

**APPLICANT**

Legal Name Aldman Kenneth Ryan  
Last/Family/Sur (Enter name exactly as it appears on official documents.) First/Given Middle (complete) Jr., etc.

Preferred name, if not first name (only one) \_\_\_\_\_ Former last name(s) \_\_\_\_\_

Birth Date 11/02/1993  Female  Male US Social Security Number, if any 527 32 5720  
mm/dd/yyyy Required for US Citizens and Permanent Residents applying for financial aid via FAFSA

Preferred Telephone  Home  Cell Home ( 314 ) 267-4911 Cell ( \_\_\_\_\_ )  
Area/Country/City Code Area/Country/City Code

E-mail Address kenster785@hotmail.com IM Address \_\_\_\_\_

Permanent home address 459 Blue Oak Drive Apartment # \_\_\_\_\_  
Number & Street

Clayton St. Louis County MO USA 63105  
City/Town County or Parish State/Province Country ZIP/Postal Code

If different from above, please give your current mailing address for all admission correspondence. (from \_\_\_\_\_ to \_\_\_\_\_)  
(mm/dd/yyyy) (mm/dd/yyyy)

Current mailing address \_\_\_\_\_ Apartment # \_\_\_\_\_  
Number & Street

Clayton \_\_\_\_\_ St. Louis County \_\_\_\_\_ MO \_\_\_\_\_ USA \_\_\_\_\_ 63105  
City/Town County or Parish State/Province Country ZIP/Postal Code

If your current mailing address is a boarding school, include name of school here: \_\_\_\_\_

**FUTURE PLANS**

Your answers to these questions will vary for different colleges. If the online system did not ask you to answer some of the questions you see in this section, this college chose not to ask that question of its applicants.

College Fairbrook University Deadline 02/15/2012  
mm/dd/yyyy

Entry Term:  Fall (Jul-Dec)  Spring (Jan-Jun)

Decision Plan Regular Decision

Academic Interests Instrumental Music, Japanese, Undecided

Career Interest Undecided

Do you intend to apply for need-based financial aid?  Yes  No

Do you intend to apply for merit-based scholarships?  Yes  No

Do you intend to be a full-time student?  Yes  No

Do you intend to enroll in a degree program your first year?  Yes  No

Do you intend to live in college housing? Yes

What is the highest degree you intend to earn? Undecided

**DEMOGRAPHICS**

Citizenship Status U.S. Citizen

Non-US Citizenship \_\_\_\_\_

Birthplace St. Louis MO U.S.A.  
City/Town State/Province Country

Years lived in the US? 18 Years lived outside the US? 0

Language Proficiency (Check all that apply.)  
S(Speak) R(Read) W(Write) F(First Language) H(Spoken at Home)

	S	R	W	F	H
<u>English</u>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<u>Japanese</u>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Optional** The items with a gray background are optional. No information you provide will be used in a discriminatory manner.

Religious Preference \_\_\_\_\_

US Armed Services veteran status \_\_\_\_\_

1. Are you Hispanic/Latino?  
 Yes, Hispanic or Latino (including Spain)  No If yes, please describe your background.

2. Regardless of your answer to the prior question, please indicate how you identify yourself. (Check one or more and describe your background.)

American Indian or Alaska Native (including all Original Peoples of the Americas)  
Are you Enrolled?  Yes  No If yes, please enter Tribal Enrollment Number \_\_\_\_\_

Asian (including Indian subcontinent and Philippines)

Black or African American (including Africa and Caribbean)

Native Hawaiian or Other Pacific Islander (Original Peoples)

White (including Middle Eastern)

## FAMILY

Please list both parents below, even if one or more is deceased or no longer has legal responsibilities toward you. Many colleges collect this information for demographic purposes even if you are an adult or an emancipated minor. If you are a minor with a legal guardian (an individual or government entity), then please list that information below as well. If you wish, you may list step-parents and/or other adults with whom you reside, or who otherwise care for you, in the Additional Information section.

### Household

Parents' marital status (relative to each other):  Never Married  Married  Civil Union/Domestic Partners  Widowed  Separated  Divorced (date \_\_\_\_\_)

With whom do you make your permanent home?  Parent 1  Parent 2  Both  Legal Guardian  Ward of the Court/State  Other

If you have children, how many? \_\_\_\_\_

**Parent 1:**  Mother  Father  Unknown

Is Parent 1 living?  Yes  No (Date Deceased \_\_\_\_\_)

Aldman Edmund R. Mr.  
Last/Family/Sur First/Given Middle Title (Mr./Mrs./Ms./Dr.)

Country of birth U.S.A.

Home address **if different** from yours

Preferred Telephone:  Home  Cell  Work ( 314 ) 267-4911  
Area/Country/City Code

E-mail sunray44@hotmail.com

Occupation Sales Manager

Employer Solar Technology, Inc.

College (if any) \_\_\_\_\_ CEEB \_\_\_\_\_

Degree \_\_\_\_\_ Year \_\_\_\_\_

Graduate School (if any) \_\_\_\_\_ CEEB \_\_\_\_\_

Degree \_\_\_\_\_ Year \_\_\_\_\_

**Parent 2:**  Mother  Father  Unknown

Is Parent 2 living?  Yes  No (Date Deceased \_\_\_\_\_)

Aldman Sarah C. Mrs.  
Last/Family/Sur First/Given Middle Title (Mr./Mrs./Ms./Dr.)

Country of birth U.S.A.

