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# Getting in to U-Va.

Northern Virginians want more local students admitted to state colleges, but at what cost?

## How Virginia Compares for Accepting In-state Students

Virginia's most competitive public universities and colleges often accept fewer in-state students than other high-profile state schools. Here is a comparison of Virginia schools rankings according to U.S. News and World Report as well as its tuition costs for in-state and out-of-state students. The following information was taken from the Web site of universities and colleges.

College/University	National Public School Ranking*	Percentage of freshman class from home state	In-state Tuition**	Out-of-state Tuition**
University of California – Berkeley	1	85	\$9,748	\$32,418
University of California – Los Angeles	2	90	\$8,266	\$30,935
<b>University of Virginia</b>	<b>3</b>	<b>68.5</b>	<b>\$9,870</b>	<b>\$31,870</b>
University of Michigan – Ann Arbor	4	66	\$11,037	\$33,069
University of North Carolina – Chapel Hill	5	82	\$5,396.76	\$22,293.76
<b>College of William &amp; Mary</b>	<b>6</b>	<b>65</b>	<b>\$10,800</b>	<b>\$30,964</b>
Georgia Institute of Technology	7	60	\$6,070	\$24,280
University of California – San Diego	7	97	\$8,816	\$31,485
University of Illinois – Urbana-Champaign	9	87	\$12,122	\$26,802
University of Wisconsin – Madison	9	56.4	\$8,313	\$23,063
<b>Virginia Tech</b>	<b>29</b>	<b>73.6</b>	<b>\$6,332</b>	<b>\$18,789</b>
<b>James Madison University</b>	<i>unknown</i>	<b>70.3</b>	<b>\$7,244</b>	<b>\$19,376</b>

\* based on U.S. News and World Report 2010 rankings  
 \*\* This figure does not include on-campus housing costs

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## Local School Tuition

SOURCE: school Web sites and the Catholic Diocese of Arlington.

NAME	LOCATION	TUITION (GRADES)
Alexandria County Day School	Alexandria	\$19,830 (K-3) \$21,430 (4-8)
Bishop Ireton High School*	Alexandria	\$10,400 (parishioner) \$11,800 (Catholic non-parishioner) \$14,950 (non-Catholic)
Bishop O'Connell High School*	Arlington	\$9,200 (parishioner) \$10,630 (Catholic non-parishioner) \$13,245 (non-Catholic)
Browne Academy	Alexandria	\$12,975 (preschool) \$21,505 (K-8)
Burgundy Farm Country Day	Alexandria	\$20,575 (jr. K/K) \$21,520 (1-5) \$22,675 (6-8)
Commonwealth Academy	Alexandria	\$28,336
The Congressional Schools of Virginia	Falls Church	\$17,770 (K) to \$20,500 (8)
Episcopal High School	Alexandria	\$40,875 (boarding)
Flint Hill School	Oakton	\$21,370 (jr. K) \$24,050 (K-4) \$26,460 (5-8) \$27,510 (9-12)
Gesher Jewish Day School	Fairfax	\$15,950
Green Hedges School	Vienna	\$11,754 (pre-K) to \$20,924 (8)
The Langley School	McLean	\$12,600 (pre-K) \$24,140 (K-5) \$25,410 (6-8)
The Madeira School	McLean	\$35,050 (day student) \$46,160 (boarding student)
Oakcrest School	McLean	\$14,721 (6-8) \$15,696 (9-12)
Oakwood School	Annandale	\$26,400
Paul VI High School*	Fairfax	\$9,270 (parishioner) \$12,140 (non-Catholic)
The Potomac School	McLean	\$24,340 (K-3) \$25,930 (4-6) \$27,445 (7-12)
St. Stephen's & St. Agnes School	Alexandria	\$20,400 (jr.K) \$22,840 (K-5) \$24,710 (6-8) \$26,925 (9-12)
Westminster School	Annandale	\$16,856

# If They Build It, Will You Come?

Private schools are making big investments in new facilities.

By Julia O'Donoghue  
The Connection

**T**he playground is the only aspect of The Potomac School's new lower school facility that people need to hear about to understand how fabulous the latest addition to the sprawling 90-acre education campus in McLean is.

