**Profile**

**Personal Information**

<table>
<thead>
<tr>
<th>Name</th>
<th>Aldman, Kenneth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex, Birthdate</td>
<td>Male, 05/17/2003</td>
</tr>
</tbody>
</table>

**Contact Details**

<table>
<thead>
<tr>
<th>Email, Phone</th>
<th><a href="mailto:andrew_reich@collegiate-va.org">andrew_reich@collegiate-va.org</a>, +1.314-502-4911, Mobile, +1.314-287-4911, Home</th>
</tr>
</thead>
<tbody>
<tr>
<td>Permanent Address</td>
<td>459 Blue Oak Drive Clayton, MO, 63105, USA</td>
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</table>

**Demographics**

<table>
<thead>
<tr>
<th>Military Status</th>
<th>None</th>
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<tbody>
<tr>
<td>Hispanic or Latino</td>
<td>No</td>
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<tr>
<td>Race</td>
<td>White (Europe)</td>
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**Language**

<table>
<thead>
<tr>
<th>English</th>
<th>First Language, Speak, Read, Write, Spoken at Home</th>
</tr>
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<tbody>
<tr>
<td>Japanese</td>
<td>Speak, Read, Write</td>
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**Geography & Citizenship**

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<tr>
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<tbody>
<tr>
<td>Birthplace</td>
<td>Clayton, Missouri, United States of America (17 Years US, 0 Years Non-US)</td>
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**CA Fee Waiver**

<table>
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# Family

## Household

<table>
<thead>
<tr>
<th>Parents</th>
<th>Married</th>
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<tbody>
<tr>
<td>Home</td>
<td>Both Parents</td>
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## Parent 1

### Father

<table>
<thead>
<tr>
<th>Name</th>
<th>Mr. Edmund Aldman</th>
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</thead>
<tbody>
<tr>
<td>Birthplace</td>
<td>United States of America</td>
</tr>
<tr>
<td>Email, Phone</td>
<td><a href="mailto:ealdman@yahoo.com">ealdman@yahoo.com</a>, +1.314-287-4911, Home</td>
</tr>
<tr>
<td>Address</td>
<td>the same as my home address</td>
</tr>
<tr>
<td>Occupation</td>
<td>Physician, Employed, Sales Manager, Lunar Tech Inc.</td>
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<tr>
<td>Education</td>
<td>Graduated from high/secondary school (or equivalent)</td>
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## Parent 2

### Mother

<table>
<thead>
<tr>
<th>Name</th>
<th>Mrs. Sarah Aldman</th>
</tr>
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<tbody>
<tr>
<td>Birthplace</td>
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<tr>
<td>Email, Phone</td>
<td><a href="mailto:saldman@yahoo.com">saldman@yahoo.com</a>, +1.314-287-4911, Home</td>
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<td>the same as my home address</td>
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<tr>
<td>Occupation</td>
<td>Business executive (management, administrator), Employed, Banker, Bank of America</td>
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<tr>
<td>Education</td>
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## Siblings

1. James Aldman, Age 13, Brother, Some grade/primary school
2. Evelyn Aldman, Age 10, Sister, Some grade/primary school
3. Richard Aldman, Age 8, Brother, Some grade/primary school
# Education

## Current or Most Recent Secondary School
Saint Louis Priory School, Saint Louis, MO, USA, Religious, CEEB: 260782 (08/2017 - 06/2021)

**Counselor**  Mr. Wallace Patridge, Director of College Counseling  
**Email, Phone**  wpartridge@sip.org, +1.314-297-3789  
**Progression**  No change in progression  
**Graduation Date**  06/2021

## Colleges & Universities

## Grades

<table>
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<tr>
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<td>GPA</td>
<td>3.19 / 4 , Weighted</td>
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## Current or Most Recent Year Courses

### First Semester
- English IV Honors - (HON)  
- AP Calculus AB - (AP)  
- AP Biology - (AP)  
- Japanese IV  
- Instrumental Music: Jazz Band  
- Ethics  
- European History

### Second Semester
- English IV Honors - (HON)  
- AP Calculus AB - (AP)  
- AP Biology - (AP)  
- Japanese IV  
- Instrumental Music: Jazz Band  
- Ethics  
- Modern US History

## Honors

- **Bennington College Short Fiction Award**  
- **American High School Mathematics Exam - top 20 in school**  