Home address **if different** from yours

Preferred Telephone:  Home  Cell  Work ( 314 ) 267-4911  
Area/Country/City Code

E-mail sunsarah@hotmail.com

Occupation Bank Teller

Employer Bank of America

College (if any) \_\_\_\_\_ CEEB \_\_\_\_\_

Degree \_\_\_\_\_ Year \_\_\_\_\_

Graduate School (if any) \_\_\_\_\_ CEEB \_\_\_\_\_

Degree \_\_\_\_\_ Year \_\_\_\_\_

### Legal Guardian (if other than a parent)

Relationship to you \_\_\_\_\_

Country of birth \_\_\_\_\_

Home address **if different** from yours

Preferred Telephone:  Home  Cell  Work ( \_\_\_\_\_ ) \_\_\_\_\_  
Area/Country/City Code

E-mail \_\_\_\_\_

Occupation \_\_\_\_\_

Employer \_\_\_\_\_

College (if any) \_\_\_\_\_ CEEB \_\_\_\_\_

Degree \_\_\_\_\_ Year \_\_\_\_\_

Graduate School (if any) \_\_\_\_\_ CEEB \_\_\_\_\_

Degree \_\_\_\_\_ Year \_\_\_\_\_

### Siblings

Please give names and ages of your brothers or sisters. If they are enrolled in grades K-12 (or international equivalent), list their grade levels. If they have attended or are currently attending college, give the names of the undergraduate institution, degree earned, and approximate dates of attendance. If more than three siblings, please list them in the Additional Information section.

James Aldman 13 8th grade brother  
Name Age & Grade Relationship

College Attended \_\_\_\_\_ CEEB \_\_\_\_\_

Degree earned \_\_\_\_\_ Dates \_\_\_\_\_  
or expected

Evelyn Aldman 10 5th grade sister  
Name Age & Grade Relationship

College Attended \_\_\_\_\_ CEEB \_\_\_\_\_

Degree earned \_\_\_\_\_ Dates \_\_\_\_\_  
or expected

Mark Aldman 8 2nd grade brother  
Name Age & Grade Relationship

College Attended \_\_\_\_\_ CEEB \_\_\_\_\_

Degree earned \_\_\_\_\_ Dates \_\_\_\_\_  
or expected

## EDUCATION

### Secondary Schools

Most recent secondary school attended St. Louis Priory

Entry Date 09/2008 Graduation Date 06/03/2012 School Type:  Public  Charter  Independent  Religious  Home School

Address 550 S. Mason Road CEEB/ACT Code 263065  
mm/yyyy mm/dd/yyyy

Number & Street  
St. Louis

MO U.S.A. 63141-8522

City/Town State/Province Country ZIP/Postal Code

Counselor's Name M. Wallace Partridge Counselor's Title Guidance Counselor

E-mail partridgew@slp.edu Telephone ( 314 ) 333-9405 123 Fax ( 314 ) 333-8742  
Area/Country/City Code Number Ext. Area/Country/City Code Number

List all other secondary schools you have attended since 9<sup>th</sup> grade, including summer schools or enrichment programs hosted on a secondary school campus:  
School Name & CEEB/ACT Code Location (City, State/Province, ZIP/Postal Code, Country) Dates Attended (mm/yyyy)

Please list any community program/organization that has provided free assistance with your application process: \_\_\_\_\_

If your education was or will be interrupted, please indicate so here and provide details in the Additional Information section: \_\_\_\_\_

**Colleges & Universities** Report all college attendance (including online) since 9<sup>th</sup> grade and indicate as College Course (CO) or Enrichment Program (EP) hosted on a college campus.

College/University Name & CEEB/ACT Code	Location (City, State/Province, ZIP/Postal Code, Country)	Degree Candidate?		Dates Attended mm/yyyy – mm/yyyy	Degree Earned
		Yes	CO EP		
_____	_____	<input type="radio"/>	<input type="radio"/> <input type="radio"/>	_____	_____
_____	_____	<input type="radio"/>	<input type="radio"/> <input type="radio"/>	_____	_____
_____	_____	<input type="radio"/>	<input type="radio"/> <input type="radio"/>	_____	_____

Were you issued a transcript for any work listed above?  Yes  No If yes, please have an official transcript sent as soon as possible.

## ACADEMICS

The self-reported information in this section is not intended to take the place of your official records. Please note the requirements of each institution to which you are applying and arrange for official transcripts and score reports to be sent from your secondary school and the appropriate testing agencies. Where "Best Scores" are requested, please report the highest individual scores you have earned so far, even if those scores are from different test dates.

Grades None Class Rank None Class Size 184 Weighted?  Yes  No GPA 3.385 Scale 4.0 Weighted?  Yes  No  
(if available) (if available)

**ACT** Exam Dates: \_\_\_\_\_ Best Scores: \_\_\_\_\_  
(past & future) mm/yyyy mm/yyyy mm/yyyy (so far)

COMP	mm/yyyy	English	mm/yyyy	Math	mm/yyyy
Reading	mm/yyyy	Science	mm/yyyy	Writing	mm/yyyy
Critical Reading	mm/yyyy	Math	mm/yyyy	Writing	mm/yyyy

**SAT** Exam Dates: 11/2011 Best Scores: 620 11/2011 650 11/2011 600 11/2011  
(past & future) mm/yyyy mm/yyyy mm/yyyy (so far)

Reading	mm/yyyy	Science	mm/yyyy	Writing	mm/yyyy
Critical Reading	mm/yyyy	Math	mm/yyyy	Writing	mm/yyyy

**TOEFL/IELTS** Exam Dates: \_\_\_\_\_ Best Score: \_\_\_\_\_  
(past & future) mm/yyyy mm/yyyy mm/yyyy (so far)

Test	Score	mm/yyyy
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AP/IB/SAT Subjects	Best Scores: (per subject, so far)	Type & Subject	Score	mm/yyyy	Type & Subject	Score	mm/yyyy	Type & Subject	Score	mm/yyyy
	<u>12/2011</u>	<u>Japanese wth Listening</u>	<u>520</u>	mm/yyyy	Type & Subject	Score	mm/yyyy	Type & Subject	Score	mm/yyyy
	<u>12/2011</u>	<u>Math Level 2C</u>	<u>620</u>	mm/yyyy	Type & Subject	Score	mm/yyyy	Type & Subject	Score	mm/yyyy
	<u>12/2011</u>	<u>Chemistry</u>	<u>590</u>	mm/yyyy	Type & Subject	Score	mm/yyyy	Type & Subject	Score	mm/yyyy

**Current Courses** Please indicate title, level (AP, IB, advanced honors, etc.) and credit value of all courses you are taking this year. Indicate quarter classes taken in the same semester on the appropriate semester line.