Through a \$50 million fund-raising campaign, the private school was able to upgrade its upper school in 2008 and to build a new lower school that opened this September. Tuition at the upper school costs \$28,925 annually; tuition at the lower school is \$24,765.

Originally constructed in 1959, the lower school building was outdated and had high operating costs. The upper school facility, which houses students in ninth through 12<sup>th</sup> grades, was too small, said Dabney Schmitt, Potomac's director of development.

"We are so fortunate as an independent school to have a community that understands that because we are an independent school, we have to rely on ourselves for funding. Whatever we do here depends on everyone working together," said Schmitt.

By far, the most popular part of the playground during the first week of school is the "cloud nine" swings. The large saucers suspended in the air can fit four students in one at a time, said Donna Lewis, head of Potomac's lower school.

"The goal is to try and inspire kids with different interests. The different areas will appeal to different children and there is a wide range of ability level between the ages of five and nine," said Lewis, whose division of the school enrolled 214 students this year.

**POTOMAC** is only one of several local private schools that are in the midst of fundraising for or have recently completed a major construction project, though the private school officials have said they are not in an "arms race" when it comes to building new facilities.

"We are not going to engage in some sort of competition to build the biggest and the best but we are going to put resources where they belong," said Jean Erstling, director of communications at Landon School, which costs \$28,826 per

year for the high school program in Bethesda, Md.

Many local private school administrators insist the quality of teaching, curriculum and overall mentality of the school are much more important to perspective students and families than the campus or physical plant.

"I don't know if our facilities give us an advantage over any other school because it is usually a matter of which school is the right fit for the student. This area is fortunate to have some of the best independent and public schools in the country and it is about where you feel comfortable. There are many schools with terrific facilities," said Rev. William George, president of Georgetown Preparatory School, which costs \$25,650 to attend as day student and \$44,000 to attend as a boarding student in North Bethesda, Md.

Potomac did see a jump in the number of families seeking information about their academic program once the new upper school was renovated, said spokesperson Jill Lucas.

**FOR SOME SCHOOL COMMUNITIES**, their location and natural landscape are more of a draw for families and add more value than any new facility could.

Burgundy Farm Country Day School in the Mount Vernon area, which costs between \$20,000 and \$22,000 per year to attend, employs a lot of experiential learning and their students are outside, rather than in a classroom, for much of the day.

"We have a pond and a stream. The school is fairly rural setting in the middle of an urban area," said Connie Rue, head of the school's lower school program.

Rue added that she thinks the physical setting, a converted dairy farm only a few minutes away from the City of Alexandria, is what attracts some families to Burgundy Farm.

"Parents have said that what they were seeking for their children is a chance to enjoy the outdoors while they are at school, to enjoy the physical setting as part of the classroom," she said.

Burgundy Farm also owns a property in West Virginia that all students in grades first-through-eight use for a three-day overnight learning experience twice per year.

In some cases, students learning about colonial America will go camping on the West Virginia property, with only those resources early settlers would have available to them. Students also do an exercise where they pretend to be on the Underground Railroad that transported slaves from southern states to northern



Photo by Louise Krafft/Connection

The bell rings at the end of the last class of the day at the Potomac School in McLean and the students move into the bus lot for the ride home.

states before the American Civil War, said Rue.

**MANY OF THE ELITE** schools are competing for the same group of students, children who are not only high-achievers but also have families with the means to volunteer and financially contribute to the school above and beyond tuition rates that frequently exceed \$25,000 per year.

Shortly after Georgetown Prep opened its new athletic center in 2007, Landon launched a fundraising effort for major renovations to their sports complex. The two all-boys schools with campuses only a few miles apart from each other and have a heated sports rivalry.

Georgetown Prep's \$23 million athletic center includes an 11-lane indoor pool, Montgomery County's only regulation-size 200-meter indoor track and a 950-seat basketball arena.

"There are other schools that have nice, new facilities but, when it comes to athletics, I don't think anyone can top what we have," said Brian Gnatt, a Georgetown Prep spokesperson. This winter, Prep will also open a student center and new library facility that cost approximately \$30 million to build.

The school also spent about \$14

million installing artificial turf, redesigning their golf course and upgrading their road and parking system on campus, for a total of a \$70 million capital campaign overall.

