

# The Girls' School ADVANTAGE

## BY THE NUMBERS



To elevate women's leadership worldwide by educating and empowering students to be ethical, globally minded **changemakers**.



**93%** of girls' school grads say they were offered **GREATER LEADERSHIP OPPORTUNITIES** than peers at coed schools, and 80% have held leadership positions since graduation.

A MAJORITY OF GIRLS' SCHOOL GRADS REPORT

★★★★ **HIGHER** ★★★★★  
**SELF-CONFIDENCE**  
OVER THEIR COED PEERS.



**80%**

of girls' school students report that most of their classes challenge them to **ACHIEVE THEIR FULL ACADEMIC POTENTIAL**, compared to 72% of girls at coed independent schools and 44% at coed public schools.

Students attending girls' schools experience **HIGHER LEVELS OF SUPPORT** from their classmates and teachers than do their peers at coed schools.



Girls' school grads are **6X MORE LIKELY** to consider majoring in STEM subjects, compared to girls who attend coed schools.  
**Science Technology Engineering Math**



**2/3 OF STUDENTS AT GIRLS' SCHOOLS EXPECT TO EARN A GRADUATE OR PROFESSIONAL DEGREE.**



**>80% OF GIRLS' SCHOOL GRADUATES CONSIDER THEIR ACADEMIC PERFORMANCE HIGHLY SUCCESSFUL.**

[girlsschools.org](http://girlsschools.org)



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Sources: Stepped in Learning: The Student Experience at All-Girls Schools; Women Graduates of Single-Sex and Coeducational High Schools: Differences in Their Characteristics and the Transition to College; and The Girls' School Experience: A Survey of Young Alumnae of Single-Sex Schools

# The Girls' School ADVANTAGE

WHERE GIRLS LEARN BEST

► Research findings “reveal a consistent portrait of girls’ school graduates who are more engaged academically and socially than their coeducated peers ... these results demonstrate differences in areas of critical importance in the twenty-first century for women as they enter university and beyond”

—Fostering Academic and Social Engagement: An Investigation into the Effects of All-Girls Education in the Transition to University

## STRONGER ACADEMIC SKILLS

Girls’ school students acquire traits needed for academic success.

Graduates of girls’ schools are more likely than coeducated peers to frequently seek alternative solutions to a problem and explore topics on their own, even when not required.



## STRONGER ACADEMIC SKILLS

Girls’ schools develop critical thinkers.

More than 2/3 of girls’ school graduates report frequently supporting their arguments with logic.

## GREATER CULTURAL COMPETENCY

Girls’ schools encourage collaboration and understanding.

Graduates of girls’ schools count their respect for others with different beliefs and their ability to work cooperatively with diverse people as strengths.



## GREATER CULTURAL COMPETENCY

Girls’ school graduates help bridge cultural and racial divides.

When asked about their ability to work and live in a diverse society, 75% of girls’ school graduates say they value improving their understanding of other countries and cultures and are nearly 10% more likely than coeducated peers to have the goal to help promote racial understanding.



## INCREASED POLITICAL ENGAGEMENT

Girls’ school graduates are committed to social improvement.

Graduates of girls’ schools are more likely than coeducated peers to plan to vote in elections and to publicly voice their opinion about a cause.



## STRONGER COMMUNITY INVOLVEMENT

Girls’ school graduates value giving back to their community.

Girls’ school grads are more likely than coeducated peers to have a goal of participating in community action initiatives and to think it’s essential to become involved in environmental issues.

## HIGHER SCIENCE SELF-CONFIDENCE

Girls’ schools are leading the way in closing the gender gap in STEM.

Graduates of girls’ schools report greater confidence than coeducated peers in their ability to use technical science skills, understand scientific concepts, generate a research question, explain study results, and determine appropriate data collection.



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Source: Fostering Academic and Social Engagement: An Investigation into the Effects of All-Girls Education in the Transition to University



# Who are girls' school graduates?

★ ★ ★ THEY ARE ETHICAL, GLOBALLY MINDED CHANGEMAKERS. ★ ★ ★

Research shows girls' school graduates, compared to coeducated peers, are more likely to exhibit the following characteristics:

## GREATER CULTURAL COMPETENCY

### Respect cultural differences

They value improving their understanding of other countries and cultures.



### Bridge racial divides

They help promote racial understanding.



### Value diversity of thought

They count their desire to understand others with different beliefs as a strength.



### Encourage collaboration

They view their ability to work cooperatively with diverse people as a strength.



## STRONGER COMMUNITY INVOLVEMENT

### Build environmental awareness

They become involved in environmental issues.



### Use the power of their voice

They publicly communicate their opinions about causes.



### Impact their communities

They deem it essential to participate in community social action initiatives.



### Value giving back

They are frequently active in volunteer work.



## INCREASED POLITICAL ENGAGEMENT

### Value being informed citizens

They aspire to keep up with political matters.



### Commit to civic duty

They plan to vote in elections.



### Engage in civil discourse

They discuss politics with friends.



### Advocate for change

They value influencing political structures.

