In so many ways, our story is similar to that of most AIM Academy parents. We met as mothers of 1st grade daughters with learning differences almost 20 years ago. Although our backgrounds were entirely different, one an educator and one a nurse anesthetist, we had much in common as we were both working hard to find an educational solution for our girls.

The statistics were daunting:

- Back then the National Institutes of Health (NIH) estimated that 15% of the U.S. population experienced significant difficulty learning to read.
- Studies showed that 50% of all students in special education in the public schools had learning disabilities.
- Two-thirds of secondary students with learning disabilities were reading three or more grade levels below their peers.
- Approximately one-third of children identified with learning disabilities were dropping out of high school—twice the rate of their peers.

On an encouraging note, we also learned that research was being conducted on evidence-based programs for students who learn differently. Then we heard something that stopped us in our tracks, thankfully only for a moment. It was common that educational research would take about ten years to reach implementation in the classroom. That was not acceptable to us. Not for our daughters, not for any child.
The 2005 gala where Sally Smith announced The Lab School of Washington had voted to work in conjunction with the future Academy in Manayunk (AIM). From l to r: Pat Roberts, Chris Roberts, Sally Smith, Nancy Blair, Brian Blair, Jodi Greenblatt, Sam Greenblatt, the late Marvin Demchick.

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So just ten years ago, it was an idea. An idea to start a school like no other in the region. A school for children with learning differences that would implement the latest research with evidenced-based programming and hire and train faculty that were the best in their field without waiting a decade to let the research trickle down into the classroom.

Starting with just 24 students in a small rented space in Manayunk, AIM has grown, to educate over 300 students a year and has settled into a dynamic school campus in Conshohocken designed specifically to meet the needs of our innovative programming. Our blend of excellence in academics, a faculty that is both talented and highly trained, small class size and an affirming sense of community was, in the beginning, and will always be, at the core of our mission. As we grew, we have always been committed to expanding our programs and resources to enhance students’ educational experiences and opportunities.

With the help of many supporters like you, AIM Academy and the AIM Institute for Learning & Research® have been able to accomplish so much to impact the field of learning differences. Staying in the forefront has always been imperative to everyone at AIM.

Over the past decade, our mission has never changed, but the programs we have created, buildings we have constructed and educators we have taught in support of our mission have transformed our school and our community. These accomplishments would quite simply not have been possible without the generous financial support, tireless volunteer work and passion for our program that we have received from our parents, board members, grandparents, faculty, and friends of the school. There is still much to be done, but here in our 2015-2016 AIM Academy Annual Report, we thank you and are excited to share what has been Ten Years in the Making.

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With that send off, Pat and Nancy began searching for leaders to join them in starting a branch of the Lab School in Philadelphia.

The women found their first Board Chair Marvin N. Demchick by sharing their passion for creating a new school in Philadelphia. Wendy Demchick Alloy, a fellow parent of a child with learning differences, was also enthusiastic about creating a Lab-like school in Philadelphia.

“It was clear to us as parents that my daughter was a capable, eager learner so when it was suggested to us to move to Washington DC so she could attend the Lab School, we thought, ‘Why on earth should we do that when we could start a school like the Lab School here in the Philadelphia region that is so sorely needed for kids like our daughter who CAN learn and WANT to learn?’,” Demchick Alloy recalled.

Demchick Alloy introduced Pat and Nancy to her father, an astute businessman and philanthropist. In order to understand the women’s vision and mission for a new school, he asked each of the three women to write him a letter about why there should be a school in Philadelphia for children who learn differently.

Nancy’s letter anticipated the future opportunity that establishing a school in Philadelphia that implemented new research to benefit children with learning disabilities could have: “Learning disabilities affect every race, faith and economic sector in the community. If we can begin to service the Philadelphia area students, as well as provide outreach programs to other educators in the area, we will affect far more than we will ever know.”

