

**U.S. Department of Education**  
**2015 National Blue Ribbon Schools Program**

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[ ] Public or [X] Non-public

For Public Schools only: (Check all that apply) [ ] Title I [ ] Charter [ ] Magnet [ ] Choice

Name of Principal Mrs. Mary Beth Pittman

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Our Lady of Hope Catholic School

(As it should appear in the official records)

School Mailing Address 46633 Algonkian Parkway

(If address is P.O. Box, also include street address.)

City Potomac Falls State VA Zip Code+4 (9 digits total) 20165-2809

County Loudoun State School Code Number\* \_\_\_\_\_

Telephone 703-433-6760 Fax 703-433-6761

Web site/URL  
http://www.crusaders.ourladyofhop  
e.net E-mail mbpittman@ourladyofhope.net

Facebook  
Page http://www.facebook.com/OurLadyofHopeCathol  
icSchool Google+ \_\_\_\_\_

Twitter Handle \_\_\_\_\_ Blog \_\_\_\_\_ Other Social Media Link \_\_\_\_\_

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_ Date \_\_\_\_\_

(Principal's Signature)

Name of Superintendent\*Sr. Bernadette McManigal, BVM E-mail: b.mcmanigal@arlingtondiocese.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name \_\_\_\_\_ Tel. \_\_\_\_\_

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_ Date \_\_\_\_\_

(Superintendent's Signature)

Name of School Board  
President/Chairperson \_\_\_\_\_  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_ Date \_\_\_\_\_

(School Board President's/Chairperson's Signature)

*\*Non-public Schools: If the information requested is not applicable, write N/A in the space.*

## **PART I – ELIGIBILITY CERTIFICATION**

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**Include this page in the school’s application as page 2.**

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school’s eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

**DISTRICT** (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- Elementary schools (includes K-8)
  - Middle/Junior high schools
  - High schools
  - K-12 schools
- TOTAL

**SCHOOL** (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban with characteristics typical of an urban area
  - Suburban
  - Small city or town in a rural area
  - Rural
3. 8 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	16	11	27
1	13	16	29
2	15	16	31
3	8	15	23
4	13	16	29
5	5	12	17
6	9	8	17
7	4	18	22
8	9	12	21
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
<b>Total Students</b>	92	124	216

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 9 % Asian
  - 2 % Black or African American
  - 9 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 74 % White
  - 6 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 3%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	4
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the 2013-2014 school year	2
(3) Total of all transferred students [sum of rows (1) and (2)]	6
(4) Total number of students in the school as of October 1	211
(5) Total transferred students in row (3) divided by total students in row (4)	0.028
(6) Amount in row (5) multiplied by 100	3

7. English Language Learners (ELL) in the school: 0%  
0 Total number ELL  
 Number of non-English languages represented: 0  
 Specify non-English languages: N/A
8. Students eligible for free/reduced-priced meals: 0%  
 Total number students who qualify: 0

9. Students receiving special education services: 0 %  
0 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- |                                |  |
|--------------------------------|--|
| <u>0</u> Autism                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deafness              | <u>0</u> Other Health Impaired                 |
| <u>0</u> Deaf-Blindness        | <u>0</u> Specific Learning Disability          |
| <u>0</u> Emotional Disturbance | <u>1</u> Speech or Language Impairment         |
| <u>0</u> Hearing Impairment    | <u>0</u> Traumatic Brain Injury                |
| <u>0</u> Mental Retardation    | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed               |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	<b>Number of Staff</b>
Administrators	1
Classroom teachers	9
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	4
Paraprofessionals	3
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 12:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	96%	97%	96%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

<b>Post-Secondary Status</b>	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes  No

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: A nurturing, learning environment is provided using traditional and 21st Century practices for diverse learning needs while integrating values and virtues of our Catholic faith.

## **PART III – SUMMARY**

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Founded in September 2005, Our Lady of Hope School is a co-educational school serving students in kindergarten through eighth grade. The school is situated in a park-like setting that is located in the suburban community of Potomac Falls, Virginia. The mission of Our Lady of Hope School is to prepare students to become academically sound citizens instilled with values and knowledge of faith, committed to the pursuit of learning and dedicated to serving mankind.

