Exit Survey Data
2010-2011 through 2014-2015 School Years

First Year of Surveys—2010-2011

2010-2011
47 Respondents

- Other: 2
- Homeschool: 2
- Community College: 2
- Seeking GED: 4
- Public: School Choice: 3
- Relocated from District: 15
- Private School: 16
- Charter School: 3

Second and Third Year of Surveys—2011-2013

2011-2012 & 2012-2013:
115 Respondents

- Other: 2
- Homeschool: 7
- Community College: 6
- Seeking GED: 4
- Public: School Choice: 8
- Relocated from District: 58
- Private School: 18
- Charter School: 12
**Fourth Year of Surveys—2013-2014**

*2013-2014:*

57 Respondents

- Other: 1
- Homeschool: 2
- Community College: 1
- Seeking GED: 4
- Public: School Choice: 10
- Relocated from District: 21
- Private School: 12
- Charter School: 6

**Fifth Year of Surveys—2014-2015**

*2014-2015:*

33 Respondents

- Other: 2
- Homeschool: 4
- Community College: 3
- Seeking GED: 1
- Public: School Choice: 1
- Relocated from District: 17
- Private School: 4
- Charter School: 2
Overall Exit Data—Collected since 2010-2011 School Year

Overall Exit Data:
2010-2011 to 2014-2015
280 Respondents

- Other: 9
- Homeschool: 19
- Community College: 9
- Seeking GED: 18
- Public: School Choice: 23
- Relocated from District: 124
- Private School: 53
- Charter School: 25

Graph depicting the distribution of respondents across different categories.
Specific Comments about Reasons for Withdrawal

Recurring Positive Comments about District Strengths

- Strong arts and music program
- Excellent diversity
- High quality, caring teachers
- Friendliness and caring of staff
- Excellent range of academic choices
- Excellent communication
- Academic excellence and curriculum

Recurring Suggestions for Improvement

- Increased emphasis on math, science and social studies
- Improve implementation of Special Education services
- Decrease academic pressure on students
- Increased support for “average” students
- Increase level of academic rigor and challenge
- Move to semester schedule
- Improve communication with families regarding individual students
- Decrease emphasis on homework and/or increase quality of homework assignments