16.3	59.7%	0.0	0.0%	6.0	22.0%	5.0	18.3%

School Retention by Years of Teaching Experience (after 5 years: 2000-01 and 2004-05)										
School	00-01 # Teachers	% Stayers	# Teachers 0-4 Yrs	% Teachers 0-4 Yrs Retained	# Teachers 5-14 Yrs	% Teachers 5-14 Yrs Retained	# Teachers 15-24 Yrs	% Teachers 15-24 Yrs Retained	# Teachers 25+ Yrs	% Teachers 25+ Yrs Retained
Grainger Elementary	34	58.8%	7	57%	13	62%	10	70%	4	25%
Okanogan Jr Sr High	28	60.7%	6	33%	12	50%	4	100%	6	83%

School data collapsed due to school closure and data inconsistencies.

Onalaska School District									
Student demographics by School (2004-2005)									
School	Grade range	Enrollment	5 Yr Enroll change	Poverty (FRPL)	% White	% Hispanic	% Native American	Reading WASL	Math WASL
Onalaska Elem/Middle	PK-8	578	18	41.6	81.1	7.8	8.7	70.7	53.4
Onalaska High School	9-12	259	-114	25.1	86.9	4.6	4.6	59.7	32.8

Retention and Mobility of FTE Classroom Teachers by School (after 5 years: 2000-01 and 2004-05)									
School	00-01 FTE	Stayers FTE	% Stayers	Movers In FTE	% Movers in	Movers out FTE	% Movers out	Leavers FTE	% Leavers
Onalaska Elem/Middle	29.8	17.3	57.8%	1.0	3.4%	2.6	8.6%	9.0	30.2%
Onalaska High School	15.3	12.0	78.4%	0.8	4.9%	0.4	2.8%	2.1	13.9%

School Retention by Years of Teaching Experience (after 5 years: 2000-01 and 2004-05)										
School	00-01 # Teachers	% Stayers	# Teachers 0-4 Yrs	% Teachers 0-4 Yrs Retained	# Teachers 5-14 Yrs	% Teachers 5-14 Yrs Retained	# Teachers 15-24 Yrs	% Teachers 15-24 Yrs Retained	# Teachers 25+ Yrs	% Teachers 25+ Yrs Retained
Onalaska Elem/Middle	31	58.1%	5	60%	8	63%	10	80%	8	25%
Onalaska High School	17	70.6%	2	100%	5	60%	8	75%	2	50%

Orcas Island School District									
Student demographics by School (2004-2005)									
School	Grade range	Enrollment	5 Yr Enroll change	Poverty (FRPL)	% White	% Hispanic	% Native American	Reading WASL	Math WASL
Orcas Island Elementary	K-6	228	-12	36.9	93.9	4.4	0.4	78.9	73.7
Waldron Island School	1-11	11	4	0.0	100.0	0.0	0.0	NA	NA
Orcas Is Middle/High	7-12	258	-9	32.3	94.2	1.2	0.4	93.9	87.9

Retention and Mobility of FTE Classroom Teachers by School (after 5 years: 2000-01 and 2004-05)									
School	00-01 FTE	Stayers FTE	% Stayers	Movers In FTE	% Movers in	Movers out FTE	% Movers out	Leavers FTE	% Leavers
Orcas Island Elementary	16.6	11.1	66.7%	2.8	16.7%	1.0	6.0%	1.8	10.6%
Waldron Island School	1.6	0.0	0.0%	0.0	0.0%	0.8	50.0%	0.8	50.0%
Orcas Is Middle/High	16.1	7.3	45.4%	4.5	27.9%	0.0	0.0%	4.3	26.7%

School Retention by Years of Teaching Experience (after 5 years: 2000-01 and 2004-05)										
School	00-01 # Teachers	% Stayers	# Teachers 0-4 Yrs	% Teachers 0-4 Yrs Retained	# Teachers 5-14 Yrs	% Teachers 5-14 Yrs Retained	# Teachers 15-24 Yrs	% Teachers 15-24 Yrs Retained	# Teachers 25+ Yrs	% Teachers 25+ Yrs Retained
Orcas Island Elementary	18	66.7%	0	NA	9	67%	6	50%	3	100%
Waldron Island School	2	0.0%	2	0%	0	NA	0	NA	0	NA
Orcas Is Middle/High	21	42.9%	6	33%	10	50%	3	67%	2	0%

Orcas Island Middle and High Schools were combined due to data inconsistencies

Orient School District									
Student demographics by School (2004-2005)									
School	Grade range	Enrollment	5 Yr Enroll change	Poverty (FRPL)	% White	% Hispanic	% Native American	Reading WASL	Math WASL
Orient Elem	K-8	88	0	67.7	93.2	2.3	2.3	76.9	69.2

Retention and Mobility of FTE Classroom Teachers by School (after 5 years: 2000-01 and 2004-05)									
School	00-01 FTE	Stayers FTE	% Stayers	Movers In FTE	% Movers in	Movers out FTE	% Movers out	Leavers FTE	% Leavers
Orient Elem	4.6	2.6	56.0%	1.0	22.0%	0.0	0.0%	1.0	22.0%

School Retention by Years of Teaching Experience (after 5 years: 2000-01 and 2004-05)										
School	00-01 # Teachers	% Stayers	# Teachers 0-4 Yrs	% Teachers 0-4 Yrs Retained	# Teachers 5-14 Yrs	% Teachers 5-14 Yrs Retained	# Teachers 15-24 Yrs	% Teachers 15-24 Yrs Retained	# Teachers 25+ Yrs	% Teachers 25+ Yrs Retained
Orient Elem	5	60.0%	0	NA	2	50.0%	2	100.0%	1	0.0%

Oroville School District									
Student demographics by School (2004-2005)									
School	Grade range	Enrollment	5 Yr Enroll change	Poverty (FRPL)	% White	% Hispanic	% Native American	Reading WASL	Math WASL
Oroville Elementary	PK-6	367	-89	70.3	62.9	29.2	6.5	69.6	34.8
Oroville Middle-High	7-12	340	-26	58.9	73.5	21.2	4.1	60.4	35.4

Retention and Mobility of FTE Classroom Teachers by School (after 5 years: 2000-01 and 2004-05)									
School	00-01 FTE	Stayers FTE	% Stayers	Movers In FTE	% Movers in	Movers out FTE	% Movers out	Leavers FTE	% Leavers
Oroville Elementary	28.4	18.4	64.8%	2.5	8.8%	1.0	3.5%	6.5	22.9%
Oroville Middle-High	17.4	12.3	70.8%	1.0	5.7%	0.0	0.0%	4.1	23.4%