The philosophy of Our Lady of Hope School is Christ-centered and focuses on developing the whole person: cognitively, emotionally, spiritually, and physically. Embracing the most effective traditional and 21st Century educational strategies, the faculty provides developmentally appropriate challenges and strives to accommodate the diverse learning needs of the students.

Our Lady of Hope School takes pride in its students and prepares them for future success. Our school scores well above the national average on standardized tests such as the Terra Nova, as well as excelling in music and athletic competitions. Our graduates are accepted into and achieve great things in the top high schools in the Northern Virginia, D.C., and Maryland area. Their achievements are attributed to hard work and perseverance in meeting the demands of a challenging curriculum coupled with an excellent faculty and supportive parent community.

Our faculty is made up of a group of highly dedicated professional men and women whose love of children and strong commitment to education are clearly evident. Whether it is in the use of technology, differentiated instruction, or a nurturing environment, they bring out the best in their students and each other. Learning is viewed as a process: not only is the mastery of skills and knowledge crucial but also a love of learning, self-discipline, personal responsibility, self-esteem, and creativity are nurtured. Teachers are available during planning and lunch time as well as after school to work with students to ensure that each child at Our Lady of Hope School can attain academic success.

Thanks to the generosity of the PTO, all classrooms are equipped with interactive whiteboards, and new Dell computers for faculty use. The School's commitment to S.T.E.M. (Science, Technology, Engineering and Mathematics) was enhanced by the introduction of Lab Learner, a completely hands-on and spiraled curriculum providing all students the opportunity to conduct scientific inquiry. In 2012, the computer lab was upgraded and equipped with 30 Chrome Books to enhance student learning in the 21st Century. Last year a mobile technology cart equipped with 30 iPad minis was purchased to further enhance technology learning.

As Christ taught "love your neighbor as yourself", the school formed a Hands of Hope Service Committee to reach out to those who are most vulnerable and needy through a variety of service projects. Students participate in the annual Thanksgiving food drive for LINK, a non-profit local food bank, collect baby items for Birthright, and donate new toys for the Divine Mercy care Christmas toy drive. Students also send care packages to service men and women stationed overseas, raise funds throughout the year to benefit Catholic Charities, and support the MelaNoMore Foundation, which is dedicated to a wonderful wife and mother from Our Lady of Hope School whose life was cut short due to melanoma cancer.

All students at Our Lady of Hope School receive daily instruction in Religion and the catechesis of the Roman Catholic Church. The day begins and ends with prayer. In addition to attending Mass as a school community every Friday and on Holy Days of Obligation, students observe special days in the liturgical season in a variety of ways including May Crowning, Rosary, weekly Adoration, and Lenten Stations of the Cross, all of which contribute to the students' spiritual development.

Our Lady of Hope School has many school traditions such as the MelaNoMore 5K and Family Fun Run, the Back-to-School Open House, the Knights of Columbus and Crusaders Fall Golf Classic, the annual Faculty versus Students Basketball Game, and the Annual Parish Picnic. These events strengthen the bonds within the community, like the MelaNoMore 5K Run that brings together families from the school, the parish, and the local community.

The school's strengths are defined by three main characteristics: rigorous academics, strong faith formation, and a close-knit nurturing community. Committed to being lifelong learners, the teachers are committed to the school's mission, and are effective role models for the students. Students and their families form strong friendships by attending many activities and events that the school holds such as Bingo Nights, Restaurant Nights, the annual Dinner/Auction and school-wide assemblies held throughout the year.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum:**

Our Lady of Hope School utilizes a cross curricular approach to learning in Grades Kindergarten through Eight. Students are taught that all subjects are important to the learning process. As they learn the facts about history, students write their reflections about causes and motives. As they read books, students ponder the historical context of those works, examine the author’s unique perspective and motivations based upon biographical knowledge, and write conclusions. In science, they learn that much scientific reasoning is based on mathematical concepts and theories. With the cross-curricular approach, students learn an appreciation for the connection in learning each subject as a whole and as part of the overall learning process.

Reading is at the core of all subjects. Students are taught reading comprehension at all grade levels. This includes higher-level thinking processes such as making predictions and inferences, understanding cause-and-effect relationships, and evaluating characters’ motivations and author’s themes. Students in Grades Kindergarten through Two are taught with a balanced language approach using context clues, phonetics, sight words, and comprehension strategies. In Grades Three through Eight, these basic reading strategies are expanded upon and further developed to ensure that students are confident life-long learners equipped with excellent reading skills.

