

1. Record Nr.	UNINA9910457228903321
Autore	Rumberger Russell W
Titolo	Dropping out [[electronic resource]] : why students drop out of high school and what can be done about it // Russell W. Rumberger
Pubbl/distr/stampa	Cambridge, Mass., : Harvard University Press, 2011
ISBN	0-674-06316-3
Descrizione fisica	1 online resource (395 p.)
Classificazione	DO 9002
Disciplina	373.12/913
Soggetti	High school dropouts - United States High school dropouts - United States - Prevention Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Bibliographic Level Mode of Issuance: Monograph
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Introduction -- The varying requirements and pathways for completing high school -- The nature and extent of the dropout crisis -- The individual consequences of dropping out -- The social consequences of dropping out -- Understanding why students drop out -- Predictors of dropping out -- Learning from past efforts to solve the dropout crisis -- What should be done to solve the dropout crisis.
Sommario/riassunto	The vast majority of kids in the developed world finish high school-but not in the United States. More than a million kids drop out every year, around 7,000 a day, and the numbers are rising. Dropping Out offers a comprehensive overview by one of the country's leading experts, and provides answers to fundamental questions: Who drops out, and why? What happens to them when they do? How can we prevent at-risk kids from short-circuiting their futures? Students start disengaging long before they get to high school, and the consequences are severe-not just for individuals but for the larger society and economy. Dropouts never catch up with high school graduates on any measure. They are less likely to find work at all, and more likely to live in poverty, commit crimes, and suffer health problems. Even life expectancy for dropouts is shorter by seven years than for those who earn a diploma. Rumberger advocates targeting the most vulnerable students as far back as the early elementary grades. And he levels sharp criticism at the conventional definition of success as readiness for college. He argues

that high schools must offer all students what they need to succeed in the workplace and independent adult life. A more flexible and practical definition of achievement-one in which a high school education does not simply qualify you for more school-can make school make sense to young people. And maybe keep them there.