Full Year/First Semester/First Trimester	Second Semester/Trimester	Third Trimester <small>or additional first/second term courses if more space is needed</small>
English IV Honors .5	English IV Honors .5	
European History .5	European History .5	
AP Calculus AB .5	AP Calculus AB .5	
AP Biology .5	AP Biology .5	
Japanese IV .5	Japanese IV .5	
Jazz Band .5	Jazz Band .5	
Ethics .5	Ethics .5	

**Honors** Briefly list any academic distinctions or honors you have received since the 9<sup>th</sup> grade or international equivalent (e.g., National Merit, Cum Laude Society).

S(School) S/R(State or Regional) N(National) I(International)

Grade level or post-graduate (PG) 9 10 11 12 PG	Honor	Highest Level of Recognition			
		S	S/R	N	I
<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	Bennington College Short Fiction Award	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	American High School Math Exam, 2nd place	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	Missouri Music Educators Award	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## EXTRACURRICULAR ACTIVITIES & WORK EXPERIENCE

**Extracurricular** Please list your **principal** extracurricular, volunteer, and work activities **in their order of importance to you**. Feel free to group your activities and paid work experience separately if you prefer. Use the space available to provide details of your activities and accomplishments (specific events, varsity letter, musical instrument, employer, etc.). **To allow us to focus on the highlights of your activities, please complete this section even if you plan to attach a résumé.**

Grade level or post-graduate (PG) 9 10 11 12 PG	Approximate time spent		When did you participate in the activity?		Positions held, honors won, letters earned, or employer	If applicable, do you plan to participate in college?
	Hours per week	Weeks per year	School year	Summer/ School Break		
<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	60	2	<input type="radio"/>	<input checked="" type="radio"/>	alto saxophone, Central U.S. Grammy All Star High School Jazz Band	<input type="radio"/>
Activity <u>Instrumental music</u>						
<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input checked="" type="radio"/> <input type="radio"/>	6	36	<input checked="" type="radio"/>	<input type="radio"/>	lead alto saxophone, Advanced Jazz Ensemble	<input checked="" type="radio"/>
Activity <u>Instrumental music</u>						
<input type="radio"/> <input checked="" type="radio"/> <input checked="" type="radio"/> <input checked="" type="radio"/> <input type="radio"/>	4	36	<input checked="" type="radio"/>	<input type="radio"/>	Founder and Co-President Jazz Club	<input checked="" type="radio"/>
Activity <u>School Club</u>						
<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input checked="" type="radio"/> <input type="radio"/>	5	40	<input checked="" type="radio"/>	<input checked="" type="radio"/>	Web page designer, Circle Productions	<input type="radio"/>
Activity <u>Work</u>						
<input checked="" type="radio"/> <input checked="" type="radio"/> <input checked="" type="radio"/> <input checked="" type="radio"/> <input type="radio"/>	10	14	<input checked="" type="radio"/>	<input type="radio"/>	First Base, Varsity letter grades 10-12, starter grades 11 & 12	<input checked="" type="radio"/>
Activity <u>JV/Varsity Baseball</u>						
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/>	20	8	<input type="radio"/>	<input checked="" type="radio"/>	Lab research assistant, University of Missouri	<input type="radio"/>
Activity <u>Work</u>						
<input checked="" type="radio"/> <input checked="" type="radio"/> <input checked="" type="radio"/> <input checked="" type="radio"/> <input type="radio"/>	10	14	<input checked="" type="radio"/>	<input type="radio"/>	Varsity letter grades 11&12	<input type="radio"/>
Activity <u>JV/Varsity Basketball</u>						
<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	10	10	<input checked="" type="radio"/>	<input type="radio"/>	Goalie	<input type="radio"/>
Activity <u>JV Soccer</u>						
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>			<input type="radio"/>	<input type="radio"/>		<input type="radio"/>
Activity _____						
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>			<input type="radio"/>	<input type="radio"/>		<input type="radio"/>
Activity _____						

## WRITING

Please briefly elaborate on one of your extracurricular activities or work experiences in the space below.

Jazz ensemble is my most important activity as you will see from my main essay, but playing three varsity sports has allowed me to grow and be challenged in other ways at my school. I am definitely not the strongest player on any of my three teams and I can't imagine I've every struck fear in the heart of an opponent, but I do play with all of my heart and I love the spirit of comraderie that I experience with my teammates. Win, lose, we always manage to support each other and cheer each other on. It sounds cheesy, but sports have really helped me grow into the person I am today.

Please write an essay of 250 – 500 words on a topic of your choice or on one of the options listed below, and attach it to your application before submission. **Please indicate your topic by checking the appropriate box.** This personal essay helps us become acquainted with you as a person and student, apart from courses, grades, test scores, and other objective data. It will also demonstrate your ability to organize your thoughts and express yourself. *NOTE: Your Common Application essay should be the same for all colleges. Do not customize it in any way for individual colleges. Colleges that want customized essay responses will ask for them on a supplement form.*

- 1 Evaluate a significant experience, achievement, risk you have taken, or ethical dilemma you have faced and its impact on you.
- 2 Discuss some issue of personal, local, national, or international concern and its importance to you.
- 3 Indicate a person who has had a significant influence on you, and describe that influence.
- 4 Describe a character in fiction, a historical figure, or a creative work (as in art, music, science, etc.) that has had an influence on you, and explain that influence.
- 5 A range of academic interests, personal perspectives, and life experiences adds much to the educational mix. Given your personal background, describe an experience that illustrates what you would bring to the diversity in a college community or an encounter that demonstrated the importance of diversity to you.
- 6 Topic of your choice.

**Additional Information** Please attach a separate sheet if you wish to provide details of circumstances or qualifications not reflected in the application.