In English, the act of writing combines several skills at once: knowledge of content, grammar, mechanics, organization, logic, and sentence structure. It strengthens the comprehension of a passage read or a fact that is learned in history or science. Therefore, by its very nature, writing is a higher-order thinking process.

The mathematics program includes word problems containing multiple steps, investigations, and application of mathematical concepts. Students in Grades One through Five are taught using the Saxon math series. This series utilizes a “building block” approach to basic math concepts. It aids in the students’ retention of the essential math skills needed to ensure math readiness skills needed in the higher grades. Students in Grades Kindergarten through Five also use math manipulatives to help the learner engage in the mathematical process using a kinesthetic learning method. Students in Grades Six through Eight are taught with a spiral concept to help in learning and solving the more abstract math concepts, theorems, and problems that are part of the curriculum in these grades.

The Scientific Method is the basis for critical thinking in Science and provides a model for solving many different kinds of problems. At each grade level, students are either being prepared to understand this method, or they are using the method. We have adopted the Lab Learners Science Program Grades One through Eight. Students in this program engage in one lab per week, a hands-on experiment or demonstration, to reinforce the content they are learning. Experiments and classroom lessons prompt students to use higher-level learning and thinking strategies, especially evaluation. In addition, the annual Science Fair provides the opportunity for Kindergarten through Eighth Grade students to use the Scientific Method on an observation or experiment of their own choosing.

The Social Studies curriculum encourages students to expand their thinking beyond basic facts. Daily discussions take facts, dates, and places, the “how, when, and where it happened,” and allow students to think more deeply about the “why it happened.” Students are introduced to analysis of different sources, and to making connections among economics, geography, and history. By interpreting maps, graphs, charts, primary and secondary source documents, and visual evidence, our students stretch their critical thinking skills and develop the higher-level thinking skills that make them problem solvers.

Finally, students are challenged to think critically about all subjects through the lens of our Catholic Faith. Through Mathematics, we see the mind of God. In Science, we perceive the beauty and variety of God’s creation. When learning History, we make conclusions about God’s purpose for humanity and His intervention across time. Through the study of literature, our hearts are called to virtue in understanding the human condition. Using God’s gift of language, we synthesize and communicate our thoughts about the world around us. Thus, Catholic Education is higher-order thinking in its very essence.

## 2. Other Curriculum Areas:

Our Lady of Hope School is in compliance with the program's foreign language requirements by offering Latin in Grades One through Eight. The Latin program supports students' acquisition of skills by focusing on developing listening, speaking, reading, and writing skills, and strengthening critical thinking. Students in Grades One through Eight are taught Latin each week. The primary grades receive one hour of instruction per week. Grades Four and Five receive two and one-half hours of instruction per week. Grades Six through Eight receive three hours of Latin instruction per week. The curriculum prepares students for high school level two Latin, and sometimes advanced students are ready to take level three Latin in ninth grade.

The Art curriculum develops age appropriate skills in all media, techniques, and processes. Students apply the visual arts in relation to history and cultures. To enhance student learning the program highlights connections between visual arts and other disciplines. Each week students in Grades Kindergarten through Eight receive forty-five minutes of formal art instruction.

The Music program is designed to develop understanding and appreciation of music both in theory and in performance. The instructional goals include basic theory, choral singing, instrumental music and movement. Music is taught in Grades Kindergarten through Eight for forty-five minutes each week. Students who play instruments may also participate in the Band program. This program is run through an outside vendor. A Band teacher is on campus once per week where students receive small group instruction according to their band instrument played. In addition, students who are excelling are invited to join the Advanced Band and practice after school every week to perform in various competitions throughout the school year.

The Physical Education and Health program aims to educate children about the benefits of exercise and healthy eating, and to empower them to participate in athletics. Physical Education teaches students the basics of common sports (such as soccer, basketball, softball, and running) and less common sports (such as volleyball and dance). At Our Lady of Hope School, Physical Education is taught once per week for forty-five minutes for students in Grades Kindergarten through Five. Physical Education is taught twice per week for forty-five minutes each session in Grades Six through Eight. This allows for the older students to develop skills needed in high school Physical Education classes as well as athletic teams. In addition, several after school sports programs are offered such as basketball, cross country, track, and Girls on the Right Track Running Club.