As a result of the passion and commitment echoed in the words of these mothers, educators and successful businesswomen, Demchick agreed to be the new school’s first Board Chair and met with Smith to discuss how a new school in Philadelphia might launch using elements of The Lab School of Washington® model. The new concept was proposed to the Lab School’s board and work began to assemble a talented group of individuals to serve on our board including the late Marvin D. Alloy, founding Treasurer; Jackie Allen, founding Secretary; and other leaders in the community who still serve on our board today including Bryna Berman, George Connell, Wendy Demchick Alloy and Sam Greenblatt.

At the annual star-studded DC gala for The Lab School of Washington in November 2005, Sally Smith announced to the audience of over 1,200 parents, grandparents, advocates, and education entrepreneurs that The Lab School of Washington’s® board had voted to approve working in conjunction with the Academy In Manayunk (AIM) to create a Philadelphia lab school for students who learn differently.

“That was some car ride back from DC when we realized we were a go,” recalled Pat. We knew we were full steam ahead and that we needed to raise funds to begin the school by the following summer. We “passed the hat” around during the ride home that evening and everyone pledged to support the launch of the school financially.”

AIM Academy began and was incorporated on February 2, 2006.

Learning disabilities affect every race, faith and economic sector in the community. If we can begin to service the Philadelphia area students, as well as provide outreach programs to other educators in the area, we will affect far more than we will ever know.

— Nancy Blair
AN UNCHANGING MISSION

Whether working with 24 children and 10 faculty and staff in a rented space in Manayunk or with 310 1st-12th graders and a staff of 100 in our growing school space on River Road, AIM’s mission to maximize the potential of each and every student by providing them with extraordinary experiences has never changed. Over the past decade, the school has developed into a regional center for educational excellence and professional development which participates in and shares the knowledge acquired by disseminating it via best practices to educators through access to the latest evidenced-based curriculum, technology, and training.

AIM’s steadfast commitment to its mission has been recognized by other organizations as something to emulate. “At AIM we have been fully focused on knowing our “why,” explained Nancy, referring to the popular 2013 TED talk by Simon Sinek titled, “Why Discovery Process: Gather your stories. Work with a partner to articulate your Why. Refine your Why and take action.”

Over the past six months, Pat and Nancy have been asked to share their thoughts on “the Why” by sharing AIM’s mission to both dyslexia support organization Learning Ally and St. Joseph’s University’s Leaders for the Future group.

The mission of AIM Academy is to:

**Provide** extraordinary educational opportunities to children with language-based learning disabilities such as dyslexia, dysgraphia, and dyscalculia, utilizing research-based intervention strategies and an arts-based learning environment that is college preparatory in scope and sequence.

**Develop** a center for educational excellence and professional development to disseminate best practices to educators by providing access to the latest research-based curriculum, technology, and training.
Hundreds of children have entered AIM not believing they can be academically successful and attend college. But it is these same students who realize in a very short time just how capable and talented they are when they are taught using evidence informed curriculum and gain the confidence to succeed.

Pioneer student Jon Fuiman, a member of AIM Academy’s first senior class in 2012, and a recent graduate of Elizabethtown College, thinks of his experience at AIM as like climbing to the top of a mountain.

“One of the first things I learned at AIM was that my dyslexia wasn’t a curse; it was a gift,” Fuiman said. “I am a competitor and I would also refer to my dyslexia as another challenge in my life. AIM helped me be ready to take on this challenge.”

Fuiman, who was in seventh grade when he started at AIM, learned how to read through the Wilson Reading System® Program and was guided by dedicated teachers to learn how to write and solve equations.

“During my time at AIM, I read Shakespeare; solved quadratic formulas; climbed to the top of the Duomo in Florence, Italy; bent over backwards and kissed the Blarney Stone in Cork, Ireland; met the Mayor of Philadelphia, as well as former Governor Ed Rendell and representatives for Pennsylvania, and had the honor of introducing Dr. Jill Biden at our annual AIM for the Stars Gala.”

The highlight of Fuiman’s AIM tenure was his role as AIM Ambassador speaking at admissions open houses to parents who had children who at one point felt just like him.

“Some of them came to AIM and their lives changed, just like mine did,” Fuiman said. “I would have to say that I am most proud of changing lives for the better. When I left AIM I said in my graduation speech, ‘I am not only leaving AIM with a diploma, but with the ability to succeed and change the world.’ I truly believe that.”