Now, Landon is pursuing similar types of projects, though on a more modest scale than Georgetown Prep.

The school installed its own turf field in 2007 and opened a new \$2.5 million strength and conditioning room at the beginning of last year. They are currently raising money to undergo a much more significant renovation, said Erstling.

"We looked at the majority of student facilities on campus and what needed to be done to improve them," she said.

**SOME SCHOOLS** are also engaging in building projects not just to renovate or update facilities but to add completely new features to the school and curriculum. The Langley School, which runs from preschool to eighth grade and costs approximately \$25,000, opened its first ever arts center on its McLean campus last year.

All of these facilities are expensive and most schools only have their immediate community of parents, grandparent and

See **If They Build It**, Page 7

# Impact of Concussions

"We've had a number of kids who've had concussions. ... It's valuable to have in case a child does sustain trauma to the brain because it gives you a baseline."

— Dave Kelly, Churchill athletic director

**Cognitive baseline testing protects student athletes from getting back on the field too quickly after a blow to the head.**

By Jon Roetman

**W**est Potomac linebacker Matthew Voltmer ended up on the ground on Aug. 14 and he doesn't remember how he got there.

It was a morning session during two-a-day practices at the high school in Mount Vernon, and the Wolverines were engaged in a hitting drill. A collision was the culprit, but Voltmer is uncertain of the details.

"I think we collided heads. To be honest, I don't remember the actual collision," Voltmer said. "I remember being about three feet away and then, next thing I know, I'm on my knees in front of him."

The junior got up, shook his head and got back in the drill.

Later that afternoon, between practices, Voltmer was watching TV when he realized the screen appeared brighter than usual. He didn't feel right, but he loves football and wanted to return for the team's second practice.

His mother had different ideas.

A teammate had informed Voltmer's mother of the hit her son took earlier in the day. After shining a light in his eyes and getting no response in his pupils, sign of a potential concussion, she took Voltmer to the hospital. Doctors performed a CAT scan and found a small bruise on his brain.

If Voltmer needed additional reason for not returning to the field promptly, it came three days later, when he took the ImPACT test.

**IMPACT IS A SOFTWARE** program geared toward managing the harmful effects of a concussion, including keeping an athlete off the field until he or she is fully recovered. Sustaining a second blow to the head while suffering from an initial concussion can cause second-impact syndrome, which is potentially fatal. According to the ImPACT Website, second-impact syndrome has led to 30-40 deaths in the last 10 years.

ImPACT provides a baseline by

measuring cognitive functioning through a series of recognition tests administered on a computer. Once a baseline is established, the test can be taken again for comparative purposes if an athlete has suffered a possible concussion. Data from the second test can help lead to a diagnosis and track recovery. Test results are kept at the University of Pittsburgh.

**VOLTMER, THE WEST POTOMAC** linebacker, had established a baseline when he took the test as a freshman. Two years later, the results from his second test showed a decrease in the quality brain function. Voltmer said he remembered most of what the test entailed from his freshman year, and noticed himself struggling at times when he took it a second time.

"Every single subject was lower, reaction time, memory, [performance on] everything was much worse than my baseline," Voltmer said. "In the reaction [segment] I remember there's one where you press a button if a red square shows up [and] press a button where a blue circle shows up, and I did the opposite for about two sets."

**"I think we collided heads. To be honest, I don't remember the actual collision,"**

— Matthew Voltmer, West Potomac linebacker

Voltmer agreed the results produced by taking the ImPACT test for a second time helped convince him to take the injury seriously. He sat out for about two weeks and missed the Sept. 3 season opener against Mount Vernon before returning to action.

Teammate Dustin Hess, also a junior linebacker, experienced dizziness and ringing in his ears after an Aug. 17 hit during practice. He continued to participate, but after a second blow later in the evening, he decided it was



Photo by Louise Krafft/Connection  
**Matthew Voltmer and Dustin Hess, both junior linebackers on the West Potomac football team, suffered concussions in this year's preseason practices.**

time to tell someone.

"I was feeling [dizzy] after impact, but I didn't report it until the evening because I thought I'd be all right," Hess said. "Then I came out here and practiced and I hit myself again and that was the last string. I couldn't see straight."