### Disciplinary History

- ① Have you ever been found responsible for a disciplinary violation at any educational institution you have attended from the 9<sup>th</sup> grade (or the international equivalent) forward, whether related to academic misconduct or behavioral misconduct, that resulted in a disciplinary action? These actions could include, but are not limited to: probation, suspension, removal, dismissal, or expulsion from the institution.  Yes  No
- ② Have you ever been adjudicated guilty or convicted of a misdemeanor, felony, or other crime?  Yes  No  
[Note that you are not required to answer "yes" to this question, or provide an explanation, if the criminal adjudication or conviction has been expunged, sealed, annulled, pardoned, destroyed, erased, impounded, or otherwise ordered by a court to be kept confidential.]

If you answered "yes" to either or both questions, please attach a separate sheet of paper that gives the approximate date of each incident, explains the circumstances, and reflects on what you learned from the experience.

**Note: Applicants are expected to immediately notify the institutions to which they are applying should there be any changes to the information requested in this application, including disciplinary history.**

## SIGNATURE

**Application Fee Payment** If this college requires an application fee, how will you be paying it?

- Online Payment  Will Mail Payment  Online Fee Waiver Request  Will Mail Fee Waiver Request

### Required Signature

- I certify that all information submitted in the admission process—including the application, the personal essay, any supplements, and any other supporting materials—is my own work, factually true, and honestly presented, and that these documents will become the property of the institutions to which I am applying and will not be returned to me. I understand that I may be subject to a range of possible disciplinary actions, including admission revocation, expulsion, or revocation of course credit, grades, and degree, should the information I have certified be false.
- I acknowledge that I have reviewed the application instructions for each college receiving this application. I understand that all offers of admission are conditional, pending receipt of final transcripts showing work comparable in quality to that upon which the offer was based, as well as honorable dismissal from the school.
- I affirm that I will send an enrollment deposit (or equivalent) to only one institution; sending multiple deposits (or equivalent) may result in the withdrawal of my admission offers from all institutions. [Note: Students may send an enrollment deposit (or equivalent) to a second institution where they have been admitted from the waitlist, provided that they inform the first institution that they will no longer be enrolling.]

Signature 

Date 01/17/2012

Common Application member institution admission offices do not discriminate on the basis of race, color, ethnicity, national origin, religion, creed, sex, age, marital status, parental status, physical disability, learning disability, political affiliation, veteran status, or sexual orientation.



## Kenneth R. Aldman, Common Application Essay Topic #1

Jazz has long been a part of my life. It gives me confidence and the ability to deal with difficult moments. When my grandfather died, I turned to my saxophone and spoke my grief through its brass body. Instead of crying, I sang a haunting song of sorrow and grief. Music also brings people together regardless of the differences they might have. The instrument speaks a universal language that anyone can understand, and it has become an extension of me. For all this, I am grateful to the Truman Middle School Jazz Band and to Mr. Ladd, my middle school music teacher, for introducing the wonderful world of jazz to me at the age of eleven.

I can remember sitting on a stiff unyielding plastic chair as I waited my turn to audition for the middle school band. Unconsciously, my fingers stroked the familiar keys of my instrument in anticipation. It was up to me, just me and my trusty saxophone. The enormous room, barred by two huge doors, engulfed me. My mind wandered back to old memories when I was a fourth grader and my brother was in seventh grade. Reluctantly, I agreed to attend his middle school concert. I remember thinking, "What a waste of time."

Upon entering the concert hall, I had my first look at Truman Middle School. My first impression of the public school intimidated me. Its huge cement walls were unyielding and cold. Then I entered the warmly lit auditorium. It was a gigantic recital hall that could easily fit a thousand people, and it was packed. As the concert began, I slouched back into the wooden seat anticipating a comfortable nap. To the melodious notes of Bach and Mozart, I slowly and gently drifted away....Then....boom!!.....crash!!.....boom!! rat-tat-tat... crescendoed with the screams of hundreds of adolescent girls. The jazz band was swinging and hot, playing "Take the A Train." They were perfect. Before I knew it, the lights dimmed and a spotlight bathed a lone alto sax player in its sweet glow. It was an eighth grader, who is currently playing alto sax for the singer, Abby Lincoln. A chorus screamed out his name. To be like him, to have the audience screaming my name, to play in the Truman Jazz Band became my dream.

I aspired to be the best musician I could be. When I entered Truman Middle School, out of my class of five hundred, I was one of three sixth graders chosen to play in the Advanced Symphonic Band and Orchestra. I was one step away from my dream. My band director, Mr. Ladd, was a rather daunting looking man with a bald head and heavy brows. What he lacked in hair, he made up in his love of music. At Truman, the "coolest thing" was not to be the baseball pitcher, or the basketball point guard, but to be a member of the elite jazz band.

As a seventh grader, I made the jazz band as a second tenor, and as an eighth grader, I became one of the key soloists in the band. However, the thought of performing in front of a thousand screaming people frightened me. Being a member of an ensemble was one thing, but stepping out into the spotlight to solo was another. I was a shy, quiet person who kept most of my emotions to myself. My personality was rather unusual, for my father's family was filled with

exuberant and spontaneous jokers. I needed to incorporate this spontaneity and feeling for life into my music and soloing. So on a cold evening in early December, I walked onto the stage for the winter concert and hesitantly steeled myself to play. I rose from my chair and strode into the spotlight. Mesmerized by the light casting down on me, I stood in front of my audience. My warm breath flowed through my body and my fingers caressed and felt every note. Feeling the warmth of light expire, I knew it was over and I felt almost sad, as if I lost a new friend. That night, I overcame a fear and embraced it.

Now I am eighteen and a more experienced player. The audition room is packed with talented young musicians waiting to try out for the Central U.S. Grammy® All Star High School Jazz Band. Who will be the fortunate twenty this year? Then a voice rings out, "Kenneth Aldman." I leave my seat under the stares and side-glances of curious players. Stepping into another auditorium, I face the director. I clasp my sax to my mouth and start to blow, "In a Sentimental Mood," as she accompanies me on the piano. My mind drifts away interpreting the song in my own style. I quickly do a little sight reading and scale work. Lifting my sax to my shoulder, I walk slowly down the hallway. I knew that I had played well, but I still wondered, "Was I good enough?"