School Retention by Years of Teaching Experience (after 5 years: 2000-01 and 2004-05)										
School	00-01 # Teachers	% Stayers	# Teachers 0-4 Yrs	% Teachers 0-4 Yrs Retained	# Teachers 5-14 Yrs	% Teachers 5-14 Yrs Retained	# Teachers 15-24 Yrs	% Teachers 15-24 Yrs Retained	# Teachers 25+ Yrs	% Teachers 25+ Yrs Retained
Oroville Elementary	30	63.3%	4	75%	11	82%	12	50%	3	33%
Oroville Middle-High	19	68.4%	6	50%	2	100%	7	100%	4	25%

Palisades School District									
Student demographics by School (2004-2005)									
School	Grade range	Enrollment	5 Yr Enroll change	Poverty (FRPL)	% White	% Hispanic	% Native American	Reading WASL	Math WASL
Palisades Elementary	K-5	46	-8	87.0	13.0	76.1	0.0	NA	NA

Retention and Mobility of FTE Classroom Teachers by School (after 5 years: 2000-01 and 2004-05)									
School	00-01 FTE	Stayers FTE	% Stayers	Movers In FTE	% Movers in	Movers out FTE	% Movers out	Leavers FTE	% Leavers
Palisades Elementary	3.5	1.0	28.6%	0.0	0.0%	1.5	42.9%	1.0	28.6%

School Retention by Years of Teaching Experience (after 5 years: 2000-01 and 2004-05)										
School	00-01 # Teachers	% Stayers	# Teachers 0-4 Yrs	% Teachers 0-4 Yrs Retained	# Teachers 5-14 Yrs	% Teachers 5-14 Yrs Retained	# Teachers 15-24 Yrs	% Teachers 15-24 Yrs Retained	# Teachers 25+ Yrs	% Teachers 25+ Yrs Retained
Palisades Elementary	4	25.0%	2	0%	0	NA	1	0%	1	100%

Pateros School District									
Student demographics by School (2004-2005)									
School	Grade range	Enrollment	5 Yr Enroll change	Poverty (FRPL)	% White	% Hispanic	% Native American	Reading WASL	Math WASL
Pateros Elementary	K-6	116	-32	65.5	48.3	50.9	0.9	81.3	56.3
Pateros High School	7-12	186	14	40.7	63.4	31.2	3.2	82.8	27.6

Retention and Mobility of FTE Classroom Teachers by School (after 5 years: 2000-01 and 2004-05)									
School	00-01 FTE	Stayers FTE	% Stayers	Movers In FTE	% Movers in	Movers out FTE	% Movers out	Leavers FTE	% Leavers
Pateros Elementary	8.9	4.6	52.5%	0.9	10.4%	1.3	14.5%	2.0	22.6%
Pateros High School	9.4	3.0	32.3%	2.1	22.1%	1.9	19.9%	2.4	25.7%

School Retention by Years of Teaching Experience (after 5 years: 2000-01 and 2004-05)										
School	00-01 # Teachers	% Stayers	# Teachers 0-4 Yrs	% Teachers 0-4 Yrs Retained	# Teachers 5-14 Yrs	% Teachers 5-14 Yrs Retained	# Teachers 15-24 Yrs	% Teachers 15-24 Yrs Retained	# Teachers 25+ Yrs	% Teachers 25+ Yrs Retained
Pateros Elementary	14	50.0%	1	0%	4	50%	6	83%	3	0%
Pateros High School	14	28.6%	4	25%	5	0%	5	60%	0	NA

Paterson School District									
Student demographics by School (2004-2005)									
School	Grade range	Enrollment	5 Yr Enroll change	Poverty (FRPL)	% White	% Hispanic	% Native American	Reading WASL	Math WASL
Paterson Elementary	K-8	111	21	53.6	46.8	53.2	0.0	57.1	14.3

Retention and Mobility of FTE Classroom Teachers by School (after 5 years: 2000-01 and 2004-05)									
School	00-01 FTE	Stayers FTE	% Stayers	Movers In FTE	% Movers in	Movers out FTE	% Movers out	Leavers FTE	% Leavers
Paterson Elementary	5	2.0	40.0%	1.0	20.0%	2.0	40.0%	0.0	0.0%

School Retention by Years of Teaching Experience (after 5 years: 2000-01 and 2004-05)										
School	00-01 # Teachers	% Stayers	# Teachers 0-4 Yrs	% Teachers 0-4 Yrs Retained	# Teachers 5-14 Yrs	% Teachers 5-14 Yrs Retained	# Teachers 15-24 Yrs	% Teachers 15-24 Yrs Retained	# Teachers 25+ Yrs	% Teachers 25+ Yrs Retained
Paterson Elementary	5	40.0%	1	0.0%	3	33.3%	1	100.0%	0	NA

Pe Ell School District									
Student demographics by School (2004-2005)									
School	Grade range	Enrollment	5 Yr Enroll change	Poverty (FRPL)	% White	% Hispanic	% Native American	Reading WASL	Math WASL
Pe Ell School	PK-12	325	-6	53.8	90.5	5.2	2.5	96.6	75.9

Retention and Mobility of FTE Classroom Teachers by School (after 5 years: 2000-01 and 2004-05)									
School	00-01 FTE	Stayers FTE	% Stayers	Movers In FTE	% Movers in	Movers out FTE	% Movers out	Leavers FTE	% Leavers
Pe Ell School	21	16.0	76.2%	0.0	0.0%	4.0	19.0%	1.0	4.8%

School Retention by Years of Teaching Experience (after 5 years: 2000-01 and 2004-05)										
School	00-01 # Teachers	% Stayers	# Teachers 0-4 Yrs	% Teachers 0-4 Yrs Retained	# Teachers 5-14 Yrs	% Teachers 5-14 Yrs Retained	# Teachers 15-24 Yrs	% Teachers 15-24 Yrs Retained	# Teachers 25+ Yrs	% Teachers 25+ Yrs Retained
Pe Ell School	21	76.2%	4	75%	11	73%	1	100%	5	80%

Pioneer School District									
Student demographics by School (2004-2005)									
School	Grade range	Enrollment	5 Yr Enroll change	Poverty (FRPL)	% White	% Hispanic	% Native American	Reading WASL	Math WASL
Pioneer Primary School	PK-3	324	-15	51.6	86.4	5.9	2.5	NA	NA
Pioneer Inter/Middle	4-8	430	-26	55.5	89.3	4.2	3.3	71.3	52.1

Retention and Mobility of FTE Classroom Teachers by School (after 5 years: 2000-01 and 2004-05)									
School	00-01 FTE	Stayers FTE	% Stayers	Movers In FTE	% Movers in	Movers out FTE	% Movers out	Leavers FTE	% Leavers
Pioneer Primary School	18.0	11.5	63.9%	1.0	5.6%	2.0	11.1%	3.5	19.4%
Pioneer Inter/Middle	28.0	18.0	64.3%	1.5	5.4%	4.0	14.3%	4.5	16.1%