Hess, who also established a baseline with ImPACT testing during his freshman year, took the test two days later and produced diminished results. He also missed practice for two weeks and did not play against Mount Vernon.

Hess said waiting to report his

symptoms was "stupid" and he would not try to play through symptoms if they occurred in the future.

T.C. Williams High School in Alexandria, uses a different method to monitor athlete's cognitive abilities before and after a possible head injury. Tanya Hecox, the school's head athletic trainer, said it's a money-related choice. T.C. Williams uses Standardized Assessment of Concussion and Virginia Neurological Index to monitor an athlete on the sideline after he or she potentially suffered a concussion. The Standardized Assessment of Concussion and Virginia

Neurological Index tests an athlete's immediate memory, concentration and delayed recall, among other things. Concentration tests include reciting the months backward.

The test can be taken repeatedly to track an athlete's well-being over time.

"It's a good tool because you can do it, and then do it every day," Hecox said. "It gives you something concrete to look at it."

**YORKTOWN HIGH** School also uses Standardized Assessment of Concussion and Virginia Neurological Index.

"I think it's good," Yorktown athletic trainer Bruce Ferratt said of SAC VNI. "It gives you a baseline right there on the field."

Ferratt said he doesn't have the budget or personnel for ImPACT. He also said he would like to use ImPACT, but it isn't necessary.

"It's good data, it's good backing data," Ferratt said of ImPACT, "but I don't think it would change my treatments on the field."

Every high school in Fairfax County uses ImPACT testing to protect student athletes with possible concussions, but also they also use the Standardized Assessment of Concussion and Virginia Neurological Index.

Jon Almquist, athletic training program administrator for FCPS, said ImPACT provides information unat-

tainable by the naked eye or a standard evaluation. But Almquist added ImPACT is only part of the solution in terms of managing concussions.

Almquist said schools dial 911 if convulsions or vomiting is associated with a head impact. Otherwise, athletes are given a sideline exam and monitored after a head injury to determine down which path he or she is headed. Will the athlete be able to go home after the event, or will he or she be in need of further medical attention?

A full clinical evaluation is another tool, Almquist said. This involves examining a patient's medical history and trends, primarily whether the athlete has suffered a head injury.

An ImPACT test would likely be given 24 to 72 hours after head trauma, to test how the brain is functioning.

"It's a tool in our tool box," Almquist said of ImPACT. "No one thing across the board is the answer. ... Everything has to be together. It's kind of like parts of a formula."

**"Now, the kids are so educated on head injuries that they almost become self advocates, which is good."**

— Eric Henderson, football coach



Photo by Louise Krafft/Connection  
**The field hockey team spent the late morning completing the online impact test in the computer lab.**

Almquist said the number of concussions recorded during the past 15 years is "much higher" than in the past, due primarily to a better understanding of concussions among medical personnel.

**WEST POTOMAC** head football coach Eric Henderson said he suffered at least 12 concussions during his football career at Fort Hunt High School and the University of Rhode Island. Henderson, who played left tackle at URI, said fighting through concussion symptoms was commonplace 20 years ago.

"When I played, yeah, you tried to suck that up," he said. "Now, the kids are so educated on head injuries and 'don't push a head injury,' that they almost become self advocates, which

is good.

"... I remember blacking out in a game and playing in the second half. That's what you did: 'Oh, he's awake?' A little ammonia capsule under the nose and 'OK, there no visible blood. I think he can go back in.' That's how it was. But it was 1987. Nobody did the longitudinal studies on head injuries that people have done [recently]. ... My memory sucks. It's atrocious, and I know it's due to all the concussions. ... I can't remember stretches of games in college."

**DR. JILLIAN SCHNEIDER** of Springfield, a clinical pediatric neuropsychologist who works with ImPACT, said convincing an athlete to stay off the field while recovering from a concussion can be "challenging."

"If they talk about the importance of getting back on the field even though they're experiencing symptoms, I'll talk about second-impact syndrome," she said. "I'll emphasize if they have another [head] injury [while recovering], their symptoms are going to be worse and they might miss a season instead of a game."