CAPS IN THE AIR! 25 Seniors Celebrate High School Graduation

At this year’s Commencement on June 3rd, 25 members of the Class of 2016 proudly marched into the new AIM Community Center to celebrate their accomplishments with more than 500 friends, family, faculty and students. The members of the Class of 2016, 100% of whom were accepted to college and all of whom were dual-enrolled at Cabrini College during the school year graduating with up to six college credits under their belt, were offered more than $4.6 million in merit scholarships.

Senior speakers, Michael Berman, and Karoline Irvin spoke to the gifts that AIM gave them sharing their journey and what AIM faculty and staff meant to them. Irvin succinctly described the AIM experience when she shared that initially she was stumped when asked at an Open House to come up with one word that summarizes what AIM was all about. After a moment, she responded “HOME!”

As our graduates leave their AIM home for colleges and universities across the country, their connection to AIM will not end. Not only are they becoming part of a proud, growing base of AIM alumni, but they are also invited to be part of the AIM Advantage Program. Participants benefit from the AIM techniques in college meeting online weekly with a coach who builds upon the research-based techniques taught at AIM Academy, to support students in taking charge of their college education, to approach each class with a plan, to follow-through on each assignment, and to internalize key successful work habits for their future.

As commencement speaker and Pulitzer Prize-winning poet, Philip Schultz reminded these young people, “Be proud of your learning difference as you go off to college, and you will do great things.”

Success is no accident. It is hard work, perseverance, learning, studying, sacrifice and most of all, love of what you are doing.

- Pele
5 YEARS OF STUDENTS AIMING FOR COLLEGE

Since our first graduating class in 2012, AIM students have received an impressive number of college acceptances and close to $10 million in merit scholarship offers. The list of colleges and universities that our graduates are accepted to and attend continues to grow each year including:

Adelphi University
Albright College
Alvernia University
American University
Arcadia University
Arizona State University
Bard College
Beacon College
Beloit College
Bloomsburg University
Cabrini University
California Polytechnic State University
Champlain College
Chesnut Hill College
Clemson University
College of Charlestown
Colorado State University
Columbia College Chicago
Curry College
Delaware County Community College
Delaware Valley University
Drew University
Drexel University
Duquesne University
Eatham College
Eastern University
East Stroudsburg University
Eckerd College
Edinboro University
Elizabethtown College
Elon University
Fairleigh Dickinson University
Full Sail University
Gettysburg College
Goucher College
Guilford College
Gwynedd Mercy University
Hampton University
Harcum College
High Point University
Hobart and William Smith Colleges
Hofstra University
Immaculata University
Indiana University of PA
Iona College
Ithaca College
Johnson & Wales University
Juniata College
Kutztown University
Lasell College
La Salle University
Lebanon Valley College
Lesley University
Lock Haven University
Long Island University Brooklyn
Loyola University Maryland
Loyola Marymount University
Lycoming College
Lynn University
Manor College
Marist College
Marymount Manhattan College
McDaniel College
Mercyhurst University
Millsersville University
Misericordia University
Mitchell College
Morehouse College
Mount St. Mary’s University
Muhlenberg College
Mont. Co. Community College
North Carolina A & T State University
Northampton Community College
Pace University
Pacific University (OR)
Penn State University
Penn State University, Abington
Philadelphia University
Point Park University
Pratt Institute
Rider University
Roanoke College
Roger Williams University
Rosemont College
Rowan University
Sacred Heart University
St. Joseph’s University
Sarah Lawrence College
Savannah College of Art and Design
Seton Hall University
Shippensburg University
Slippery Rock University
Stevenson University
Stockton University
SUNY, Canton
Temple University
Towson University
Trinidad State Junior College
University of Alabama
University of Arizona
University of Cincinnati
University of Colorado
University of Dayton
University of Delaware
University of Denver
University of Hartford
University of Mary Washington
University of Michigan
University of Montana
University of New Hampshire
University of Pittsburgh, Bradford
University of Pittsburgh, Greensburg
University of the Sciences
University of Scranton
University of Tampa
University of the Arts
University of Vermont
University of NC, Charlotte
Wagner College
Washington College
West Chester University
Westminster College
WV Wesleyan College
Western Oregon University
Wheaton College
LOCATION