School Retention by Years of Teaching Experience (after 5 years: 2000-01 and 2004-05)										
School	00-01 # Teachers	% Stayers	# Teachers 0-4 Yrs	% Teachers 0-4 Yrs Retained	# Teachers 5-14 Yrs	% Teachers 5-14 Yrs Retained	# Teachers 15-24 Yrs	% Teachers 15-24 Yrs Retained	# Teachers 25+ Yrs	% Teachers 25+ Yrs Retained
Pioneer Primary School	19	63.2%	4	75%	5	40%	7	71%	3	67%
Pioneer Inter/Middle	29	62.1%	7	57%	12	58%	8	88%	2	0%

Pomeroy School District									
Student demographics by School (2004-2005)									
School	Grade range	Enrollment	5 Yr Enroll change	Poverty (FRPL)	% White	% Hispanic	% Native American	Reading WASL	Math WASL
Pomeroy Elementary	K-6	172	-48	46.6	91.9	3.5	2.9	66.7	37.5
Pomeroy Jr Sr High	7-12	231	-12	34.3	89.6	2.2	2.2	54.8	32.3

Retention and Mobility of FTE Classroom Teachers by School (after 5 years: 2000-01 and 2004-05)									
School	00-01 FTE	Stayers FTE	% Stayers	Movers In FTE	% Movers in	Movers out FTE	% Movers out	Leavers FTE	% Leavers
Pomeroy Elementary	12.6	9.6	76.1%	0.5	4.0%	1.5	11.9%	1.0	8.0%
Pomeroy Jr Sr High	15.1	9.4	62.6%	3.8	25.1%	0.0	0.0%	1.9	12.3%

School Retention by Years of Teaching Experience (after 5 years: 2000-01 and 2004-05)										
School	00-01 # Teachers	% Stayers	# Teachers 0-4 Yrs	% Teachers 0-4 Yrs Retained	# Teachers 5-14 Yrs	% Teachers 5-14 Yrs Retained	# Teachers 15-24 Yrs	% Teachers 15-24 Yrs Retained	# Teachers 25+ Yrs	% Teachers 25+ Yrs Retained
Pomeroy Elementary	15	73.3%	0	NA	4	75%	8	75%	3	67%
Pomeroy Jr Sr High	17	58.8%	1	0%	6	50%	7	71%	3	67%

Queets-Clearwater School District									
Student demographics by School (2004-2005)									
School	Grade range	Enrollment	5 Yr Enroll change	Poverty (FRPL)	% White	% Hispanic	% Native American	Reading WASL	Math WASL
Queets-Clearwater Elem	K-8	31	-13	0.0	9.7	0.0	90.3	NA	NA

Retention and Mobility of FTE Classroom Teachers by School (after 5 years: 2000-01 and 2004-05)									
School	00-01 FTE	Stayers FTE	% Stayers	Movers In FTE	% Movers in	Movers out FTE	% Movers out	Leavers FTE	% Leavers
Queets-Clearwater Elem	4	1.0	25.0%	0.0	0.0%	1.0	25.0%	2.0	50.0%

School Retention by Years of Teaching Experience (after 5 years: 2000-01 and 2004-05)										
School	00-01 # Teachers	% Stayers	# Teachers 0-4 Yrs	% Teachers 0-4 Yrs Retained	# Teachers 5-14 Yrs	% Teachers 5-14 Yrs Retained	# Teachers 15-24 Yrs	% Teachers 15-24 Yrs Retained	# Teachers 25+ Yrs	% Teachers 25+ Yrs Retained
Queets-Clearwater Elem	4	25.0%	1	0%	2	50%	1	0%	0	NA

Quilcene School District									
Student demographics by School (2004-2005)									
School	Grade range	Enrollment	5 Yr Enroll change	Poverty (FRPL)	% White	% Hispanic	% Native American	Reading WASL	Math WASL
Quilcene High& Elem	PK-12	304	5	48.9	91.4	3.0	2.6	80.0	66.7

Retention and Mobility of FTE Classroom Teachers by School (after 5 years: 2000-01 and 2004-05)									
School	00-01 FTE	Stayers FTE	% Stayers	Movers In FTE	% Movers in	Movers out FTE	% Movers out	Leavers FTE	% Leavers
Quilcene High & Elem	18.3	12.9	70.5%	0.4	2.2%	0.0	0.0%	5.0	27.3%

School Retention by Years of Teaching Experience (after 5 years: 2000-01 and 2004-05)										
School	00-01 # Teachers	% Stayers	# Teachers 0-4 Yrs	% Teachers 0-4 Yrs Retained	# Teachers 5-14 Yrs	% Teachers 5-14 Yrs Retained	# Teachers 15-24 Yrs	% Teachers 15-24 Yrs Retained	# Teachers 25+ Yrs	% Teachers 25+ Yrs Retained
Quilcene High & Elem	19	68.4%	3	33%	7	71%	5	100%	4	50%

Ritzville School District									
Student demographics by School (2004-2005)									
School	Grade range	Enrollment	5 Yr Enroll change	Poverty (FRPL)	% White	% Hispanic	% Native American	Reading WASL	Math WASL
Ritzville Grade School	K-8	244	-23	47.2	91.0	6.6	0.4	100.0	85.2
Ritzville High School	9-12	123	-13	30.8	95.9	0.8	0.0	88.0	48.0

Retention and Mobility of FTE Classroom Teachers by School (after 5 years: 2000-01 and 2004-05)									
School	00-01 FTE	Stayers FTE	% Stayers	Movers In FTE	% Movers in	Movers out FTE	% Movers out	Leavers FTE	% Leavers
Ritzville Grade School	15.2	11.69	77.0%	1.0	6.6%	0.0	0.0%	2.5	16.5%
Ritzville High School	10.0	9.6	96.2%	0.1	1.4%	0.0	0.0%	0.2	2.4%

School Retention by Years of Teaching Experience (after 5 years: 2000-01 and 2004-05)										
School	00-01 # Teachers	% Stayers	# Teachers 0-4 Yrs	% Teachers 0-4 Yrs Retained	# Teachers 5-14 Yrs	% Teachers 5-14 Yrs Retained	# Teachers 15-24 Yrs	% Teachers 15-24 Yrs Retained	# Teachers 25+ Yrs	% Teachers 25+ Yrs Retained
Ritzville Grade School	17	76.5%	2	50.0%	7	71.4%	5	80.0%	3	100.0%
Ritzville High School	13	84.6%	1	100%	5	80%	3	67%	4	100%