- National 11  
- School 11

CA Aldman, Kenneth CEEB: 260782 Fall 2020
Future Plans
Undecided, Masters
## Testing

### ACT

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<td>09/14/2019</td>
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<td>Planned</td>
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<td>ACT Plus Writing Test</td>
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### AP Subject Tests

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<tr>
<td>Biology</td>
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<td>05/2020</td>
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Activities

Music: Instrumental
9, 10, 11, 12  Advanced Jazz Ensemble
School, Year  Saxophone Player; Senior Regional Orchestra; All-State Saxophone
4 hr/wk, 36 wk/yr  Continue

Athletics: JV/Varsity
9, 10, 11, 12  Baseball, Varsity Baseball; Third Basemen
School  JV in 9th and 10th, Varsity in 11th and 12th
13 hr/wk, 14 wk/yr

Music: Instrumental
10, 11, 12  Jazz Club
School  Founder and Co-President
4 hr/wk, 36 wk/yr  Continue

Community Service (Volunteer)
11, 12  Notes for Neuropatients
School  Weekly weekend music performances for neuro-challenged senior citizens
2 hr/wk, 40 wk/yr  Continue

Athletics: JV/Varsity
10, 11, 12  Basketball, Varsity Basketball; Shooting Guard
School  JV in 9th & 10th; Varsity in 11th & 12th
15 hr/wk, 15 wk/yr

Athletics: JV/Varsity
9  Soccer, JV Soccer; Midfielder
School  JV in 9th grade
13 hr/wk, 10 wk/yr

CA Aldman, Kenneth CEEB: 260782 Fall 2020
Writing

Personal Essay

Some students have a background, identity, interest, or talent that is so meaningful they believe their application would be incomplete without it. If this sounds like you, then please share your story.

Any environment in which I can play jazz is perfect for me. Jazz has long been part of my life and gives me the confidence and ability to deal with life's 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 any differences they might have. The instrument speaks a universal language that anyone can understand, and it has become an extension of me. For all of this I am grateful to Truman Middle School Jazz Band and to Mr. Ladd, my music teacher, for introducing the wonderful world of jazz to me at age eleven.

I remember reluctantly attending my first jazz concert when I was in fourth grade and hadn't even thought of a saxophone yet. As the concert began, I slouched back into the wooden seats 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 band was swinging and hot, playing "Take the A Train." They were perfect. Before I knew it, the lights dimmed and spotlight bathed a lone alto sax player in sweet glow. A chorus screamed out his name as he played for the singer, Abby Lincoln. To be like him became my dream.

At Truman the coolest thing was not to be a pitcher or point guard but to play in the jazz band. That is what I aspired to. I worked my way up from orchestra to the jazz band as a second tenor sax player, and in eighth grade I became one of the key soloists in the band. However, the thought of performing before a thousand screaming people frightened me. Being a member of an ensemble was one thing, but stepping out into the spotlight to do a solo was another. I was a shy, quiet person who kept most of my emotions to myself. My personality was rather unusual, for my family was filled with exuberant and spontaneous jokers. I needed to incorporate this spontaneity and feeling for life into my music. 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 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. Feelings the warmth of light expire, I knew it was over and felt almost sad, as if I had lost a friend. That night I overcame fear and embraced it.

Now at seventeen, a much more experienced sax player, I auditioned once again for the Central U.S. All Star High School Jazz Band. For two years I had been disappointed with my failure to achieve this goal. As my name was called I stepped into another auditorium, faced the band director, clasped the sax to my mouth and blew "In a Sentimental Mood," accompanied on piano. I drifted into interpreting the song in my own style, then finished some scale work and sight reading as part of the audition and walked away. "Was I good enough?" Finally a fat envelope arrived. I was in! Looking back I realize that previous frustration with my failure to make the band had forced me to work harder on my musicianship, to do the little things right. Still, even if I had been rejected a third time, I know I would never lose my love for jazz sax. After years of playing I have built a musical bond that is like love of family. My saxophone is my companion, my love, my dearest friend.

Additional Information

Although I have participated in basketball and baseball throughout high school, the activity that means the most to me is playing sax and experimenting with jazz riffs. This gives me a feeling like no other, and it is nice to be admired by my friends for something creative and personal like playing jazz on the sax. I am definitely hoping to expand my knowledge of music and my playing abilities in college. I plan to double major in Music and Computer Science.