Technology is used to optimize and facilitate learning across the curriculum. Technology classes are held once a week for forty-five minutes for Grades Kindergarten through Five in a fully equipped computer lab using the Chrome Books. The students in Grades Six through Eight have an additional forty-five minute Technology class each week to develop good research skills and habits to help them to achieve their best in high school. All twelve classrooms have broadband-networked teacher workstations and each classroom is equipped with interactive whiteboards allowing teachers to engage students through the use of interactive multi-media technology. In addition, there is also an iPad cart with 30 iPad minis which can be wheeled into any classroom enabling teachers to utilize a variety of instructional applications to enhance student learning.

In summary, the Specialist Teachers are intent on integrating what children are learning in the curriculum and supporting the classroom teachers. Most Art projects support the Social Studies and/or Reading curriculum, and the Librarian selects materials that support the Catholic messages presented in our Religion curriculum. Our Librarian also reinforces good research techniques and Modern Language Association (MLA) standards of source citation and bibliography. Our Physical Education and Health classes reinforce the virtues that and give life lessons in social interaction and sportsmanship. Students also learn about fire safety and health and wellness; the School Nurse and Physical Education teachers present an annual, all-day Health Fair. Our Music teacher reinforces Church History when she teaches Gregorian chant and thus keeps those musical styles alive in our Church. Thus, our Specials Teachers provide a wealth of cross-curricular opportunities.

### **3. Instructional Methods and Interventions:**

Teachers at Our Lady of Hope School understand the need to differentiate instruction. Lessons are designed to include a mixture of visual, auditory, kinesthetic and tactile experiences. Teachers recognize learning differences and address them by individualizing instruction and utilizing different teaching strategies and assessment styles to enhance student achievement. Teachers use small group or individual instruction based on the students' need for reinforcement or enrichment.

For auditory learners, the traditional lecture/discussion model works very well to convey direct instruction. These learners often need help with taking notes, since they depend so strongly upon their aural recall ability. Auditory learners also enjoy videos, CD/DVDs, and books on tape. Teachers often use oral repetition and drill to strengthen students' recall of multiplication facts or Latin grammar.

For visual learners, each classroom has a Promethean ActivBoard, which is especially useful for visual learners. Students create charts, time lines, graphic organizers, and concept maps when appropriate to help them process information. Primary teachers use math flashcards and concept pictures, science observation areas, and manipulatives to aid the visual learner.

Kinesthetic learners need movement, manipulatives, and real-life scenarios to process information. Therefore, teachers include movement when at all possible during the classroom day. Games with movement like Spell Ball, which combines spelling with throwing/catching a ball, allow kinesthetic learners to shine. Effective lesson plans often include activities such as the creation of collages, posters, and skits.

To accommodate those students who are gifted in mathematics an accelerated math program is offered. To be eligible for the program, Terra Nova math scores, placement test results, grades, and teacher recommendation are all taken into consideration. Students placed into this program graduate Eighth Grade with two high school credits in math: Algebra I and Geometry. These upper level classes are taught by subject matter experts.

A Student Assistance Plan is developed for students who have had educational testing and need classroom accommodations. The plan provides accommodations to meet the goals established for those particular students. Some classroom accommodations include oral reading of instructions, highlighting key words, additional time on tasks, preferential seating, and assistance with note taking. Teachers adjust the work load for these students and allot time for individual and small group help during recess, study hall or after school. The Resource Teacher monitors progress of the students on Student Assistance Plans, and implements and oversees many of the accommodations.

## **PART V – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results Narrative Summary:**

Students in Grades Two through Seven take the Terra Nova Tests in the spring each year. As the school accepts students with different levels of academic ability, the performance levels vary accordingly. The school recognizes that each child develops at his or her own pace and the test scores are just one indicator of a child's academic progress. The focus is placed on identifying performance trends and gaps in order to enhance the academic achievement of all students.