Satsop School District									
Student demographics by School (2004-2005)									
School	Grade range	Enrollment	5 Yr Enroll change	Poverty (FRPL)	% White	% Hispanic	% Native American	Reading WASL	Math WASL
Satsop Elementary	K-6	58	9	52.5	81.0	3.4	10.3	NA	NA

Retention and Mobility of FTE Classroom Teachers by School (after 5 years: 2000-01 and 2004-05)									
School	00-01 FTE	Stayers FTE	% Stayers	Movers In FTE	% Movers in	Movers out FTE	% Movers out	Leavers FTE	% Leavers
Satsop Elementary	3.3	3.0	91.2%	0.0	0.0%	0.2	6.7%	0.1	2.1%

School Retention by Years of Teaching Experience (after 5 years: 2000-01 and 2004-05)										
School	00-01 # Teachers	% Stayers	# Teachers 0-4 Yrs	% Teachers 0-4 Yrs Retained	# Teachers 5-14 Yrs	% Teachers 5-14 Yrs Retained	# Teachers 15-24 Yrs	% Teachers 15-24 Yrs Retained	# Teachers 25+ Yrs	% Teachers 25+ Yrs Retained
Satsop Elementary	6	50.0%	0	NA	3	33%	2	50%	1	100%

Skykomish School District									
Student demographics by School (2004-2005)									
School	Grade range	Enrollment	5 Yr Enroll change	Poverty (FRPL)	% White	% Hispanic	% Native American	Reading WASL	Math WASL
Skykomish Elementary	K-8	46	0	0.0	82.6	2.2	2.2	NA	NA
Skykomish High School	9-12	24	-1	0.0	95.8	4.2	0.0	NA	NA

Retention and Mobility of FTE Classroom Teachers by School (after 5 years: 2000-01 and 2004-05)									
School	00-01 FTE	Stayers FTE	% Stayers	Movers In FTE	% Movers in	Movers out FTE	% Movers out	Leavers FTE	% Leavers
Skykomish Elementary	5.3	5.0	94.9%	0.3	5.1%	0.0	0.0%	0.0	0.0%
Skykomish High School	6.0	1.0	16.7%	1.0	16.7%	0.0	0.0%	4.0	66.7%

School Retention by Years of Teaching Experience (after 5 years: 2000-01 and 2004-05)										
School	00-01 # Teachers	% Stayers	# Teachers 0-4 Yrs	% Teachers 0-4 Yrs Retained	# Teachers 5-14 Yrs	% Teachers 5-14 Yrs Retained	# Teachers 15-24 Yrs	% Teachers 15-24 Yrs Retained	# Teachers 25+ Yrs	% Teachers 25+ Yrs Retained
Skykomish Elementary	6	83.3%	1	0%	2	100%	2	100%	1	100%
Skykomish High School	6	16.7%	0	NA	2	50%	2	0%	2	0%

South Bend School District									
Student demographics by School (2004-2005)									
School	Grade range	Enrollment	5 Yr Enroll change	Poverty (FRPL)	% White	% Hispanic	% Native American	Reading WASL	Math WASL
Chauncey Davis Elem	K-6	307	-31	64.8	52.4	28.7	13.0	86.7	60.0
South Bend Junior High	7-8	105	14	55.3	63.8	17.1	10.5	56.0	40.0
South Bend High	9-12	190	52	49.4	62.1	21.1	9.5	59.1	50.0

Retention and Mobility of FTE Classroom Teachers by School (after 5 years: 2000-01 and 2004-05)									
School	00-01 FTE	Stayers FTE	% Stayers	Movers In FTE	% Movers in	Movers out FTE	% Movers out	Leavers FTE	% Leavers
Chauncey Davis Elem	17.6	11.8	66.9%	0.5	2.6%	1.5	8.5%	3.9	22.0%
South Bend Junior High	4.2	2.7	64.0%	0.3	8.0%	0.2	4.0%	1.0	24.0%
South Bend High	12.0	9.0	75.0%	1.0	8.3%	1.3	11.1%	0.7	5.6%

School Retention by Years of Teaching Experience (after 5 years: 2000-01 and 2004-05)										
School	00-01 # Teachers	% Stayers	# Teachers 0-4 Yrs	% Teachers 0-4 Yrs Retained	# Teachers 5-14 Yrs	% Teachers 5-14 Yrs Retained	# Teachers 15-24 Yrs	% Teachers 15-24 Yrs Retained	# Teachers 25+ Yrs	% Teachers 25+ Yrs Retained
Chauncey Davis Elem	19	63.2%	5	80%	5	60%	5	60%	4	50%
South Bend Junior High	6	50.0%	3	67%	0	NA	2	50%	1	0%
South Bend High	15	73.3%	4	50%	6	67%	3	100%	2	100%

Southside School District									
Student demographics by School (2004-2005)									
School	Grade range	Enrollment	5 Yr Enroll change	Poverty (FRPL)	% White	% Hispanic	% Native American	Reading WASL	Math WASL
Southside Elementary	K-7	269	45	40.0	88.8	1.5	0.7	76.7	46.7

Retention and Mobility of FTE Classroom Teachers by School (after 5 years: 2000-01 and 2004-05)									
School	00-01 FTE	Stayers FTE	% Stayers	Movers In FTE	% Movers in	Movers out FTE	% Movers out	Leavers FTE	% Leavers
Southside Elementary	13.4	8.4	62.7%	0.0	0.0%	0.0	0.0%	5.0	37.3%

School Retention by Years of Teaching Experience (after 5 years: 2000-01 and 2004-05)										
School	00-01 # Teachers	% Stayers	# Teachers 0-4 Yrs	% Teachers 0-4 Yrs Retained	# Teachers 5-14 Yrs	% Teachers 5-14 Yrs Retained	# Teachers 15-24 Yrs	% Teachers 15-24 Yrs Retained	# Teachers 25+ Yrs	% Teachers 25+ Yrs Retained
Southside Elementary	14	64.3%	3	67%	3	100%	5	60%	3	33%

Sprague School District									
Student demographics by School (2004-2005)									
School	Grade range	Enrollment	5 Yr Enroll change	Poverty (FRPL)	% White	% Hispanic	% Native American	Reading WASL	Math WASL
Sprague Elementary	K-5	56	-13	57.6	94.6	5.4	0.0	72.7	41.7
Sprague High School	9-12	42	-3	47.6	81.0	7.1	4.8	100.0	83.3

Retention and Mobility of FTE Classroom Teachers by School (after 5 years: 2000-01 and 2004-05)									
School	00-01 FTE	Stayers FTE	% Stayers	Movers In FTE	% Movers in	Movers out FTE	% Movers out	Leavers FTE	% Leavers
Sprague Elementary	4.5	4.5	100.0%	0.0	0.0%	0.0	0.0%	0.0	0.0%
Sprague High School	6.2	3.7	59.7%	0.0	0.0%	0.5	8.1%	2.0	32.2%