Schneider said football is the No. 1 producer of concussions among sports, adding lacrosse, hockey and boxing are among the top sports that lead to head injury.

Rest is the best way to recover from a concussion, Schneider said. Patients should stay away from physical activity, which she described as anything that elevates the heart rate, and should limit cognitive stress, such as reading and studying, she said.

The annual occurrence of sports-related concussions is estimated at 300,000, according to the ImPACT Website. Schneider said it's "critical" to preventing further concussion damage.

Dr. Hiram Bagy of the United Wellness Center in Herndon, and team chiropractor for D.C. United, works with ImPACT and said a benefit of the test is the concrete numbers it provides. With some concussion symptoms such as drowsiness, common in the day-to-day life of a teenager, the data helps give a clearer picture of potential problems.

Bagy referred to the ImPACT test as "invaluable" and "amazing."

## Private School Search Timeline

### EARLY FALL

- Finalize schools that you plan to inquire about.
- Request admissions and financial aid material by phone or online.
- Review admissions materials to determine which schools to visit.
- Keep a calendar of pertinent deadlines for admission and financial aid and procedures, such as when schools start taking reservations for individual tours and interviews.
- Register for standardized tests—the SSAT or ISEE (for middle school and high school).
- Review the test Web sites to learn procedures and see sample questions; consider whether you want to buy a test-preparation book.
- Call to schedule individual tours, interviews, class visits, and "shadow days." Ask elementary schools about their test schedules and how to make an appointment.

### OCTOBER

- Visit open houses.
- Call to schedule tours, interviews, class visits, and school-based tests if you haven't already.
- Attend information sessions and take tours.
- Finalize school(s) to which you will make application.
- Take standardized test.

### NOVEMBER

- Follow through on activities you may not have completed, such as scheduling tours, interviews, class visits, and standardized or school-based tests.
- Continue to watch for open houses you may want to attend.
- Start lining up teacher recommendations.
- Start working on applications, financial aid forms, student questionnaires, essays, etc.

### DECEMBER

- Complete any remaining applications, questionnaires, etc.
- Most application materials are due in January or early February.

### JANUARY

- Pay attention to deadlines: Most schools' applications, tests scores, references, transcripts, and financial aid forms are due in January or February.
- Request transcripts at the end of your child's first semester.

### FEBRUARY

- Don't miss the deadlines: Most schools' applications are due in February at the latest.
- Do school visits or shadow days for the student if you haven't already.

### MARCH

- Watch for school decisions starting in mid-March.
- Watch for financial aid decisions about this same time.

### APRIL

- Sign and return enrollment contracts and deposits.

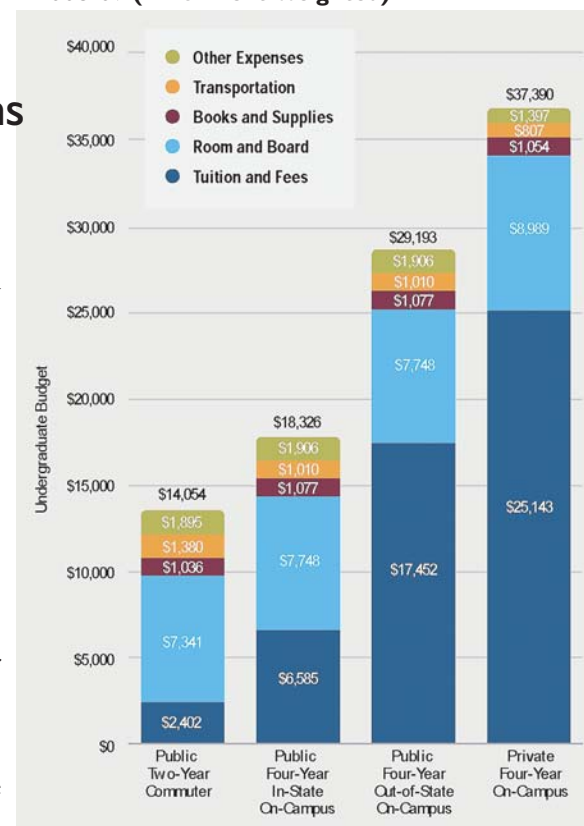
### MAY TO SEPTEMBER

- Attend events and activities for new parents and students during spring and summer.