The class performance levels range between the 75th and 91st percentiles. One of the key factors in gains and losses from year to year are the overall academic strengths of each individual class. Therefore, at the beginning of each school year, teachers and administrators analyze the test results and identify areas of weakness that need to be addressed with each individual class. These areas can be specific sections or questions on the test which provide the focus for instructional goals to improve student performance the following year. In recent years examples include: proof reading for spelling in Grade 3, and analyzing literature in Grade 7. The school wide goal is to have all students exceed the Diocesan average standards.

One of the main factors that contribute to the consistent level of student performance is the quality and stability of an experienced faculty. At Our Lady of Hope School, every effort has been made to hire and retain highly qualified teachers who are familiar with delivering a rigorous and challenging curriculum. Another key factor is the low teacher-student ratio of 12:1 which allows teachers the opportunity to focus on the specific learning needs of each student. This is a reflection of the school's commitment to maintaining a rigorous academic program that focuses on developing the academic skills of its students.

### **2. Assessment for Instruction and Learning and Sharing Assessment Results:**

The faculty at Our Lady of Hope School uses both formal and informal assessments throughout the school year to monitor student progress. Among these are standardized tests such as the Terra Nova Test, teacher generated tests, student class work and homework, and teacher observations of student performance. These evaluations are shared with the parents in student progress reports that are sent home at the end of each quarter and in parent-teacher conferences during the year. The Principal reviews all of the student report cards in order to ensure students are making continuous progress.

Standardized testing provides objective performance data that teachers use as part of the criteria for assessing a student's academic progress. By analyzing these test scores teachers are able to identify trends and gaps in student performance, and to monitor student progress over time. From this process emerges instructional goals for curriculum development and the creation of lesson plans to address specific areas of student performance. The Principal analyzes the entire school's test results and, in conjunction with the teachers, establishes annual goals for the school.

At the beginning of the new school year, Our Lady of Hope School follows the practice of the Arlington Diocese Teacher Hand-Off Day. Each teacher meets with the previous year's teacher to share the testing data of each class. With this information, teachers develop instructional goals to address the specific needs of each class and to provide accommodations for individual students as needed.

A Learning Resource Specialist provides individual instruction to students whose test scores are below grade level and who need academic support. The Learn Resource Specialist leads the Student Assistance Team (SAT), which includes individual teachers and the Principal. The SAT meets as needed to discuss individual students and to develop strategies to support their ongoing academic progress.

## **Part VI School Support**

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### **1. School Climate/Culture**

The Principal and teachers at Our Lady of Hope School are committed to creating a learning community where all children may excel, regardless of their varying ability levels. The staff respects each child's unique talents and abilities and work with families to ensure that each child becomes an independent learner. First and foremost, the teaching strategies model that all children learn best in a loving, nurturing environment where they know that their teachers care about them.

The evidence of the school's mission statement resonates in the students' achievements and recognitions in both academic and extracurricular activities. Our Lady of Hope School students participate in diocesan wide competitions and consistently achieve prize winning status in the Diocesan Science Fair, Spelling Bee, and Diocesan Band Festival. Students and parents are involved in track, cross country and basketball at all levels of competition within the Catholic Youth Organization (CYO). In addition to the many championship awards, Our Lady of Hope School teams are recognized by the CYO for their excellent sportsmanship. The school emphasizes the importance of developing and using one's gifts and talents individually and as a member of a team that represents the school.

The Principal supports teacher attendance at workshops and seminars on special needs and differentiation of learning. Moreover, information sharing about best practices is encouraged among the staff. New teachers are paired with experienced mentor teachers who make suggestions regarding lessons that accommodate diverse learning styles.

In addition, the Principal recognizes the importance of developing a cohesive staff by creating and maintaining positive morale. A variety of approaches are utilized to accomplish this goal. Encouragement is shown through personal comments, notes on lesson plans, and emails. During monthly faculty meetings the Principal compliments various staff members' recent accomplishments be it professional or personal. When hiring new staff, input from current staff is sought to ensure the new employees will have the teaching methods and skills that are used at Our Lady of Hope School. During and after the school day, the principal has an open door policy to provide support and guidance to any staff member.

### **2. Engaging Families and Community**

Our Lady of Hope School has an ongoing and constantly growing community based referral resource for families who require outside testing, tutoring, speech/language, and occupational therapy services. The staff is encouraged and has the ability to attend any special needs seminar at no cost that is provided through the Diocese of Arlington. The school recognizes that ongoing continuing education promotes student success and school improvement.