For two years I had been disappointed with the inability to achieve one of my musical goals. I knew that some of the players were older and more accomplished than I was. Still, I remember the disappointment of receiving two prior "thin letters." When I look back, the frustration motivated me to work even harder. I focused on the little aspects of my musicianship that I lacked. The answer came a week later from the National Academy of Recording Arts and Sciences. I was accepted!

The Grammy® Band was certainly an accomplishment and showed me that hard work and dedication pay off. However, even if I was rejected a third time, I would never lose my passion for jazz. When I walk on stage, sit in the living room to practice, or just listen to music, the sounds of those notes enrapture me. After years of playing music, I have built a bond between my saxophone and jazz that is like my love for my family. My saxophone is my companion, my love, and my dearest friend.

Kenneth Aldman  
Explanation of Disciplinary History

I was placed on academic probation the fall of my freshman year for cheating on a science quiz. A student in my Conceptual Physics class had an older brother who had taken the class previously and had "passed down" the quizzes to the student. Before one quiz in October, I was aware of one such quiz being passed around amongst the students in my class. While I did not knowingly look at the quiz, I did see it and failed to report the academic dishonesty to my teacher. I was afraid of getting in trouble and of being an outcast in the class. Everyone involved was given a zero for the quiz and placed on probation for the remainder of the year. At first I was upset because the zero brought my grade down from an A- to a B and because I was given the same consequence as other students who had actively cheated. I realized, though, that far more damaging than a lowered grade on my transcript was the loss of my teacher's trust. I believe that I have truly learned from this experience, and I have since placed the importance of academic honesty above any other considerations.



Kenneth Aldman  
Supplement: "Why Fairbrook?"

While I haven't had the chance to visit Fairbrook yet, a representative from the admissions office came to my school and based on what he shared I believe Fairbrook is an excellent fit for me. For one, he talked extensively about the great arts programs and facilities available to students. As you can see from my essay, jazz music is very important to me and I imagine it will be part of my life in college and beyond. Music is most definitely a passion but it's not something I'm solely focused on. I'm not sure yet what I will major in during college but there are many areas that interest me and it's clear from the curriculum available at Fairbrook that there will be no limits on my desire to explore and learn. In my private high school, I have really enjoyed my small classes and interactions with both teachers and peers, and I imagine I could continue that kind of academic journey at Fairbrook.

In addition, research on your website led me to be drawn to Fairbrook in two other areas: the student support services available on campus and the fact that most students receive some form of financial aid. Both academic support and financial support will be important to be in my college years as I have a mild learning disability and because my family comes from a modest background (neither of my parents attended college.) Please be reassured that my learning disability does not affect my ability to do well in school; with very few accommodations I have been able to be successful in very challenging classes.

The process of finding a college that fits me has not been an easy one, but I feel that in Fairbrook I have found my home! It seems to be a place that both matches what I am looking for and will allow me to contribute and give back to those around me.

**St. Louis Priory**  
550 S. Mason Road, St. Louis, MO 63141-8522

**Official Transcript**

**Kenneth Aldman**      Sex: M      SSN: 527-32-5720  
459 Blue Oak Drive      Clayton, MO 63105 (314) 287-4911

**CUM GPA: 3.385    CUM CREDIT EARNED: 195    PARENTS: Edmund & Sarah Aldman**

**AP SCORES: Music Theory 4**

**SAT SCORES V: 620 M: 650 WR: 600 MIIc: 620 JAP: 520 CH: 590**

<u>Grade Nine</u>	<u>GR</u>	<u>CR</u>
English I	B	5.0
Deductive Geometry	B	5.0
P.E. Boys	P	0.0
Conceptual Physics	B	5.0
Japanese I	B	5.0
Inst Music: Adv.Improv.	A	5.0
Computer	B	5.0
Term GPA: 3.167	Cum GPA: 3.167	

<u>Grade Nine</u>	<u>GR</u>	<u>CR</u>
English I	B	5.0
Deductive Geometry	B	5.0
P.E. Boys	P	0.0
Conceptual Physics	B	5.0
Japanese I	C	5.0
Inst Music: Jazz Improv.	A	5.0
Intro. to Scripture	B	5.0
Term GPA: 3.000	Cum GPA: 3.083	

<u>Grade Ten</u>	<u>GR</u>	<u>CR</u>
English II	B	5.0
World History	B	5.0
Algebra II H	B	5.0
P.E. Boys	P	0.0
Biology	B	5.0
Japanese II	B	5.0
Inst Music: Adv.Jazz	A	5.0
Intro. to Scripture	B	5.0
Term GPA: 3.333	Cum GPA: 3.167	

<u>Grade Ten</u>	<u>GR</u>	<u>CR</u>
English II	B	5.0
Algebra II H	B	5.0
P.E. Boys	P	0.0
Biology	C	5.0
Japanese II	B	5.0
Inst Music: Adv.Jazz	A	5.0
World Religions	A	5.0
Term GPA: 3.333	Cum GPA: 3.208	

<u>Grade Summer</u>	<u>GR</u>	<u>CR</u>
Drafting & Design	A-	5.0
Term GPA: 3.670	Cum GPA: 3.227	

<u>Grade Eleven</u>	<u>GR</u>	<u>CR</u>
English III H	B+	5.0
US History H	B	5.0
Precalculus H	B-	5.0
Chemistry	B-	5.0
Japanese III	B	5.0
Inst Music: Jazz Band	A	5.0
Term GPA: 3.714	Cum GPA: 3.333	

<u>Grade Eleven</u>	<u>GR</u>	<u>CR</u>
English III H	B-	5.0
US History H	B+	5.0
Precalculus H	B-	5.0
Chemistry	C+	5.0
Japanese III	B	5.0
Inst Music: Jazz Band	A	5.0
Term GPA: 3.620	Cum GPA: 3.385	