SOURCE: National Association of Independent Schools, [www.nais.org/go/parents](http://www.nais.org/go/parents)

# A Look at Trends in College Costs

Average Estimated Undergraduate Budgets, 2008-09 (Enrollment-Weighted)



**Note:** Expense categories are based on institutional budgets for students as reported by colleges and universities in the Annual Survey of Colleges. They do not necessarily reflect actual student expenditures.

SOURCE: The College Board, Annual Survey of Colleges.

Students at two-year colleges and out-of-state students at public institutions see lower costs.

Every year since 1998, the College Board has published a new edition of "Trends in College Pricing," providing information on prices for tuition and fees and room and board at colleges and universities. For more, see [www.collegeboard.com/trends](http://www.collegeboard.com/trends).

The current report shows that the changing distribution of income has had a significant influence on the ability of families to pay for college.

Between 1977 and 2007, average family income rose 3 percent (\$463 in constant 2007 dollars) for the poorest 20 percent of families, 22 percent (\$11,275) for the middle 20 percent, and 86 percent (\$146,650) for the wealthiest 5 percent of families.

Excerpts and highlights directly from the report:

- Average published tuition and fees for in-state students at public four-year colleges and universities in 2008-09 are \$6,585, \$394 (6.4 percent) higher than in 2007-08.

- Average total charges, including tuition and fees and room and board, are \$14,333, 5.7 percent higher than a year earlier.

- Average published tuition and fees for out-of-state students at public four-year institutions in 2008-09 are \$17,452, \$866 (5.2 percent) higher than in 2007-08.

- Average published tuition and fees at public two-year colleges in 2008-09 are \$2,402, \$108 (4.7 percent) higher than in 2007-08.

- Average published tuition and fees at private four-year colleges and universities in 2008-09 are \$25,143, \$1,398 (5.9 percent) higher than in 2007-08. Average total charges are \$34,132, 5.6 percent higher than a year earlier.

- The Consumer Price Index increased by 5.6 percent between July 2007 and July 2008, so tuition and fees at public two-year colleges, at for-profit institutions, and for out-of-state students at public four-year institutions declined in constant dollars. Tuition and fees at private four-year institutions and for in-state students at public institutions are 0.3 percent and 0.7 percent higher, respectively.

- Twenty-nine percent of full-time undergraduates in four-year colleges and universities are enrolled in institutions with published tuition and fee charges of less than \$6,000; 19 percent are enrolled in institutions with published charges of \$24,000 or higher.

- Average in-state public four-year tuition and fees range from \$5,412 in the South to \$8,602 in New England.

- The lowest-priced colleges are public two-year colleges in the West, with average tuition and

fees of \$1,292; the highest-priced colleges are private four-year colleges in New England, with average tuition and fees of \$31,680.

- The proportion of high school graduates enrolled in college within a year after graduation grew from 49 percent in 1976 to 54 percent in 1986 and 65 percent in 1996. Between 1996 and 2006, the enrollment rate grew slowly to 66 percent.

## What Students Actually Pay

The net price of college is defined as the published price less the average grant aid and tax benefits students receive.

- On average, full-time students receive about \$10,200 of grants and tax benefits in private four-year institutions, \$3,700 in public four-year institutions, \$2,300 in public two-year colleges.

- Net price in public four-year colleges fell in constant dollars from 1993-94 to 2003-04, but has risen rapidly since.

- Net price in public two-year colleges fell in constant dollars during each five-year period from 1993-94 through 2008-09.

- At both public and private institutions, even most students who pay the published prices receive a subsidy, paying less than the full cost of their education. The largest subsidies average about \$12,400 per year at private doctorate-granting institutions.

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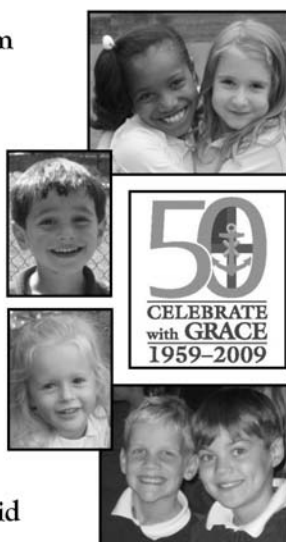
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# If They Build It, Will You Come?