Our Lady of Hope School has established a Student Assistance Team (SAT) to provide support to students with learning deficiencies. The members of the Student Assistance Team include the Learning Specialist, individual teachers, and the Principal. When a child is found to have significant academic issues the SAT meets to discuss strategies and to develop a plan to improve the particular student's performance. Following this, the SAT meets with the parents to discuss the student's problems and to lay out a plan of action to include student accommodations in the classroom. The Learning Specialist and the Principal are also available to work with families to help students receive services such as speech and language intervention through Loudoun County Public Schools.

Parents are invited to parent-teacher conferences twice a year, after the first quarter ends in November and at the end of the third quarter in the spring. Parents develop collaborative relationships with their children's teachers and the school fosters trusting relationships with parents by maintaining open communication. Communication with parents is a priority and teachers are expected to respond to parents within a twenty-four hour time period. The Principal has an open door policy and meets with parents as needed.

Parents are actively involved in the school, particularly through the Parent-Teacher Organization which coordinates the main fund-raising efforts for the school. Some of the major fund-raisers are the annual fall fund-raiser and the Dinner/Auction held each spring. In the past, the PTO successfully raised funds to improve the school's learning environment by funding the update of the school's computer lab with 30 Chrome Books and the purchase of a mobile technology cart which houses 30 iPad minis. In addition, the PTO helped fund the Lab Learner Science program that was embraced enthusiastically by the teachers and the students. This resulted in a major improvement in the science curriculum.

### **3. Professional Development**

Professional Development at Our Lady of Hope School uses a process of collaboration among the Principal, the faculty and the diocese that sets high expectations for teacher performance. The goal of professional development for teachers is to help each student reach his or her highest potential.

Using data from several sources to identify areas of weakness and to plan for instruction is an area of ongoing professional development. They use data from several sources to identify areas of weakness and to plan for instruction is an area of ongoing professional development. This process helps identify the areas of professional development needed to improve student performance.

The Principal coordinates training for school-wide initiatives, such as Differentiating in Instruction. In two in-service workshops, the staff learned to identify, collaborate, and implement new strategies for differentiation at all grade levels. The methods learned through these workshops have been implemented in the classrooms in Grades Kindergarten through Eight.

Teachers are required to participate in professional development as part of their recertification procedures and continued employment at the school. Our Lady of Hope School provides many options for teachers to develop their instructional skills. These include in-house staff training, in-services, off-site workshops, seminars, and conferences. A result of attending these various professional development opportunities has resulted in a direct impact on teacher performance and thus student learning in the classroom.

Our Lady of Hope School teachers have collaborated with their colleagues in the Arlington Diocese. They share their knowledge with teachers from other schools by leading technology workshops, participating in math curriculum meetings, training new teachers of religion, and demonstrating the Lab Learner science program.

In a small school, leadership among the faculty is especially important. Teachers assume instructional leadership roles by initiating collaboration to develop cross-curricular units of instruction, by sharing successful strategies, and establishing a common philosophy of student responsibility and discipline. This creates a collegial atmosphere in which new teachers and veterans learn together serving as role models for their students.

### **4. School Leadership**

The leadership philosophy at Our Lady of Hope School is one of servant leadership. The administration, faculty, staff and students all strive to follow Christ's example of love and service to others. The principal receives direction and guidance from the Superintendent of Catholic Schools and works closely with the pastor of Our Lady of Hope Parish to provide leadership through service to the Our Lady of Hope School community.

Communication with the school families is an important component of the leadership philosophy at Our Lady of Hope School. A weekly eNewsletter is sent out electronically each Friday which provides the parents and students with important information regarding upcoming events. The school website is updated on a daily basis. A quarterly awards assembly recognizes student achievement in the areas of academics and virtuous behavior.

Mindful of the need to provide teachers with time for continuing education, the principal provides substitutes for teachers who want to attend seminars or child study meetings. Students benefit when teachers take time to improve themselves and learn more about how best to deliver the curriculum to their students. Faculty morning prayer was established as a way of starting the day giving thanks and offering prayers for the needs of the Our Lady of Hope School community.