AIM THEN & NOW

- 24 students to 300+ coming to school via bus, train, and car from 80 zip codes throughout the area
- 8 full-time faculty to 80 professionals supporting students (including 6 first faculty members who are still with us today)
- No playground and bus rides to a gymnasium to a turf field and 23,000 sq. ft. gymnasium, wellness and arts center
- Sports teams 0 to 16 in middle and upper school
- No lunch program to Vetri Eatiquette lunch program, kitchen and cafeteria
- Drama performances in the lunchroom to performances on a full proscenium stage and in our black box theater

Campus Timeline

2006 - Finding 5,000 square feet of rented classroom space in a 100-year-old parochial school building in Manayunk that leaked when it rained and had no real playground.
2009 - The addition of a second building (three steep city blocks away) to house our middle and upper school.
2012 - Our big move to a beautiful campus in Conshohocken with 70,000 sq. feet of space in a state of the art building with a regulation turf soccer/lacrosse field, a playground, and a state of the art science and robotics wing.
2016 - Completion and opening of the 23,000 sq. feet AIM Community Center.

THE YEAR WAS 2006

- AIM Academy Begins: 24 Students & 10 Committed Educators
- AIM Board Dedicates First Building In Manayunk
- Research to Practice Model Drives Success
- Arts-based Learning Engages Students

THE FUTURE OF EDUCATION FOR ALL CHILDREN

- AIM Institute for Learning and Research Has Global Reach
- Research Advisory Board Advances Best Practices
- AIM Expands Training To Thousands of Educators
- All Children Learn To Read

CELEBRATING 10 YEARS OF PROGRESS

- 2016 AIM Academy Grows To 310 Students
- AIM Campus Moves To Conshohocken
- AIM Community Center Opens for Arts, Athletics & Innovation
- School District of Philadelphia Partnership Begins

Expanding the Campus - AIM Community Center

AIM Academy marked a milestone in its 10th Anniversary year with the official opening of the new 23,000 sq. ft. AIM Community Center. Development of the $8 million dollar building was launched with a Pennsylvania Department of Community and Economic Development RACP grant of $1.5 million, with two additional $1 million anonymous gifts, all matched by donations from more than 175 members of the AIM community.

The facility, designed by Blackney Hayes Architects and built by Wohlsen Construction Inc., features a full-scale basketball court; performing arts center; broadcast and live streaming studio; arts, design and music classrooms and studios; and an auditorium that seats 500. By adding this facility to the campus, AIM will stay on the forefront of education for children with learning differences and have a greater impact on students, families, the greater school community, and research and practice in the field.

In addition to enhancing the experiences of the students and school community, the AIM Community Center will be the new home of the AIM Institute for Learning & Research®, which offers state-of-the-art training to educators throughout the region. This new building will be a dynamic center for community engagement, teacher training, and translational research to benefit all children with learning differences.

Already the AIM Community Center has been filled to capacity during AIM’s June Commencement as our 25 graduates proudly walked across the stage to receive their diplomas, provided space for creative summer camp classes including drama and film making, and has been eagerly reserved for area athletic organizations.
The construction of the AIM Community Center allowed AIM to welcome a new supporter to our community and has provided the school with a commemoration of its past in a format that clearly represents the future.

Glenn Bostock, founder and CEO of the manufacturing company SnapCab, is dyslexic and by his own account is someone who “experienced a lot of failure” in school. His first tour of AIM left him amazed. “Seeing the kids at the AIM Academy – wow! Having those kids viewed just simply as kids, without any problems or learning disabilities is a drastic shift from when I was in school,” Bostock wrote after his visit. “And even more impressive was that the school adjusts to the needs of the students, instead of trying to adjust the kids to fit the needs of the school - what a difference that makes! I just can’t imagine what a positive change that would’ve made in my life growing up.”