School Retention by Years of Teaching Experience (after 5 years: 2000-01 and 2004-05)										
School	00-01 # Teachers	% Stayers	# Teachers 0-4 Yrs	% Teachers 0-4 Yrs Retained	# Teachers 5-14 Yrs	% Teachers 5-14 Yrs Retained	# Teachers 15-24 Yrs	% Teachers 15-24 Yrs Retained	# Teachers 25+ Yrs	% Teachers 25+ Yrs Retained
Sprague Elementary	5	100.0%	0	NA	2	100%	3	100%	0	NA
Sprague High School	8	50.0%	2	0%	5	80%	0	NA	1	0%

Stehekin School District									
Student demographics by School (2004-2005)									
School	Grade range	Enrollment	5 Yr Enroll change	Poverty (FRPL)	% White	% Hispanic	% Native American	Reading WASL	Math WASL
Stehekin Elementary	1-8	14	0	0.0	100.0	0.0	0.0	NA	NA

Retention and Mobility of FTE Classroom Teachers by School (after 5 years: 2000-01 and 2004-05)									
School	00-01 FTE	Stayers FTE	% Stayers	Movers In FTE	% Movers in	Movers out FTE	% Movers out	Leavers FTE	% Leavers
Stehekin Elementary	1	1.0	100.0%	0.0	0.0%	0.0	0.0%	0.0	0.0%

School Retention by Years of Teaching Experience (after 5 years: 2000-01 and 2004-05)										
School	00-01 # Teachers	% Stayers	# Teachers 0-4 Yrs	% Teachers 0-4 Yrs Retained	# Teachers 5-14 Yrs	% Teachers 5-14 Yrs Retained	# Teachers 15-24 Yrs	% Teachers 15-24 Yrs Retained	# Teachers 25+ Yrs	% Teachers 25+ Yrs Retained
Stehekin Elementary	1	100.0%	0	NA	0	NA	0	NA	1	100.0%

Step toe School District									
Student demographics by School (2004-2005)									
School	Grade range	Enrollment	5 Yr Enroll change	Poverty (FRPL)	% White	% Hispanic	% Native American	Reading WASL	Math WASL
Step toe Elementary	PK-8	48	20	0.0	100.0	0.0	0.0	NA	NA

Retention and Mobility of FTE Classroom Teachers by School (after 5 years: 2000-01 and 2004-05)									
School	00-01 FTE	Stayers FTE	% Stayers	Movers In FTE	% Movers in	Movers out FTE	% Movers out	Leavers FTE	% Leavers
Step toe Elementary	2.5	1.5	60.0%	0.0	0.0%	0.0	0.0%	1.0	40.0%

School Retention by Years of Teaching Experience (after 5 years: 2000-01 and 2004-05)										
School	00-01 # Teachers	% Stayers	# Teachers 0-4 Yrs	% Teachers 0-4 Yrs Retained	# Teachers 5-14 Yrs	% Teachers 5-14 Yrs Retained	# Teachers 15-24 Yrs	% Teachers 15-24 Yrs Retained	# Teachers 25+ Yrs	% Teachers 25+ Yrs Retained
Step toe Elementary	3	66.7%	1	100%	0	NA	2	50%	0	NA

Stevenson-Carson School District									
Student demographics by School (2004-2005)									
School	Grade range	Enrollment	5 Yr Enroll change	Poverty (FRPL)	% White	% Hispanic	% Native American	Reading WASL	Math WASL
Stevenson Elementary	K-6	221	-7	41.1	89.1	5.9	2.7	77.4	61.3
Carson Elementary	K-6	246	-10	53.4	84.1	8.5	4.9	76.3	39.5
Wind River Middle	7-8	144	-36	42.6	86.8	5.6	7.6	61.0	40.2
Stevenson High School	9-12	421	27	36.0	87.9	3.1	5.7	75.8	41.8

Retention and Mobility of FTE Classroom Teachers by School (after 5 years: 2000-01 and 2004-05)									
School	00-01 FTE	Stayers FTE	% Stayers	Movers In FTE	% Movers in	Movers out FTE	% Movers out	Leavers FTE	% Leavers
Stevenson Elementary	13.3	10.9	82.0%	1.0	7.5%	0.0	0.0%	1.4	10.5%
Carson Elementary	16.3	14.1	86.5%	0.0	0.0%	0.0	0.0%	2.2	13.5%
Wind River Middle	10.8	9.1	84.0%	0.5	4.7%	1.0	9.3%	0.2	2.0%
Stevenson High School	20.1	16.9	84.3%	0.1	0.6%	1.0	5.0%	2.0	10.0%

School Retention by Years of Teaching Experience (after 5 years: 2000-01 and 2004-05)										
School	00-01 # Teachers	% Stayers	# Teachers 0-4 Yrs	% Teachers 0-4 Yrs Retained	# Teachers 5-14 Yrs	% Teachers 5-14 Yrs Retained	# Teachers 15-24 Yrs	% Teachers 15-24 Yrs Retained	# Teachers 25+ Yrs	% Teachers 25+ Yrs Retained
Stevenson Elementary	16	81.3%	3	100%	5	60%	6	83%	2	100%
Carson Elementary	19	84.2%	3	100%	9	89%	5	80%	2	50%
Wind River Middle	14	71.4%	2	100%	9	67%	2	50%	1	100%
Stevenson High School	23	78.3%	3	67%	10	90%	8	88%	2	0%

Tekoa School District									
Student demographics by School (2004-2005)									
School	Grade range	Enrollment	5 Yr Enroll change	Poverty (FRPL)	% White	% Hispanic	% Native American	Reading WASL	Math WASL
Tekoa Elementary	PK-6	113	3	64.9	94.7	1.8	2.7	75.0	75.0
Tekoa High School	7-12	93	-3	44.7	90.3	3.2	2.2	94.1	76.5

Retention and Mobility of FTE Classroom Teachers by School (after 5 years: 2000-01 and 2004-05)									
School	00-01 FTE	Stayers FTE	% Stayers	Movers In FTE	% Movers in	Movers out FTE	% Movers out	Leavers FTE	% Leavers
Tekoa Elementary	8.4	5.4	64.3%	1.0	11.9%	0.0	0.0%	2.0	23.8%
Tekoa High School	7.5	4.5	59.8%	0.0	0.0%	1.0	13.4%	2.0	26.8%