Registrar: Virginia Schroeder



## High School Profile

Type of School/Accreditation: Co-ed, Catholic Independent School, accredited by Midwestern Association of Schools and Colleges

Enrollment: 660 in grades 9-12

Curriculum: College preparatory. Graduation requirements:

- 4 years English
- 3 years Mathematics
- 2 years Social Studies
- 3 years Foreign Language (the third year may be waved in special cases)
- 2 years Laboratory Science
- 1.5 years Theology

Honors courses in English, History, and Mathematics

AP courses in Calculus, Biology, Spanish, European History, U.S. History, and Chemistry

Standardized Tests: Middle 50% of SAT scores:  
Critical Reading: 550 to 690  
Math: 580 to 720  
Writing: 550 to 680

1 National Merit Semifinalist, 2 Letters of Commendation

College Matriculation: 70% attend 4-year colleges, 20% attend 2-year colleges

Members of the Class of 2008 are attending the following colleges: U. of Missouri - Columbia, U. of Missouri - St. Louis, S.E. Missouri State, N.E. Missouri State, S.W. Missouri State, St. Louis University, Webster University, Fairbrook University, University of Notre Dame, Loyola Marymount University, Washington University, Marquette University, Georgetown University

**TO THE APPLICANT**

After completing all the relevant questions below, give this form to your secondary school counselor or another school official who knows you better. **If applying via mail**, please also give that school official stamped envelopes addressed to each institution that requires a School Report.

Legal Name Aldman Kenneth Ryan  Female  Male  
Last/Family/Sur (Enter name exactly as it appears on official documents.) First/Given Middle (complete) Jr., etc.

Birth Date 11/02/1993 CAID (Common App ID) 527-32-5720  
mm/dd/yyyy

Address 459 Blue Oak Drive Clayton MO USA 63105  
Number & Street Apartment # City/Town State/Province Country ZIP/Postal Code

School you now attend St. Louis Priory CEEB/ACT Code 263065

**Current year courses—please indicate title, level (AP, IB, advanced honors, etc.) and credit value of all courses you are taking this year. Indicate quarter classes taken in the same semester on the appropriate semester line.**

Full Year/First Semester/First Trimester	Second Semester/Second Trimester	Third Trimester <small>or additional first/second term courses if more space is needed</small>
English IV Honors .5	English IV Honors .5	
European History .5	European History .5	
AP Calculus AB .5	AP Calculus AB .5	
AP Biology .5	AP Biology .5	
Japanese IV .5	Japanese IV .5	
Jazz Band .5	Jazz Band .5	
Ethics .5		

**IMPORTANT PRIVACY NOTE:** By signing this form, I authorize all schools that I have attended to release all requested records covered under the Family Educational Rights and Privacy Act (FERPA) so that my application may be reviewed by The Common Application member institution(s) to which I am applying.

I further authorize the admission officers reviewing my application, including seasonal staff employed for the sole purpose of evaluating applications, to contact officials at my current and former schools should they have questions about the school forms submitted on my behalf.

I understand that under the terms of the FERPA, after I matriculate I will have access to this form and all other recommendations and supporting documents submitted by me and on my behalf, unless at least one of the following is true:

1. The institution does not save recommendations post-matriculation (see list at [www.commonapp.org/FERPA](http://www.commonapp.org/FERPA)).
2. I waive my right to access below, regardless of the institution to which it is sent:

- Yes, I do waive my right to access, and I understand I will never see this form or any other recommendations submitted by me or on my behalf.
- No, I do *not* waive my right to access, and I may someday choose to see this form or any other recommendations or supporting documents submitted by me or on my behalf to the institution at which I'm enrolling, if that institution saves them after I matriculate.

Required Signature \_\_\_\_\_ Date \_\_\_\_\_

**TO THE SECONDARY SCHOOL COUNSELOR**

Attach applicant's official transcript, including courses in progress, a school profile, and transcript legend. (Check transcript copies for readability.) Use both pages to complete your evaluation for this student. **Be sure to sign below before mailing directly to the college/university admission office. Do not mail this form to The Common Application offices.**

Counselor's Name (Mr./Mrs./Ms./Dr.) Ms. Wallace Partridge  
Please print or type

Signature \_\_\_\_\_ Date 12/17/2011  
mm/dd/yyyy

Title Guidance Counselor School St. Louis Priory

School Address 550 S. Mason Road St. Louis MO USA 63141-8522  
Number & Street City/Town State/Province Country ZIP/Postal Code

School Website Address www.stlouispriory.org

Counselor's Telephone (314) 333-9405 123 Ext. Counselor's Fax (314) 333-8742  
Area/Country/City Code Number Area/Country/City Code Number

School CEEB/ACT Code 263065 Counselor's E-mail partridgew@slp.edu

## Background Information

Class Rank None Class Size 184 Covering a period from \_\_\_\_\_ to \_\_\_\_\_  
(mm/yyyy) (mm/yyyy)

The rank is  weighted  unweighted. How many additional students share this rank? \_\_\_\_\_

How do you report class rank? quartile \_\_\_\_\_ quintile \_\_\_\_\_ decile \_\_\_\_\_

Cumulative GPA: 3.385 on a 4.0 scale, covering a period from 09/2008 to 06/2011  
(mm/yyyy) (mm/yyyy)

This GPA is  weighted  unweighted. The school's passing mark is D

Highest GPA in class 4.22 Graduation Date 06/03/2012  
(mm/dd/yyyy)

Percentage of graduating class immediately attending: 80 four-year 20 two-year institutions

How many courses does your school offer:  
 AP \_\_\_\_\_ IB \_\_\_\_\_ Honors \_\_\_\_\_

If school policy limits the number a student may take in a given year, please list the maximum allowed:  
 AP \_\_\_\_\_ IB \_\_\_\_\_ Honors \_\_\_\_\_