His appreciation for the AIM mission and its impressive students led Bostock, whose company manufactures Gorilla Glass wall systems that integrate high-end graphics with state of the art technology, to create an incredible media wall that graces the Community Center entrance. Every student and faculty member took part in the creation of the wall by adding a stroke of color to create the silhouettes featured along the wall of headlines and accolades that tell the story of AIM’s first ten years.

A 10 YEAR STORY BEHIND GLASS

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There is so much to the AIM experience. First and foremost, AIM is focused on the well-being of each and every student. Knowing that confidence and competence go hand in hand, faculty members, 80% of whom have advanced degrees, focus on each child’s strengths in order to provide opportunities for students to flourish in a setting that allows them to thrive. Students develop multidisciplinary literacy where untethered learning takes place. Ideas are explored, projects are developed and the true joy of learning is unleashed. Understanding the value of knowledge is important at AIM Academy because every student is on a path to college and lifelong success. Our students are immersed in a highly interactive, language-enriched learning environment from Grades 1-12. Our Humanities, STEAM (Science, Technology, Engineering, Art & Design, and Mathematics) and Arts curriculum develop deep understanding and critical thinking skills needed for college and career success.
ENGINEERING & ROBOTICS

From Legos to Submersibles to 120-Pound Machines

When children are given a chance to innovate, learn and problem solve using their hands and “making,” it is amazing the things they can create. This year, with the introduction of the Lower School Makerspace, the AIM curriculum now features engineering and robotics classes across all three program levels with extracurricular robotics and technology teams continuing to compete across the region. Whether it is a 1st grader creating a Lego magnetic fishing rod, a middle schooler participating in FIRST Tech Challenge or high schoolers on the Vulcan Spring & Mfg. Co. - sponsored robotics team, designing a 120-pound robot to master challenges in FIRST Robotics Competition, the skills children learn are the same.

“With all of these programs, the robot (and engineering activities) are the hook, but it really has little to do with why we do it,” explains Upper School Engineering and Robotics teacher Rob Ervin.

“It’s all about taking on a really hard challenge, working as a team and learning how to succeed at that challenge. Students get real world feedback having an idea, prototyping a solution and fixing mistakes when there are problems. It is the intrinsic value of what they are learning along the way that is what is most important.”

PERFORMING ARTS TAKING THE STAGE

Creativity is celebrated in limitless ways at AIM. In extensive arts programs, students are provided the tools, the stage, the equipment and the means to learn new things and express themselves. Over the past ten years, AIM’s dramatic and musical theatrical productions have charmed audiences at a variety of locations from the stage on the third floor of Conneroe Street in Manayunk to the leased space at University of the Arts; but none so much as the Spring 2016 musical which welcomed the audience into the Woods. The premiere opening of Into the Woods in the AIM Community Center in Spring 2016 was a true highlight for AIM’s arts program as Upper School students welcomed the audience into a world of fairy tales on the new proscenium stage.
Athletics and Fitness. The addition of indoor recreational space that came with April’s opening of the AIM Community Center will allow new Director of Athletics Michael Brooks to continue bolstering athletic opportunities in the coming year for our students. New sports, such as lacrosse for both boys and girls will be added to the roster allowing AIM to field 10 competitive interscholastic teams in addition to many new fitness and wellness opportunities and clubs for all students.

This summer, AIM Academy rising junior golfer Casey Oppenheimer continued her winning ways taking FIRST place in the Girls 16-18 Division at the Philly PGA Junior Championship at the Blue Ridge Country Club in Harrisburg, Pa. In June, AIM Academy was selected as one of eight schools from a pool of 200 applicants nationwide to receive a Riding for Focus grant from The Specialized Foundation to begin a middle school cycling program.

From Professional Development to Class Trip - Faculty Development Leads to Student Adventures

Just as AIM students are encouraged to follow their passion, AIM faculty are similarly urged to set and achieve new goals and explore the world. In 2015, Dick and Sally Brickman donated funds for four AIM teachers to participate in the Colonial Williamsburg Teacher Institute. This six-day experience was so inspiring to these teachers, that they approached the administration with a request to take the 7th grade class on a five-day visit to Williamsburg as part of the class curriculum. In early March the world became AIM’s classroom once again.