School Retention by Years of Teaching Experience (after 5 years: 2000-01 and 2004-05)										
School	00-01 # Teachers	% Stayers	# Teachers 0-4 Yrs	% Teachers 0-4 Yrs Retained	# Teachers 5-14 Yrs	% Teachers 5-14 Yrs Retained	# Teachers 15-24 Yrs	% Teachers 15-24 Yrs Retained	# Teachers 25+ Yrs	% Teachers 25+ Yrs Retained
Tekoa Elementary	10	70.0%	1	100%	3	67%	2	100%	4	50%
Tekoa High School	9	66.7%	2	0%	4	75%	1	100%	2	100%

Thorp School District									
Student demographics by School (2004-2005)									
School	Grade range	Enrollment	5 Yr Enroll change	Poverty (FRPL)	% White	% Hispanic	% Native American	Reading WASL	Math WASL
Thorp Elem & Jr Sr High	K-12	174	-32	NA	90.2	6.9	1.7	86.7	73.3

Retention and Mobility of FTE Classroom Teachers by School (after 5 years: 2000-01 and 2004-05)									
School	00-01 FTE	Stayers FTE	% Stayers	Movers In FTE	% Movers in	Movers out FTE	% Movers out	Leavers FTE	% Leavers
Thorp Elem & Jr Sr High	16.6	9.5	57.1%	1.7	10.3%	2.4	14.6%	3.0	18.0%

School Retention by Years of Teaching Experience (after 5 years: 2000-01 and 2004-05)										
School	00-01 # Teachers	% Stayers	# Teachers 0-4 Yrs	% Teachers 0-4 Yrs Retained	# Teachers 5-14 Yrs	% Teachers 5-14 Yrs Retained	# Teachers 15-24 Yrs	% Teachers 15-24 Yrs Retained	# Teachers 25+ Yrs	% Teachers 25+ Yrs Retained
Thorp Elem & Jr Sr High	18	55.6%	5	40%	6	100%	4	50%	3	0%

Toutle Lake School District									
Student demographics by School (2004-2005)									
School	Grade range	Enrollment	5 Yr Enroll change	Poverty (FRPL)	% White	% Hispanic	% Native American	Reading WASL	Math WASL
Toutle Lake Elementary	K-6	319	4	31.9	91.5	4.1	1.9	80.5	51.2
Toutle Lake High School	7-12	323	-3	23.6	91.3	2.5	4.0	66.0	38.3

Retention and Mobility of FTE Classroom Teachers by School (after 5 years: 2000-01 and 2004-05)									
School	00-01 FTE	Stayers FTE	% Stayers	Movers In FTE	% Movers in	Movers out FTE	% Movers out	Leavers FTE	% Leavers
Toutle Lake Elementary	16.1	12.9	80.1%	0.0	0.0%	1.2	7.5%	2.0	12.4%
Toutle Lake High School	17.4	15.6	89.7%	0.0	0.0%	0.8	4.6%	1.0	5.7%

School Retention by Years of Teaching Experience (after 5 years: 2000-01 and 2004-05)										
School	00-01 # Teachers	% Stayers	# Teachers 0-4 Yrs	% Teachers 0-4 Yrs Retained	# Teachers 5-14 Yrs	% Teachers 5-14 Yrs Retained	# Teachers 15-24 Yrs	% Teachers 15-24 Yrs Retained	# Teachers 25+ Yrs	% Teachers 25+ Yrs Retained
Toutle Lake Elementary	17	76.5%	2	50%	8	88%	4	75%	3	67%
Toutle Lake High School	18	88.9%	1	100%	7	71%	7	100%	3	100%

Trout Lake School District									
Student demographics by School (2004-2005)									
School	Grade range	Enrollment	5 Yr Enroll change	Poverty (FRPL)	% White	% Hispanic	% Native American	Reading WASL	Math WASL
Trout Lake School	K-12	158	0	0.0	91.1	7.6	0.0	64.7	35.3

Retention and Mobility of FTE Classroom Teachers by School (after 5 years: 2000-01 and 2004-05)									
School	00-01 FTE	Stayers FTE	% Stayers	Movers In FTE	% Movers in	Movers out FTE	% Movers out	Leavers FTE	% Leavers
Trout Lake School	11.5	8.0	69.6%	0.8	7.3%	0.7	5.8%	2.0	17.4%

School Retention by Years of Teaching Experience (after 5 years: 2000-01 and 2004-05)										
School	00-01 # Teachers	% Stayers	# Teachers 0-4 Yrs	% Teachers 0-4 Yrs Retained	# Teachers 5-14 Yrs	% Teachers 5-14 Yrs Retained	# Teachers 15-24 Yrs	% Teachers 15-24 Yrs Retained	# Teachers 25+ Yrs	% Teachers 25+ Yrs Retained
Trout Lake School	12	66.7%	1	0.0%	4	100.0%	3	66.7%	4	50.0%

Schools consolidated due to data inconsistencies

Vader School District									
Student demographics by School (2004-2005)									
School	Grade range	Enrollment	5 Yr Enroll change	Poverty (FRPL)	% White	% Hispanic	% Native American	Reading WASL	Math WASL
Vader Elementary	K-6	64	-52	71.4	90.6	9.4	0.0	NA	NA

Retention and Mobility of FTE Classroom Teachers by School (after 5 years: 2000-01 and 2004-05)									
School	00-01 FTE	Stayers FTE	% Stayers	Movers In FTE	% Movers in	Movers out FTE	% Movers out	Leavers FTE	% Leavers
Vader Elementary	5.9	5.0	85.2%	0.0	0.0%	0.9	14.8%	0.0	0.0%

School Retention by Years of Teaching Experience (after 5 years: 2000-01 and 2004-05)										
School	00-01 # Teachers	% Stayers	# Teachers 0-4 Yrs	% Teachers 0-4 Yrs Retained	# Teachers 5-14 Yrs	% Teachers 5-14 Yrs Retained	# Teachers 15-24 Yrs	% Teachers 15-24 Yrs Retained	# Teachers 25+ Yrs	% Teachers 25+ Yrs Retained
Vader Elementary	6	83.3%	1	0%	1	100%	3	100%	1	100%

Valley School District									
Student demographics by School (2004-2005)									
School	Grade range	Enrollment	5 Yr Enroll change	Poverty (FRPL)	% White	% Hispanic	% Native American	Reading WASL	Math WASL
Valley Elem/Middle	K-8	181	20	63.9	94.5	0.6	2.2	70.6	35.3

Retention and Mobility of FTE Classroom Teachers by School (after 5 years: 2000-01 and 2004-05)									
School	00-01 FTE	Stayers FTE	% Stayers	Movers In FTE	% Movers in	Movers out FTE	% Movers out	Leavers FTE	% Leavers
Valley Elem/Middle	8.5	6.5	76.6%	1.0	11.7%	1.0	11.7%	0.0	0.0%