CA Aldman, Kenneth CEEB: 260782 Fall 2020

FYRD CAID: 17480985
Education Progression
Education progression details
No change in progression

Disciplinary Information
Have you ever been found responsible for a disciplinary violation at any educational institution you have attended from the 9th grade (or the international equivalent) forward, whether related to academic misconduct or behavioral misconduct, that resulted in a disciplinary action?
No
### School Report

**Contacts**
- **Official Name / Title:** Wallace Partridge / Director of College Counseling
- **Email / Phone:** WPC14 tại SLR.org / 314-287-3789
- **Website / Profile:** WPC14 SLR.org

**School / CEEB**
- **Address:**
  - St. Louis Priory / 260782
  - 550 S. Meson Rd.
  - St. Louis, MO 63141-8522

**School Profile**
- **College Bound:** 70% Four-Year / 20% Two-Year
- **Ethnicity/Race:**
  - 7% Hispanic/Latino
  - 3% American Indian/AK Native
  - 1% Asian
  - 3% Black/African American
  - 2% Native Hawaiian/Pacific Islander
  - 40% White
- **First Gen:** 20% First-Generation
- **International:**
  - 1% US Citizens
  - 9% Non-US Citizens
- **Socioeconomic:**
  - 20% Receive Free or Reduced Lunch
- **Financial Aid:**
  - 10% Receive Financial Aid (Independent Schools)

**Setting**
- [ ] Rural
- [ ] Suburban
- [ ] Urban

**Curriculum**
- **Total Offered/Yearly Limit:**
  - AP: 9 / X
  - Honors: 9 / X
  - IB: 1 / X

**Attached Grades**
- [ ] 11: Final
- [ ] 12: 1st Quarter
- [ ] 12: 2nd Quarter / 1st Semester
- [ ] 12: 1st Trimester
- [ ] 12: 2nd Trimester
- [ ] 12: 3rd Quarter
- [ ] 12: Final

**Current Courses**
- If current courses are not included on the transcript, please attach them to this form.

**Graduation**
- [ ] 06/10/2023 (mm/dd/yyyy)

**Volunteer Service**
- [ ] Required
- [ ] Yes
- [ ] No

If yes, please describe what is required.

### TO BE COMPLETED BY INTERNATIONAL SCHOOLS THAT DO NOT USE AN AP CURRICULUM

**Language of Instruction**

**Promotion based on a state or national exam?**
- [ ] Yes
- [ ] No

**If so, has student taken leaving exams?**
- [ ] Yes
- [ ] No

**Grading/Marking Scale**
- A: Excellent
- B: Very Good
- C: Average
- D: Poor
- F: Failing
If applicable, please attach an official copy of this student's lower secondary examination results. If the student has already taken senior secondary leaving exams, please include an official copy of the results. If this applicant's senior secondary leaving exam results are not yet available, please attach predicted results.
HOME SCHOOL SUPERVISORS SHOULD ATTACH AND EXPLAIN:

- Name of homeschooler’s association, if applicable: ________________________________
- Any information about the applicant’s home school experience and environment that you believe would be helpful to the reader (e.g. educational philosophy, motivation for home schooling, instruction setting, etc.).
- Grading scale or other methods of evaluation.
- Any distance learning, traditional secondary school, or higher education coursework not included on the transcript. List the course title and content, sponsoring institution, instruction setting and schedule, and frequency of interactions with instructors and fellow students (once per day, week, etc.).
- Standardized testing beyond what is collected in the Common Application.

Academics

Class Rank: N/A Class size: 107 Covering a period from (mm/yyyy) 08/2017 to 06/2020

The rank is [ ] weighted [ ] unweighted. How many additional students share this rank? ________

Cumulative GPA: 3.19 on a 4.0 scale, covering a period from (mm/yyyy) 08/2017 to 06/2020

This GPA is [X] weighted [ ] unweighted. The school’s passing mark is: ________

Highest GPA in class: [4.0]

IB Diploma Candidate? [ ] Yes [X] No Advanced Cambridge (AICE) Diploma Candidate? [ ] Yes [X] No

AP Capstone Diploma Candidate? [ ] Yes [X] No

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

[ ] Most demanding [X] Very demanding [ ] Demanding [ ] Average [ ] Less than demanding [ ] Prefer not to respond

Ratings

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<tr>
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<th>Below Average</th>
<th>Average</th>
<th>Good (above average)</th>
<th>Very Good (well above average)</th>
<th>Excellent (top 10%)</th>
<th>Outstanding (top 5%)</th>
<th>Top Few</th>
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<td>Academic Achievement</td>
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<td>Extracurricular Accomplishments</td>
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SR Aldman, Kenneth CEEB: 260782 Fall 2020

FYRD CAID: 17480985
Disciplinary History

Has the applicant ever been found responsible for a disciplinary violation at your school from the 9th 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  [x] No  [ ] School policy prevents me from responding.