From Page 3

alumni to draw from for financial support.

"Independent schools typically have to engage in a capital campaign to raise money for new facilities and typically the socio-economics of the student body determine how much can be raised," said Judy Marks, director of the National

Clearinghouse of Educational Facilities.

There are a few special cases where schools do not have to rely entirely on fundraising efforts. Jesuit priests bought Georgetown Prep's campus in 1916 and the value of prep's land skyrocketed in the late 20<sup>th</sup> century, with a Metro station opening directly across the street from the school's front entrance, and land values appreciating in the area in general.

Georgetown Prep approached Montgomery County about getting one corner of their campus near the Metro rezoned for high-density residential development. Once approved, Prep then signed a 99-year lease with a local builder that is expected to yield about \$800 million for the school over its lifetime.

Money earned from the lease covered about \$37.5 million of Georgetown

Prep's \$70 million in recent capital projects, including the entire cost of the new athletic center.

"There is no way we could have built both buildings without the apartment project," said Gnatt.

"I consider that the terrific legacy that the Jesuits left us when they bought our property. It adds terrific financial security to the school," said George.

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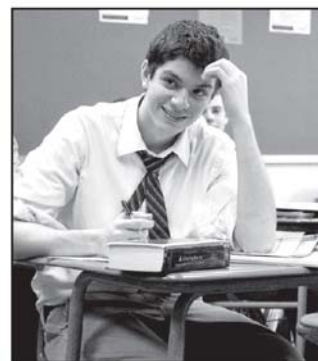
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# Award-Winning Connection Newspapers

More Reasons the Connection Newspapers are the Best-Read Community Papers: Winners of more than 40 awards in the 2008 Virginia Press Association and Maryland-Delaware-D.C. Press Association Editorial Contests



Julia S. O'Donoghue

**Julia Sheehan O'Donoghue**  
FIRST PLACE, Government writing, *Fairfax Station/Laurel Hill Connection*

**Mark Giannotto**  
FIRST PLACE, Sports writing portfolio, *Arlington Connection*



Mark Giannotto

**Mary Kimm**  
FIRST PLACE, Editorial writing, *Fairfax Connection*



Mary Kimm

**Robbie Hammer**  
FIRST PLACE,



Robbie Hammer

Sports news photo, *Fairfax Station/Laurel Hill Connection*, Subject: *Wrestling*

**Robbie Hammer**  
FIRST PLACE, Feature photo, *Springfield Connection*, Subject: *Synchro Swim Team*

**Robbie Hammer**  
FIRST PLACE, Picture story or essay, *Springfield Connection*, Subject: *Lee HS Prom*

**Michael Lee Pope**  
FIRST PLACE, Government Writing, *Alexandria Gazette Packet*



Michael Lee Pope

**Michael Lee Pope**  
FIRST PLACE, In-depth or Investigative Reporting, *Alexandria Gazette Packet*

**Michael Lee Pope**  
FIRST PLACE, Health, Science and Environmental Writing, *Alexandria Gazette Packet*

**Michael Lee Pope**  
FIRST PLACE, Education Writing, *Alexandria Gazette Packet*

**Mirza Kurspahic**  
FIRST PLACE, General news writing, *Oak Hill/Herndon Connection*, "Controversy in Herndon"



Mirza Kurspahic

**Mark Giannotto**  
FIRST PLACE, Sports Writing Portfolio, *Alexandria Gazette Packet*



Rebecca Halik

**Rebecca Halik, Greg Wyshynski,**



Greg Wyshynski



Louise Krafft

**Louise Krafft, Michael Lee Pope, Mary Anne Weber, Chuck Hagee;**  
FIRST PLACE, Lifestyle/Entertainment pages; *Alexandria Gazette Packet*