Teachers exemplify servant leadership when they use planning time or stay after school to help students who need extra assistance. Teachers communicate regularly with parents to make sure home and school are working as partners for the good of the students. Some teachers offer enrichment opportunities after school to take students beyond the basics of the standard curriculum.

Our Lady of Hope School students act as servant leaders through their participation in Student Government. These students initiate service projects to assist those in need. Recently, students held a food drive to assist the local food pantry, LINK, and collected toys to send to the Divine Mercy Care in Manassas, Virginia.

The members of the Our Lady of Hope School community work in cooperation with one another as servants and leaders to continually improve the school. A partnership between the administration, faculty, students, and parents is evident and provides a great framework for the advancement of the school philosophy.

## PART VII - NON-PUBLIC SCHOOL INFORMATION

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The purpose of this addendum is to obtain additional information from non-public schools as noted below.

1. Non-public school association(s): Catholic

Identify the religious or independent associations, if any, to which the school belongs. Select the primary association first.

2. Does the school have nonprofit, tax-exempt (501(c)(3)) status?      Yes X      No
3. What are the 2014-2015 tuition rates, by grade? (Do not include room, board, or fees.)

### 2014-2015 Tuition

Grade	Amount
K	\$6600
1	\$6600
2	\$6600
3	\$6600
4	\$6600
5	\$6600
6	\$6600
7	\$6600
8	\$6600
9	\$0
10	\$0
11	\$0
12	\$0

4. What is the educational cost per student?      \$6626  
(School budget divided by enrollment)
5. What is the average financial aid per student?      \$301
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?      21%
7. What percentage of the student body receives scholarship assistance, including tuition reduction?      14%

## PART VIII - ASSESSMENT RESULTS

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### REFERENCED BY NATIONAL NORMS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Terra Nova, Third Edition</u>
<b>Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>2008</u>
<b>Publisher:</b> <u>CTB/McGraw-Hill</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Average Score	75	87	79	74	89
Number of students tested	27	21	28	26	24
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Terra Nova, Third Edition</u>
<b>Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>2008</u>
<b>Publisher:</b> <u>CTB/McGraw-Hill</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Average Score	86	83	88	90	87
Number of students tested	17	24	29	23	21
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Terra Nova, Third Edition</u>
<b>Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>2008</u>
<b>Publisher:</b> <u>CTB/McGraw-Hill</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Average Score	82	82	85	78	78
Number of students tested	23	28	26	21	31
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Terra Nova, Third Edition</u>
<b>Grade:</b> <u>6</u>	<b>Edition/Publication Year:</b> <u>2008</u>
<b>Publisher:</b> <u>CTB/McGraw-Hill</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Average Score	79	83	78	71	90
Number of students tested	23	24	17	22	22
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Terra Nova, Third Edition</u>
<b>Grade:</b> <u>7</u>	<b>Edition/Publication Year:</b> <u>2008</u>
<b>Publisher:</b> <u>CTB/McGraw-Hill</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Average Score	90	84	82	87	91
Number of students tested	23	16	22	19	16
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Terra Nova, Third Edition</u>
<b>Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>2008</u>
<b>Publisher:</b> <u>CTB/McGraw-Hill</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Average Score	80	81	75	71	87
Number of students tested	27	21	28	26	24
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Terra Nova, Third Edition</u>
<b>Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>2008</u>
<b>Publisher:</b> <u>CTB/McGraw-Hill</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Average Score	86	76	74	85	82
Number of students tested	17	24	29	23	21
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Terra Nova, Third Edition</u>
<b>Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>2008</u>
<b>Publisher:</b> <u>CTB/McGraw-Hill</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Average Score	79	83	81	77	80
Number of students tested	23	28	26	21	31
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Terra Nova, Third Edition</u>
<b>Grade:</b> <u>6</u>	<b>Edition/Publication Year:</b> <u>2008</u>
<b>Publisher:</b> <u>CTB/McGraw-Hill</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Average Score	80	87	74	81	82
Number of students tested	23	24	17	22	22
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Terra Nova, Third Edition</u>
<b>Grade:</b> <u>7</u>	<b>Edition/Publication Year:</b> <u>2008</u>
<b>Publisher:</b> <u>CTB/McGraw-Hill</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Average Score	86	73	80	80	91
Number of students tested	23	16	22	19	16
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:**