School Retention by Years of Teaching Experience (after 5 years: 2000-01 and 2004-05)										
School	00-01 # Teachers	% Stayers	# Teachers 0-4 Yrs	% Teachers 0-4 Yrs Retained	# Teachers 5-14 Yrs	% Teachers 5-14 Yrs Retained	# Teachers 15-24 Yrs	% Teachers 15-24 Yrs Retained	# Teachers 25+ Yrs	% Teachers 25+ Yrs Retained
Valley Elem/Middle	9	77.8%	1	100.0%	6	66.7%	2	100.0%	0	NA

Wahkiakum School District									
Student demographics by School (2004-2005)									
School	Grade range	Enrollment	5 Yr Enroll change	Poverty (FRPL)	% White	% Hispanic	% Native American	Reading WASL	Math WASL
Wendt Elem/Thomas Middle	K-8	324	9	46.1	93.5	3.1	1.5	93.1	65.5
Wahkiakum High	9-12	177	-17	45.4	91.5	2.8	1.1	79.2	37.5

Retention and Mobility of FTE Classroom Teachers by School (after 5 years: 2000-01 and 2004-05)									
School	00-01 FTE	Stayers FTE	% Stayers	Movers In FTE	% Movers in	Movers out FTE	% Movers out	Leavers FTE	% Leavers
Wendt Elem/Thomas Middle	16.2	10.7	65.7%	1.2	7.6%	1.5	9.2%	2.8	17.5%
Wahkiakum High	10.5	6.2	58.7%	0.2	1.6%	0.5	4.8%	3.7	34.9%

School Retention by Years of Teaching Experience (after 5 years: 2000-01 and 2004-05)										
School	00-01 # Teachers	% Stayers	# Teachers 0-4 Yrs	% Teachers 0-4 Yrs Retained	# Teachers 5-14 Yrs	% Teachers 5-14 Yrs Retained	# Teachers 15-24 Yrs	% Teachers 15-24 Yrs Retained	# Teachers 25+ Yrs	% Teachers 25+ Yrs Retained
Wendt Elem/Thomas Middle	21	57.1%	6	50%	7	71%	4	75%	4	25%
Wahkiakum High	15	53.3%	2	50%	4	50%	4	75%	5	40%

Waitsburg School District									
Student demographics by School (2004-2005)									
School	Grade range	Enrollment	5 Yr Enroll change	Poverty (FRPL)	% White	% Hispanic	% Native American	Reading WASL	Math WASL
Waitsburg Elementary	K-5	152	-38	41.3	89.5	3.9	0.7	89.3	92.9
Preston Hall Middle	6-8	106	NA	44.4	89.6	2.8	0.0	54.8	50.0
Waitsburg High School	9-12	111	-94	35.8	91.0	3.6	1.8	63.0	24.0

Retention and Mobility of FTE Classroom Teachers by School (after 5 years: 2000-01 and 2004-05)									
School	00-01 FTE	Stayers FTE	% Stayers	Movers In FTE	% Movers in	Movers out FTE	% Movers out	Leavers FTE	% Leavers
Waitsburg Elementary	12.2	9.0	73.8%	0.3	2.1%	2.9	24.0%	0.0	0.0%
Preston Hall Middle	4.0	1.0	25.0%	3.0	75.0%	0.0	0.0%	0.0	0.0%
Waitsburg High School	10.7	5.7	53.4%	0.0	0.0%	2.0	18.6%	3.0	27.9%

School Retention by Years of Teaching Experience (after 5 years: 2000-01 and 2004-05)										
School	00-01 # Teachers	% Stayers	# Teachers 0-4 Yrs	% Teachers 0-4 Yrs Retained	# Teachers 5-14 Yrs	% Teachers 5-14 Yrs Retained	# Teachers 15-24 Yrs	% Teachers 15-24 Yrs Retained	# Teachers 25+ Yrs	% Teachers 25+ Yrs Retained
Waitsburg Elementary	13	69.2%	1	100%	9	56%	2	100%	1	100%
Preston Hall Middle	4	25.0%	1	0.0%	0	NA	0	NA	3	33.3%
Waitsburg High School	11	54.5%	0	NA	4	50%	4	50%	3	67%

Warden School District									
Student demographics by School (2004-2005)									
School	Grade range	Enrollment	5 Yr Enroll change	Poverty (FRPL)	% White	% Hispanic	% Native American	Reading WASL	Math WASL
Warden Elementary	PK-5	500	18	76.8	22.0	77.2	0.0	78.5	50.8
Warden Middle School	6-8	203	0	75.2	24.1	75.4	0.0	49.2	27.1
Warden High School	9-12	257	-17	60.6	35.4	63.8	0.0	60.9	40.6

Retention and Mobility of FTE Classroom Teachers by School (after 5 years: 2000-01 and 2004-05)									
School	00-01 FTE	Stayers FTE	% Stayers	Movers In FTE	% Movers in	Movers out FTE	% Movers out	Leavers FTE	% Leavers
Warden Elementary	27.8	21.3	76.7%	1.0	3.6%	3.0	10.8%	2.5	9.0%
Warden Middle School	10.6	5.0	47.4%	1.6	14.8%	0.5	4.7%	3.5	33.1%
Warden High School	15.5	11.3	73.0%	1.2	7.7%	1.5	9.7%	1.5	9.7%

School Retention by Years of Teaching Experience (after 5 years: 2000-01 and 2004-05)										
School	00-01 # Teachers	% Stayers	# Teachers 0-4 Yrs	% Teachers 0-4 Yrs Retained	# Teachers 5-14 Yrs	% Teachers 5-14 Yrs Retained	# Teachers 15-24 Yrs	% Teachers 15-24 Yrs Retained	# Teachers 25+ Yrs	% Teachers 25+ Yrs Retained
Warden Elementary	29	75.9%	10	80%	10	80%	4	75%	5	60%
Warden Middle School	15	40.0%	4	50%	6	50%	1	100%	4	0%
Warden High School	21	61.9%	4	25%	4	75%	7	71%	6	67%

Waterville School District									
Student demographics by School (2004-2005)									
School	Grade range	Enrollment	5 Yr Enroll change	Poverty (FRPL)	% White	% Hispanic	% Native American	Reading WASL	Math WASL
Waterville Elementary	K-5	134	-14	55.6	84.3	10.4	2.2	84.2	36.8
Waterville High School	6-12	237	55	51.8	73.8	23.6	1.3	57.7	50.0

Retention and Mobility of FTE Classroom Teachers by School (after 5 years: 2000-01 and 2004-05)									
School	00-01 FTE	Stayers FTE	% Stayers	Movers In FTE	% Movers in	Movers out FTE	% Movers out	Leavers FTE	% Leavers
Waterville Elementary	8.3	4.7	56.0%	2.0	24.0%	0.0	0.0%	1.7	20.0%
Waterville High School	13.9	5.7	40.8%	2.0	14.4%	2.0	14.4%	4.2	30.5%