If you answered "yes" to this question, 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  [x] Enthusiastically

Signature __________________________

Please mail this form and accompanying documents directly to each college/university admission office. Do not mail this form to The Common Application offices.
Counselor Recommendation

Contacts
Official Name / Title: Wallace Partridge, Director of College Counseling
Email / Phone: WPartridge@stp.org, 214-232-3789
School / CEEB: St. Louis Priory 260782

Evaluation
How long have you known the student, and in what context?
See letter

What are the first words that come to mind to describe this student?
See letter

Comments
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.

[ ] Please check here if you will not be sending a letter of recommendation with this form.

Signature

Please mail this form and accompanying documents directly to each college/university admission office. Do not mail this form to The Common Application offices.
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 fifty young musicians from around the country to participate in an intensive two-week study of jazz at the Skidmore Jazz Institute. 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. 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 with a learning difference, 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 whichever 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 an academic community, and the gifts that he will bring to any college will be valuable and unique.

Wallace Partridge
Director of College Counseling
St. Louis Priory School

550 S. Mason Road
St. Louis, Missouri 63141
(314) 287-3700

Transcript

Student: Kenneth Aldman
DOB: 5/17/2003
Date of Entry: 08/2017
Date of Graduation: 06/2021

Cumulative GPA: 3.19 (weighted)
Scale: 4.0
Rank: N/A
Scores: Student Reported

**Ninth Grade: 2017-2018**

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<tr>
<td>Geometry</td>
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<td>B</td>
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<tr>
<td>Conceptual Physics</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>Japanese I</td>
<td>B</td>
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</tr>
<tr>
<td>Inst Music: Jazz Improv</td>
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<td>Religion 9</td>
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<tr>
<td>Computer Science</td>
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**Tenth Grade: 2018-2019**

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<tr>
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<td>Biology</td>
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<tr>
<td>Japanese II</td>
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<td>P.E. II</td>
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**Eleventh Grade: 2019-2020**

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<td>Japanese III</td>
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**Twelfth Grade: 2020-2021**

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Cum. GPA: 3.083

Cum. GPA: 3.208

Cum. GPA: 3.38
Teacher Evaluation

Contacts
Official Name / Title: Ron Shaughnessy / Math Teacher
Email / Phone: Shaughnessy@slp.org / 314-287-3700
School / CEEB: St. Louis Priory / 260782
Address: 550 S. Mason Rd.
St. Louis, MO 63141-8522

Evaluation
In what subject did you teach this student? Honors Precalculus + AP Calculus AB
How long have you known the student, and in what context? 2 years -- teacher in 11th and 12th

What are the first words that come to mind to describe this student? Personality, bright, musically gifted, athletic, leader by example.

In which grade level(s) was the student enrolled when you taught him/her? [ ] 9 [ ] 10 [x] 11 [x] 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.)

- Honors Precalculus
- AP Calculus AB

Comments
Please attach additional comments that address what 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 another reference you may have already prepared on behalf of this student.)
### Ratings

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Signature: [Signature]

Please mail this form and accompanying documents directly to each college/university admission office. Do not mail this form to The Common Application offices.
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 a 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
Ron Shaughnessy
Math Department
Interview Write-up

Student: Kenneth Aldman
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 has a learning difference, and that his academic record has been above average but not spectacular.

Our conversation got off to a good start, since I asked him 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 at his own school. His enthusiasm for music, and the maturity of his reflection and analysis of his own ability and motivation, were truly outstanding.

When I asked him about academic things, 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 felt that these experiences had added a great deal to the general sense of self knowledge and maturity that he manifests.

His sense of humor, candid ability to discuss these issues, and his solid motivation impressed me considerably. I would recommend him enthusiastically, knowing that he will need certain accommodations in college, but 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, will certainly, in my opinion bring a great deal to our campus.