

HathawayBrown



why
an **all-girls'**
school?





Take a peek into any HB classroom, and you'll see them: confident, curious, exuberant girls. During the past 25 years, ground-breaking research has confirmed conclusively what you'll see on any given day at Hathaway Brown: the tremendous, lasting benefits of an all-girls' education.

As Ohio's oldest independent preparatory school for girls, Hathaway Brown has a rock-solid commitment to excellence in girls' education. By any objective measure, our depth of knowledge about the ways in which girls and young women learn is unrivaled. We know how to challenge, support and empower girls. We understand what makes them tick and how they learn best. Take a good look around and you'll see that Hathaway Brown is not simply an all girls' school; we're a leader in the field, designing new pathways for girls to travel and conquer.

Single-sex education for girls has been making a lot of news in recent years, but Hathaway Brown isn't a girls' school because it's fashionable; nor do we teach only girls because of tradition, even though we have nearly 130 years of history as one of America's leaders in girls' education. **We are a girls' school out of conviction.** It is our time-tested belief that a school for girls, *not just a school with girls*, is the best possible way to enable young women to reach their fullest potential as thinkers, leaders, and achievers.

Hathaway Brown recognizes and responds to the distinctive patterns of girls' cognitive, emotional and physical development. And our curriculum has been designed to provide an educational edge for Hathaway Brown graduates not only in college but in life so they can make the most of the unprecedented new opportunities open to women. We offer the timeless perspective of a classically balanced curriculum in the humanities; an emphasis in leadership, confidence, and ethics; award-winning teaching in science and mathematics; innovative training in technology; a deep commitment to the importance of athletics for girls; opportunities to share their voices and instruments on stage; and a distinguished faculty whose mission is bringing out the best in girls.



What the research shows

Girls flourish in single-sex environments. Free from many of society's pressures, girls can focus on their interests — on what is truly important to them. HB teachers take a special interest in developing female leaders. Just as importantly, HB students develop strong, lifelong friendships and support networks that last.

In an all-girls' school, the top math and science students, the best artists and athletes, and the class leaders are always and profoundly girls. Research consistently shows that "girls can achieve great things in math, science and technology when opportunities exist, when teaching methods are geared to their strengths and when everyone's expectations are set high," according to the National Coalition of Girls' Schools. Our 10-year survey results show that 58 percent of HB's Science Research and Engineering Program graduates went on to major in STEM fields, compared to 16 percent of all girls nationally.

Girls learn how to speak up and take risks.

Educators and parents have long worried that many girls shy away from competitive behavior and risk taking in a mixed educational environment. In 2009, researchers in the UK confirmed this suspicion, finding that girls from single-sex schools were just as likely as boys and more likely than girls from coed schools to explore subjects and activities outside their comfort zones.



A recent UCLA study demonstrated that women who attended single-gender high schools noted significantly higher gains in key areas when compared to their counterparts who attended coeducational schools. Graduates of all-girls' schools reported:

- Higher confidence in mathematical ability and computer skills
- Higher academic ability and intellectual confidence
- Stronger communication skills
- Higher academic engagement
- Higher SAT scores
- Greater interest in graduate school
- Stronger predisposition toward extracurricular engagement
- Higher political engagement
- More interest in pursuing a career in engineering

Perhaps the most interesting result of the UCLA study was that, upon arriving at college, graduates of all-girls' schools are more engaged in their academics and with the world at large than their counterparts. They speak up in class. They meet with teachers and professors. They ask questions both inside and outside the lecture hall.

As a college professor once stated, "I could identify students from girls' schools with a 90 percent accuracy rate on the first day of class. They were the young women whose hands shot up in the air, who were not afraid to defend their positions, and who assumed that I would be interested in their perspective."

At HB, we believe in the research, we believe in our girls, and we believe that our graduates are confident and capable women because of their all-girls' Hathaway Brown education.

Statistics and findings provided by the National Coalition of Girls' School and the UCLA survey of more than 20,000 college women who attended more than 1,200 private high schools around the country.

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