School Retention by Years of Teaching Experience (after 5 years: 2000-01 and 2004-05)										
School	00-01 # Teachers	% Stayers	# Teachers 0-4 Yrs	% Teachers 0-4 Yrs Retained	# Teachers 5-14 Yrs	% Teachers 5-14 Yrs Retained	# Teachers 15-24 Yrs	% Teachers 15-24 Yrs Retained	# Teachers 25+ Yrs	% Teachers 25+ Yrs Retained
Waterville Elementary	10	60.0%	0	NA	5	60%	2	50%	3	67%
Waterville High School	16	37.5%	3	0%	5	40%	4	75%	4	25%

Wellpinit School District									
Student demographics by School (2004-2005)									
School	Grade range	Enrollment	5 Yr Enroll change	Poverty (FRPL)	% White	% Hispanic	% Native American	Reading WASL	Math WASL
Wellpinit Schools	PK-12	466	41	39.6	13.5	3.9	79.0	53.6	57.1

Retention and Mobility of FTE Classroom Teachers by School (after 5 years: 2000-01 and 2004-05)									
School	00-01 FTE	Stayers FTE	% Stayers	Movers In FTE	% Movers in	Movers out FTE	% Movers out	Leavers FTE	% Leavers
Wellpinit Schools	29	17.0	58.6%	6.0	20.7%	2.0	6.9%	4.0	13.8%

School Retention by Years of Teaching Experience (after 5 years: 2000-01 and 2004-05)										
School	00-01 # Teachers	% Stayers	# Teachers 0-4 Yrs	% Teachers 0-4 Yrs Retained	# Teachers 5-14 Yrs	% Teachers 5-14 Yrs Retained	# Teachers 15-24 Yrs	% Teachers 15-24 Yrs Retained	# Teachers 25+ Yrs	% Teachers 25+ Yrs Retained
Wellpinit Schools	29	58.6%	7	86%	14	50%	6	50%	2	50%

Schools consolidated due to data inconsistencies

White Pass School District									
Student demographics by School (2004-2005)									
School	Grade range	Enrollment	5 Yr Enroll change	Poverty (FRPL)	% White	% Hispanic	% Native American	Reading WASL	Math WASL
White Pass Elementary	K-6	237	-169	60.3	93.7	3.4	0.4	73.3	46.9
White Pass Jr. Sr. High	7-12	355	-91	44.3	91.0	0.6	0.6	35.6	22.0

Retention and Mobility of FTE Classroom Teachers by School (after 5 years: 2000-01 and 2004-05)									
School	00-01 FTE	Stayers FTE	% Stayers	Movers In FTE	% Movers in	Movers out FTE	% Movers out	Leavers FTE	% Leavers
White Pass Elementary	23.6	10.8	45.6%	3.3	14.1%	1.0	4.2%	8.5	36.1%
White Pass Jr. Sr. High	20.9	13.7	65.5%	2.0	9.6%	1.2	5.7%	4.0	19.2%

School Retention by Years of Teaching Experience (after 5 years: 2000-01 and 2004-05)										
School	00-01 # Teachers	% Stayers	# Teachers 0-4 Yrs	% Teachers 0-4 Yrs Retained	# Teachers 5-14 Yrs	% Teachers 5-14 Yrs Retained	# Teachers 15-24 Yrs	% Teachers 15-24 Yrs Retained	# Teachers 25+ Yrs	% Teachers 25+ Yrs Retained
White Pass Elementary	25	44.0%	3	0%	7	57%	4	50%	11	45%
White Pass Jr. Sr. High	23	60.9%	3	100%	7	43%	7	86%	6	33%

Three elementary schools merged into one: Glenoma, Packwood Elem, and Randle Elem into White Pass Elem

Wilbur School District									
Student demographics by School (2004-2005)									
School	Grade range	Enrollment	5 Yr Enroll change	Poverty (FRPL)	% White	% Hispanic	% Native American	Reading WASL	Math WASL
Wilbur Elementary	K-6	110	15	51.9	90.9	1.8	2.7	75.0	68.8
Wilbur Secondary	7-12	124	-35	47.6	71.8	2.4	21.8	55.0	20.0

Retention and Mobility of FTE Classroom Teachers by School (after 5 years: 2000-01 and 2004-05)									
School	00-01 FTE	Stayers FTE	% Stayers	Movers In FTE	% Movers in	Movers out FTE	% Movers out	Leavers FTE	% Leavers
Wilbur Elementary	7.7	5.0	65.0%	1.0	13.0%	0.2	2.4%	1.5	19.5%
Wilbur Secondary	10.3	6.0	58.2%	0.5	4.8%	1.3	12.7%	2.5	24.2%

School Retention by Years of Teaching Experience (after 5 years: 2000-01 and 2004-05)										
School	00-01 # Teachers	% Stayers	# Teachers 0-4 Yrs	% Teachers 0-4 Yrs Retained	# Teachers 5-14 Yrs	% Teachers 5-14 Yrs Retained	# Teachers 15-24 Yrs	% Teachers 15-24 Yrs Retained	# Teachers 25+ Yrs	% Teachers 25+ Yrs Retained
Wilbur Elementary	9	55.6%	3	67%	1	0%	3	67%	2	50%
Wilbur Secondary	12	50.0%	3	33%	2	50%	4	100%	3	0%

Wishkah Valley School District									
Student demographics by School (2004-2005)									
School	Grade range	Enrollment	5 Yr Enroll change	Poverty (FRPL)	% White	% Hispanic	% Native American	Reading WASL	Math WASL
Wishkah Valley Elem/High School	K-12	208	-51	24.0	95.2	1.0	1.9	90.0	40.0

Retention and Mobility of FTE Classroom Teachers by School (after 5 years: 2000-01 and 2004-05)									
School	00-01 FTE	Stayers FTE	% Stayers	Movers In FTE	% Movers in	Movers out FTE	% Movers out	Leavers FTE	% Leavers
Wishkah Valley Elem/High School	16.4	10.5	64.3%	1.0	6.1%	2.9	17.5%	2.0	12.2%

School Retention by Years of Teaching Experience (after 5 years: 2000-01 and 2004-05)										
School	00-01 # Teachers	% Stayers	# Teachers 0-4 Yrs	% Teachers 0-4 Yrs Retained	# Teachers 5-14 Yrs	% Teachers 5-14 Yrs Retained	# Teachers 15-24 Yrs	% Teachers 15-24 Yrs Retained	# Teachers 25+ Yrs	% Teachers 25+ Yrs Retained
Wishkah Valley Elem/High School	17	64.7%	5	60%	4	100%	6	50%	2	50%