Is the applicant an IB Diploma candidate  Yes  No

Are classes taken on a block schedule?  Yes  No

In comparison with other college preparatory students at your school, the applicant's course selection is:

- most demanding  
 very demanding  
 demanding  
 average  
 below average

How long have you known this student and in what context? I have known Kenneth well as his counselor junior and senior years

What are the first words that come to your mind to describe this student? please see letter of recommendation

**Ratings** Compared to other students in his or her class year, how do you rate this student in terms of:

No basis	Below average	Average	Good (above average)	Very good (well above average)	Excellent (top 10%)	Outstanding (top 5%)	One of the top few I've encountered (top 1%)
Academic achievement				X			
Extracurricular accomplishments					X		
Personal qualities and character					X		
OVERALL					X		

**Evaluation** Please provide comments that will help us differentiate this student from others. Feel free to attach an additional sheet or another reference you have prepared for this student. Alternatively, you may attach a reference written by another school official who can better describe the student. We especially welcome a broad-based assessment and encourage you to consider describing or addressing:

- The applicant's academic, extracurricular, and personal characteristics.
- Relevant context for the applicant's performance and involvement, such as particularities of family situation or responsibilities, after-school work obligations, sibling childcare, or other circumstances, either positive or negative.
- Observed problematic behaviors, perhaps separable from academic performance, that an admission committee should explore further.

Please see letter of recommendation.

① Has the applicant ever been found responsible for a disciplinary violation at your school from the 9<sup>th</sup> grade (or the international equivalent) forward, whether related to academic misconduct or behavioral misconduct, that resulted in a disciplinary action? These actions could include, but are not limited to: probation, suspension, removal, dismissal, or expulsion from your institution  Yes  No  School policy prevents me from responding

② To your knowledge, has the applicant ever been adjudicated guilty or convicted of a misdemeanor, felony, or other crime?

Yes  No  School policy prevents me from responding.

[Note that you are not required to answer "yes" to this question, or provide an explanation, if the criminal adjudication or conviction has been expunged, sealed, annulled, pardoned, destroyed, erased, impounded, or otherwise ordered to be kept confidential by a court.]

If you answered "yes" to either or both questions, please attach a separate sheet of paper or use your written recommendation to give the approximate date of each incident and explain the circumstances.

Applicants are expected to immediately notify the institutions to which they are applying should there be any changes to the information requested in this application, including disciplinary history.

Check here if you would prefer to discuss this applicant over the phone with each admission office.

I recommend this student:  No basis  With reservation  Fairly strongly  Strongly  Enthusiastically

**St. Louis Priory**  
550 S. Mason Road, St. Louis, MO 63141-8522

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School Report for Kenneth Aldman

Kenneth Aldman is an exceptionally creative and imaginative student. He is very bright -- both artistically and intellectually -- as well as upbeat and sincere. Kenneth skillfully applies his talents to all of his activities, which range from music and creative writing to computer illustration. As a valuable member of this community, Kenneth has also been on the baseball, basketball, and soccer teams.

A musician since the age of five, Kenneth plays piano, clarinet, and saxophone with a passion I seldom see in students his age. He has won numerous musical awards and was invited to be one of twenty young musicians from around the Midwest to participate in an intensive two-week study of jazz at the Grammy All Star High School Jazz Band camp. He often plays in local jazz festivals and is the founder of our very first jazz club. Kenneth finds a great deal of satisfaction in sharing his love of music with others, donating his time to give jazz concerts and lectures for elementary and junior high school students throughout the city.

Kenneth's work experiences have given him the opportunity to experiment and improve his skills. He has cleverly incorporated his artistic and technical abilities working at Circle Productions as a web page designer. He found it very exciting to work in such a rapidly growing industry which nurtured creativity. Kenneth also worked in a laboratory at the University of Missouri where he enjoyed the chance "to experience research, development, and scientific procedures in a lab setting rather than only theoretically in the classroom."

Kenneth's creative writing ability has been commended by his peers and teachers as well as recognized in the Mintekko Creative Arts Showcase, sponsored by Bennington College, in which he performed a jazz solo and short story reading. An articulate and enthusiastic student, Kenneth is an important contributor to class discussions. He doesn't mind taking a position different from that of his classmates and is eager to hear all sides of an issue before drawing his own conclusions. Though he was placed on academic probation during his freshman year for his tangential involvement in a group cheating incident, he took full responsibility for being complicit in the incident, and since then he has had no repeat infractions. Rather, Kenneth is respected amongst the faculty and his peers for his honesty and integrity. Kenneth stands by his beliefs and values, even if they are not considered "cool" by his peers, and he chooses to forge his own path in life. Kenneth says "after learning something, my mind will try to find different ways around it, getting it, and thinking about it. This is very helpful when trying to find the answer to problems."

While Kenneth has been diagnosed as learning disabled, he has kept up with a vigorous course load with minimal accommodations. He has requested extended time in chemistry and math. We see him as clearly able to do college level work. I believe that whatever path Kenneth chooses to take, it will be original, interesting, and highly creative. During these past four years he has learned to integrate his gifts with and academic community, and the gifts that he brings to any college will be valuable and unique.

Wallace Partridge  
Director of College Counseling



**TO THE APPLICANT**

After completing all the relevant questions below, give this form to a teacher who has taught you an **academic** subject (for example, English, foreign language, math, science, or social studies). **If applying via mail**, please also give that teacher stamped envelopes addressed to each institution that requires a Teacher Evaluation.