During their trip back into history, students tried their hand at and explored numerous trades while also experiencing the hardships and fun times allowing them to gain full appreciation for just what it was like to live during colonial time period. The students’ open-mindedness to learning styles, people, food, education, and historical aspects of life greatly impressed their teachers.

The adventures, obstacles, and new experiences of the Teton Science School combined to provide Ryan with a wondrous moment in time…Ryan learned that he was capable of handling new things on his own and that he could navigate challenges effectively.

AIM Parent Reflecting on her son’s 8th grade Teton Science School trip.
Research Programs

Research Into Practice – A Commitment to Moving Forward

As a leader and convener, AIM Academy brings together scientists, clinicians, administrators and educators to translate the latest advances in neuroscience and research into new educational strategies.

To date, more than 4,500 professionals and parents have enjoyed access to experts and leading literacy researchers through the programming of the AIM Institute for Learning & Research®. Just as AIM is committed to quickly translating laboratory research into effective interventions and educational practices for our students, the AIM Institute for Learning & Research seeks to provide those same tools to teachers throughout our region and around the world.

Over the past year:

• Dr. Don Compton, an AIM Research Advisory Board member of Florida State University, presented preliminary findings of a study he has been doing in conjunction with AIM Academy exploring the topic of classrooms that facilitate the development of deep knowledge and the role of that knowledge in overall comprehension skills for students. Not surprisingly, he is finding that deep (hands-on, arts-based, problem-based, collaborative, and discussion heavy) knowledge matters and that depth over breadth, such as is found in AIM’s curriculum is important.

• Our efforts to provide professionals the opportunity to attend our workshops and our Research to Practice Symposium virtually using live streaming has allowed educators from as far as Australia and Spain to benefit from AIM Institute events.

• Teachers participating in AIM’s four-year pilot project implementing the AIM Integrated Literacy Model (AIM ILM) in two School District of Philadelphia elementary schools comment that they notice the engagement of students in the K-2 classrooms participating in the pilot. “The engagement is very high in the ILM classroom because it’s usually done very interactively and there is a lot of collaboration, which is important. That’s what I like most about it, that you walk into one of our K-2 classrooms and you can see the energy.”

• Our commitment to sharing research findings and promising educational practices continues to grow as area School District Superintendents, Principals, Deans of College of Education and Special Education and College Professors are invited to our Research to Practice Symposium each Spring. And in 2017 we are excited to share our research with even more people as we move the symposium to our new 500-seat community center space.

Learning from the Experts

AIM Research Advisory Board

We are honored that experts from across disciplines have joined our Research Advisory Board. Members are willing to share research findings and promising educational practices as well as support the development of AIM Academy as an exemplar school in the field of learning differences. AIM is delighted to welcome two new members, Michelle Duda, Ph.D., BCBA-D and Tim Odegard, Ph.D.

These accomplished researchers join Daniel Berch, Ph.D., Kate Cain, Bsc.D. Phil, Donald L Compton, Ph.D., Steven Graham, Ph.D., Louisa Moats, Ed.D., Ken Pugh, Ph.D., Julie Washington, Ph.D., and Barbara Wilson, M.Ed. on our current AIM Research Advisory Board.

AIM’s Newest Research Advisory Board Members

Dr. Michelle A. Duda, Ph.D., BCBA-D, is a senior level Board Certified Behavior Analyst and the President of the Innovative research and coaching firm, Implementation Scientists, LLC. Building from her deep leadership and applied research experiences as a Scientist at the University of North Carolina-Chapel Hill and Associate Director of the National Implementation Research Network, Dr. Duda has consistently demonstrated how to help teams move best and promising practices into ‘real world’ application. She is passionate about supporting the dissemination, implementation and scale-up of evidence-based practices and applies her expertise at local, state/provincial and national levels.

Tim Odegard, Ph.D. is the Murfreesboro Chair of Excellence in Dyslectic Studies and Professor of Psychology at the Tennessee Center for the Research and Treatment of Dyslexia, Middle Tennessee State University. Dr. Odegard contributes to research investigating the causes of dyslexia and related specific reading disabilities and appropriate educational interventions for individuals with these disabilities; promotes public awareness about the nature of dyslexia and related specific reading disabilities and about promising approaches to diagnosis and interventions; and guides efforts to enhance the skills of teachers, school psychologists, and parents to more effectively identify and assist dyslectic students and related reading disabilities.