**Louise Krafft**  
FIRST PLACE, Pictorial Photo, *Alexandria Gazette Packet*

**Louise Krafft**  
FIRST PLACE, Picture Story/Essay, *Alexandria Gazette Packet*

**Julia O'Donoghue**  
FIRST PLACE, In-depth or Investigative Reporting, *Mount Vernon Gazette*

**Robbie Hammer**  
FIRST PLACE, General News Photo, *Potomac Almanac*, Subject: "Practice House Fire"

**Aaron Stern**  
FIRST PLACE, Sports Feature, *Potomac Almanac*, Subject: *Pauline Betz Addies' "Triumphant Return"*



Aaron Stern

**Julia Sheehan O'Donoghue and Louise Krafft,** SECOND PLACE, Combination picture and story, *McLean Connection*, Subject: *Feature on the home of Terry McAuliffe*



Jason Mackey

**Jason Mackey**  
SECOND PLACE, Sports writing portfolio, *Fairfax Connection*

**Robbie Hammer**  
SECOND PLACE, Feature photo, *Vienna/Oakton Connection*, Subject: *Family Support*

**Robbie Hammer**  
SECOND PLACE, Sports feature photo, *Fairfax Connection*, Subject: *Soccer players in defeat*

**Bonnie Hobbs**  
SECOND PLACE, Public safety writing, *Centre View Northern Edition*



Bonnie Hobbs

**Bonnie Hobbs**  
SECOND PLACE, Feature series or continuing story, *Centre View*, Subject: *Immigration*

**Jennifer Lesinski**  
SECOND PLACE, General news writing, *Ashburn Connection*, Subject: *Catholic Charities' food program*



Jennifer Lesinski

**Jennifer Lesinski**  
SECOND PLACE, Personal service writing, *Ashburn Connection*, Subject:

**Nicholas M. Horrock**



Nicholas M. Horrock

SECOND PLACE, Business and financial writing, *Fairfax Station/Laurel Hill Connection*

**Michael Lee Pope**  
SECOND PLACE, Public Safety Writing, *Alexandria Gazette Packet*

**Michael Lee Pope**  
SECOND PLACE, Feature series or continuing story, *Alexandria Gazette Packet*

**Louise Krafft**  
SECOND PLACE, General News Photo, *Alexandria Gazette Packet*

**Louise Krafft**  
SECOND PLACE, Feature Photo, *Alexandria Gazette Packet*

**Louise Krafft**  
SECOND PLACE, Personality or Portrait Photo, *Alexandria Gazette Packet*

**Aaron Stern**  
SECOND PLACE, Public Service, *Potomac Almanac*, Subject: "Teens Go Online, Get Vicious"

**Kenneth B. Lourie**  
SECOND PLACE, Sports Column, *Potomac Almanac*, Subject: "Fanatic but Not a Phillie"



Kenneth B. Lourie

**David Schultz**  
THIRD PLACE, In-depth or investigative reporting, *Arlington Connection*, Subject: *Unscrupulous landlord evicts tenants*



David Schultz

THE CONNECTION NEWSPAPERS

**Michael O'Connell**  
THIRD PLACE, Page design, *Fairfax Station/Laurel Hill Connection*



Michael O'Connell

**Lea Mae Rice, Paula Friedrich**

THIRD PLACE, Lifestyle or entertainment pages, *Fairfax Station/Laurel Hill Connection*



Lea Mae Rice

**Jason Mackey**  
THIRD PLACE, Sports writing portfolio, *Springfield Connection*

**Robbie Hammer**  
THIRD PLACE, Picture story or essay, *Fairfax Station/Laurel Hill Connection*, Subject: *Robinson HS Marching Band Camp*

**Robbie Hammer**  
THIRD PLACE, General news photo, *Fairfax Connection*

**Robbie Hammer**  
THIRD PLACE, Sports news photo, *Vienna/Oakton Connection*, Subject:

*Lacrosse celebration*

**Louise Krafft**  
THIRD PLACE, General News Photo, *Alexandria Gazette Packet*

**Kenneth B. Lourie**  
THIRD PLACE, Column Writing, *Alexandria Gazette Packet*

**Chuck Hagee**  
THIRD PLACE, Feature Writing Portfolio, *Alexandria Gazette Packet*

**Rebecca Halik, Louise Krafft, Greg Wyshynski, Mary Anne Weber, Chuck Hagee, Michael Lee Pope**  
THIRD PLACE, Lifestyle/Entertainment pages, *Mount Vernon Gazette*

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