Legal Name Aldman Kenneth Ryan  Female  
Last/Family/Sur (Enter name exactly as it appears on official documents.) First/Given Middle (complete) Jr., etc.  Male

Birth Date 11/02/1993 CAID (Common App ID) 572-32-5720  
mm/dd/yyyy

Address 459 Blue Oak Drive Clayton MO U.S.A. 63105  
Number & Street Apartment # City/Town State/Province Country ZIP/Postal Code

School you now attend St. Louis Priory CEEB/ACT Code 263065

**IMPORTANT PRIVACY NOTICE:** Under the terms of the Family Educational Rights and Privacy Act (FERPA), after you matriculate you *will* have access to this form and all other recommendations and supporting documents submitted by you and on your behalf, unless at least one of the following is true:

1. The institution does not save recommendations post-matriculation (see list at [www.commonapp.org/FERPA](http://www.commonapp.org/FERPA)).
2. You waive your right to access below, regardless of the institution to which it is sent:

- Yes, I do waive my right to access, and I understand I will never see this form or any other recommendations submitted by me or on my behalf.  
 No, I do *not* waive my right to access, and I may someday choose to see this form or any other recommendations or supporting documents submitted by me or on my behalf to the institution at which I'm enrolling, if that institution saves them after I matriculate.

Required Signature \_\_\_\_\_ Date 12/01/2011

**TO THE TEACHER**

The Common Application membership finds candid evaluations helpful in choosing from among highly qualified candidates. You are encouraged to keep this form in your private files for use should the student need additional recommendations. Please submit your references promptly, **and remember to sign below before mailing directly to the college/university admission office. Do not mail this form to The Common Application offices.**

Teacher's Name (Mr./Mrs./Ms./Dr.) Mr. Ron Shaughnessy Subject Taught Math  
Please print or type

Signature \_\_\_\_\_ Date 12/15/2011  
mm/dd/yyyy

Secondary School St. Louis Priory

School Address 550 S. Mason Rd. St. Louis MO U.S.A. 63141  
Number & Street City/Town State/Province Country ZIP/Postal Code

Teacher's Telephone (314) 333-9405 155 Teacher's E-mail shaughnessvr@slp.edu  
Area/Country/City Code Number Ext.

**Background Information**

How long have you known this student and in what context? I am Kenneth's senior year math teacher

What are the first words that come to your mind to describe this student? personable bright musical athletic

In which grade level(s) was the student enrolled when you taught him/her?  9  10  11  12  Other \_\_\_\_\_

List the courses in which you have taught this student, including the level of course difficulty (AP, IB, accelerated, honors, elective; 100-level, 200-level; etc.).

AP Calculus AB

**Ratings** Compared to other students in his or her class year, how do you rate this student in terms of:

	No basis	Below average	Average	Good (above average)	Very good (well above average)	Excellent (top 10%)	Outstanding (top 5%)	One of the top few I've encountered (top 1%)
Academic achievement								
Intellectual promise								
Quality of writing								
Creative, original thought								
Productive class discussion								
Respect accorded by faculty								
Disciplined work habits								
Maturity								
Motivation								
Leadership								
Integrity								
Reaction to setbacks								
Concern for others								
Self-confidence								
Initiative, independence								
OVERALL						X	X	

**Evaluation** Please write whatever you think is important about this student, including a description of academic and personal characteristics, as demonstrated in your classroom. We welcome information that will help us to differentiate this student from others. (Feel free to attach an additional sheet or another reference you may have prepared on behalf of this student.)

Please see letter of recommendation

Teacher Recommendation for Kenneth Aldman

Kenneth Aldman is a personable, bright, athletically and musically gifted young man who brings a great deal of enthusiasm and social skill to whatever he does. As a student in my advanced math class, he has been a diligent worker, a completely trustworthy young man, one who, given a modicum of encouragement, will work diligently for anyone, always glad to pitch in, keeping everyone's spirits high. In fact, I would say that Kenneth keeps the focus from himself, generally speaking, and seems to be most himself when he is in a group.

In the math classroom, Kenneth takes to the small class, group-work style with real flair. In our Calculus class, he works very well with other students, and contributes to discussions thoughtfully and considerately. Though not a flashy student, he has a great determination: he will stay with a problem set or a write-up until he has it firmly in hand.

Kenneth communicates well with his teachers -- candidly and effortlessly, whether seeking academic advice or simply chatting in the halls. In this sense, I think Kenneth has a solid grasp of himself as part of a community. As a matter of fact, Kenneth ran for student body office at the end of his junior year. He was not elected, but I remember the reasonable, well-thought-out programs he presented in his "campaign," and the good sense with which he approached that challenge.

Kenneth is an excellent musician, as I can attest having heard him play on numerous occasions here at Priory; I also know that he would like to play baseball in college, although he has a healthy sense of priorities on this topic. Perhaps his interest in sports has helped shape the team player that he is in other areas as well. But more importantly, especially because he is interested in a solid education, Kenneth is eager to find the right match intellectually. Energetic, personable, responsive to his teachers -- I think Kenneth is a strong candidate, and one who will make the most of his college opportunities. He will certainly be constructively involved, and never give less than his best effort.

Sincerely,

Ron Shaughnessy  
Math Department

Fairbrook University  
Alumni Interview Write-Up

Student: Kenneth Aldman

Date: February 21

Interviewer: Michael Hansen

This morning I had an interesting interview with a young man from a nearby private high school. I knew going into the interview that he is an accomplished musician, that he is learning disabled, and that his academic record has been above average but not stellar.

Our conversation got off to a good start, since I asked Ken initially about his experiences in music. He is clearly an impressive jazz saxophonist, with years of classes and private lessons, an array of awards in competitions, and, something I always admire, a sense of dedication to the program in his own school. His enthusiasm for music, and the maturity of his reflection on and analysis of his own ability and motivation were truly outstanding.

When I asked Ken about academics, he was equally articulate. He described the difficulties he had experienced coming into high school, his assessment as a dyslexic student, and the renewed sense of commitment he felt when he began to improve academically as a result of basic accommodations and a greater understanding of his own learning strengths and weaknesses. I can see this turn-around, to some extent, in his academic record, and I feel that these experiences have added a great deal the general sense of self awareness and maturity that he exhibits.

Ken's sense of humor, candid ability to discuss these issues, and his solid motivation impressed me considerably. I would recommend him enthusiastically, even knowing that he will need certain accommodations at Fairbrook. I am confident that he will have the commitment to take full advantage of the opportunity and, though he may not lead his class academically, he will certainly bring a great deal to the campus.