Daniel Berch, Ph.D

Kate Cain, Bsc.D. Phil

Donald Compton, Ph.D

Steven Graham, Ph.D

Louisa Moats, Ed.D

Ken Pugh, Ph.D

Julie Washington, Ph.D

Barbara Willson, M.Ed
Imagine - Where Will We Go Next?
AIM Academy has always been about its community:
• the parents, grandparents, educators, and entrepreneurs who came together because they knew that children with language-based learning disabilities can and will thrive in a rigorous academic setting when taught by committed faculty who have access to the latest research;
• the gentleman who was so moved by the kindness and respect that students showed each other in the AIM lunchroom as part of the Vetri Etiquette program that he became a major supporter of sports, recreation, and school spirit at AIM and began an endowment for future generations;
• every parent who found AIM for their child and are committed to whatever is needed to enable their student to succeed;
• or the Philadelphia philanthropists who, believing in the AIM model for early intervention, joined with AIM to fund the implementation of the AIM Integrated Literacy Model (ILM) and change lives in two School District of Philadelphia elementary schools.

Imagine where the next decade will lead us as we work to create an education environment where all children learn differently. Early intervention and the education they need. Imagine making an AIM education affordable to everyone through vibrant scholarship programs. Imagine purchasing the property that holds our expanding campus as we put down further roots in our community. Imagine that teachers everywhere can receive the preparation they need to work with all children to improve literacy. Imagine the headlines AIM graduates will make as they head out into the world as confident, fearless leaders in the arts, science, business, academia and more.

What do you imagine for AIM? What do you imagine for your child?

A Decade of Philanthropy and Financial Aid at AIM Academy
Since the doors opened in 2006, AIM Academy has been committed to making its educational opportunities available to families regardless of their financial resources and is extremely proud to provide support to those students with demonstrated need.

After a decade in existence, this same dedication exists today as close to 25% of our student population receive some type of financial support. Investing in an AIM Academy education is a major commitment on the part of the family, so on a yearly basis 10% of the operating budget is allocated towards financial aid. For many of these students, the only reason they are able to attend AIM is because of the generous financial aid package provided to them. The environment that our school provides across all three divisions empowers the students to learn fearlessly, develop the necessary tools to be successful in college and for the rest of their lives. We thank the many contributors who have made it possible for so many students to receive an AIM Academy education.

Lifetime Giving List

$1,000,000 - $3,000,000
Anonymous
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$500,000 - $999,999
The Faber Family Foundation
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Wells Fargo Bank

* Deceased

Once you learn to read, you will be forever free.
– Frederick Douglass

WHERE WILL THE FUTURE LEAD AIM

DEVELOPMENT SUPPORT
Capital Campaign Phase 2

Providing AIM Students, faculty and staff with a world class facility and expanding the campus footprint within the community. All gifts and pledges to the Capital Campaign 2 as of 7/21/16

$1,500,000+ Commonwealth of Pennsylvania

$1,000,000+ Anonymous

$50,000+ Scott and Sharon Rankin - Allen Rubber Company

$30,000+ John and Amy Oller - Independence Trust Company

$20,000+ Berton and Sallie Korman - John and Suzanne Glomb

$10,000+ Brian and Diane Zwaan - Berton and Sallie Korman

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$50,000+ Steve and Debbie Wigrizer

$15,000+ Anonymous

$10,000+ Anonymous

$5,000+ Anonymous

$1,000+ Anonymous

$50,000+ Anonymous

$40,000+ Anonymous

$30,000+ Anonymous

$20,000+ Anonymous

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Aim for the STARS

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Chels and Nancy Powell
Nichole Pugliese
Royer & Associates, LLC
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$50,000+
The Albert Magreen Foundation
Independence Blue Cross**
Maguire Foundation
Wells Fargo Bank, N.A.**

$20,000+
Anonymous
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Blackney Hayes Architects** Independence Orthopaedics, Ltd.*
M&T Bank* Meridian Bank*
UHS of Delaware, Inc.*

