Two major peer-reviewed studies spanning Generations Y and Z compare the self-confidence, academic achievement, political engagement, and aspirations of girls’ school graduates to their coeducated peers. Drawing from the well-known Freshman Survey conducted by the Higher Education Research Institute at the University of California, Los Angeles, both studies used the same sophisticated multilevel analyses to separate the effect of all-girls education from other influences including socio-economic background, race/ethnicity, parent education, and the characteristics of the high schools attended.

The research is definitive: girls’ school graduates have a clear edge over their coeducated peers.

You hold in your hands solid evidence of the effectiveness of girls’ schools.

For more information about girls’ schools or copies of the complete reports, contact:

National Coalition of Girls’ Schools
ncgs.org | ncgs@ncgs.org

Cited reports: Riggers-Piehl, Tiffani. Fostering Academic and Social Engagement: An Investigation into the Effects of All-Girls Education in the Transition to University (2018) and Sax, Linda J. Women Graduates of Single-Sex and Coeducational High Schools: Differences in their Characteristics and the Transition to College (2009)

©2018 National Coalition of Girls’ Schools | Use with permission only.
Higher Academic & STEM Self-Confidence

More than 80% of girls’ school graduates consider their academic performance highly successful compared to 75% of women from coed schools, and 60% of women from girls’ schools report intellectual self-confidence compared to 54% from coed schools.

Nearly half of all women graduating from girls’ schools—45%—rate their public speaking ability as high, compared to 39% of women graduates of coed schools, and 64% of girls’ school graduates also assess their writing abilities as high, compared to 59% of their coeducated peers.

In math and computer skills, girls’ school graduates rate their confidence in their abilities at the start of college at least 10% higher than do their coeducated counterparts.

52% of graduates from girls’ schools are highly confident in their understanding of scientific concepts, and 46% have greater confidence in their ability to use technical science skills such as tools, instruments, and techniques, compared to 48% and 42% of coed graduates, respectively.

Stronger Academic Skills & Engagement

Girls’ school alumnae are 5% more likely than their coeducated peers to say they frequently seek alternative solutions to a problem and more frequently explore topics on their own, even when not required.

More than 2/3 of girls’ school graduates report frequently supporting their arguments with logic, which coed school graduates are 7% less likely to report doing.

Graduates of girls’ schools spend more time talking with teachers outside of class, tutoring peers, and studying with others: 7% more spend three-plus hours a week talking to teachers and tutoring peers while 8% more report studying with fellow students.

Higher Aspirations

More girls’ school graduates consider college a stepping stone to graduate school—71% versus 66% from coed schools.

Girls’ school graduates are three times more likely than women graduates of coed schools to consider pursuing a career in engineering.

Greater Cultural Competency

When asked about their ability to work and live in a diverse society, alumnae from all-girls schools are nearly 10% more likely to have the goal of helping promote racial understanding, and 75% value improving their understanding of other countries and cultures, compared to 70% of their coeducated peers.

50% of girls’ school graduates, compared to only 45% of female students from coed schools, count their tolerance of others with different beliefs as a strength, and 62% of girls’ school alumnae note their ability to work cooperatively with diverse people as a strength, compared to only 56% of coeducated graduates.