$2,000+
Moss Foundation
Norco Properties*
Pat’s King of Steaks LLP
Penn Liberty Bank*

$1,000+
Nancy and Brian Blair
Central Philadelphia Monthly Meeting of Friends
Sam Jones and Rhonda McKinney-Jones
Stephen and Carrie Sheretta

Up to $1,000
CPW Rotary Club-Lafayette Foundation
Darry Ralph and Gail Sullivan
Daniel and Suanna Forjohn
Diane Hirschinger
Merck Partnership for Giving
Ruth Reber

The 10th Anniversary AIM for the Stars Gala on April 9th, 2016, at the Westin Philadelphia welcomed back friends and families who have watched AIM grow over the years. The event hosted 500 University head researchers, community leaders, educators, policy makers and families of children with learning differences and did much to raise funds and awareness to advance the cause of literacy for students and educators throughout the Greater Philadelphia region.

Daniel J. Hilferty, President and CEO of Independence Blue Cross, served as Honorary Chair of the event honoring Drexel University with the AIM Institute of Learning & Research Leadership Award, accepted by President John A. Fry. With the Honorable Edward W. Rendell with the Champion of Education Award; and Marcus Soutera, President of Eye to Eye with the Sally L. Smith Founder’s Award.

Scholarships

Any individual not marked is just for general scholarships.

You are not only educating our children, you are educating the world that children with learning differences can achieve great things! Thank you for providing a learning environment where children are encouraged to “AIM for the Stars.”

— Gala Supporters - The Codkild Family

26  10 YEARS IN THE MAKING

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2015-2016 ANNUAL REPORT

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- Pat and Chris Roberts

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- Fred and Bryna Berman
- Marco and Jana de Leon - Jeffrey Abrams and Margaret Barry

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- Curt Ally and Wendy Demchick-Alloy
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- Ann Brookman Greenfield
- Jonathan Demchick

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Up to $500
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2015-2016 ANNUAL REPORT

10 YEARS IN THE MAKING

2015-2016 ANNUAL REPORT
2015-2016 Annual Fund (Continued)

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Dean and Angela Zarzycy
Eric and Elizabeth Ziegler
Krisztina Zelinski
Sarah Zimmerman
Michael Zisman and Linda Gamble

In Honor Gifts

AIM’s 10th Anniversary
M. Joseph Rocks and Liz Greco-Rock
All AIM Teachers
Michael Zisman and Linda Gamble
All Staff and Administration
Lindsey Boden
Mr. Nathan Batzer
Jacqueline Allen
Mr. Michael Berman
Jacqueline Allen
Fred and Bryna Berman
Samuel and Cindy Goldstein
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Samuel Walker
Mr. Christopher Buonomo
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Mr. Robbie Cambi
David and Renee Magid
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Ms. Nicole Kingsland
Gregory and Cherifa Howarth
Ms. Mary Liz Klepper
Gregory and Cherifa Howarth
Mr. Jonathan Lowry
Vincent and Karen Lowry
Middle School Teachers
Joseph and Michele Hondros
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Megan Sparks
Ms. Lily O’Brien
Trevor and Mara O’Brien
Mr. Tom Osborne
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Mr. Scott Rounick
David and Brooke Rounick
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Richard Hood
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Fred and Bryna Berman
Ms. Doris Sarkell
Renee and David Magid
Ms. Lily Stein
Randy and Amy Stein
Mr. John Sutor
Anonymous
Mr. and Mrs. Michael Zisman
Nancy Gamble
Giving Thanks for Giving Tuesday

On December 1, 2015 AIM Academy participated in #GivingTuesday for the first time. This global day of giving fueled by the power of social media and collaboration helped raise $65,125 for the Annual Fund. This marked one of the largest single days of giving in the history of the school and was generously supported by the entire AIM community with $37,125 raised and a $25,000 match from a generous donor. Our #GivingTuesday donors are listed among our 2015-2016 Annual Fund donors.

AIM Academy will once again participate in #GivingTuesday on November 29, 2016 and will continue to build upon this amazing tradition.