common app 2025 - 2026

LINUS JULIAN JONES

PROFILE

Personal Information

Name	**Linus Julian Jones**
Sex, Birthdate	Male, 03/14/2008
Address	8635 NW Ash Street Portland, OR 97225, USA
Gender Identity	Male
Pronouns	He/him

Citizenship

Citizenship Status	US Citizen
Birthplace	Portland, OR

Language

English	First Language, Speak, Read, Write, Spoken at home
Spanish	Speak, Read, Write

Application Fee Waiver Requested

FAMILY

Household

Parents	Divorced
Home	Parent 1

Parent 1

Name	Father – George Jones, address: same as my home address
Occupation	Manager, Buckley's, The Restaurant Group
Education	Portland Community College

Parent 2

Name	
Occupation	
Education	

LINUS JULIAN JONES

EDUCATION

School **Portland Independent School**
Portland, OR

Senior Year Courses

Honors English – Full Year
Calculus – Full Year
Honors Spanish 4 – Full Year
Honors Environmental Studies – Full Year
Honors World Religions & Philosophy – Full Year
Economics/Government- First semester
Capstone- Second Semester

Honors and Awards

Honor Roll – 10,11
Tennis All-State- 11

Future Plans

Prospective Major(s) Business
Career Interests Corporate Attorney

Testing

There are no test scores to report.

LINUS JULIAN JONES

ACTIVITIES

Athletics: JV/Varsity
9, 10, 11, 12
10 hw, 20 wy, Continue

Tennis, Varsity Captain
Portland Independent School Varsity Tennis team playing #1 singles for the past 3 years. Create a system for rotating practice drills so we all have a chance to play one another. Senior Captain.

Work (Paid)
10, 11, 12
10-20 hw, 40 wy

Sweet Scoop, Ice Cream Scooper
Work part-time after school and on the weekends. Promoted to head scooper after my first year and help train new employees.

Internship
10 Summer
16 hw, 10 wy

The Restaurant Group, Intern
Virtual Intern at The Restaurant Group non-profit organization and helped to edit website

Club
10, 11, 12
2 hw, 30 wy, Continue

Welcome Crew, Founder and President
Started a mentor program for new students to Portland Independent School after my challenging transition in 9th grade, collaborated with counselors to open this program to all independent schools in the Portland area.

Club
11, 12
5 hw, 30 wy, Continue

We Are Family, Founder and President
Founded an affinity group for students with non-traditional parents. We have weekly meetings, presentations, reflections, and group discussions.

Family Responsibility
9, 10, 11 12
3 hw, 50 wy

Meals and Cleaning
I make dinner for me and my father every night and help with chores around the house.

Summer Program
11
20 hw, 1 wy

PSU Business Leaders Camp, Camper
Portland State University hosted a weeklong summer camp for students interested in business. We met with leaders from Intel, Adidas, Voodoo Donuts, and a non-profit, Minds Matter. Developed our own business plan and attended presentations on finance, leadership, law, and marketing.

LINUS JULIAN JONES

WRITING

Personal Essay

Share an essay on any topic of your choice. It can be one you've already written, one that responds to a different prompt, or one of your own design.

"Character cannot be developed in ease and quiet. Only through experience of trial and suffering can the soul be strengthened, ambition inspired and success achieved." - Helen Keller

I have become the person I am today by putting myself in challenging situations where I can learn and grow as an individual. The first growth point happened when I was in middle school. Being raised by a single father who works long hours gave me the opportunity to learn how to help around the house and prepare meals for us. I became more independent and began to understand the importance of a strong work ethic.

My second growth point was deciding to attend a rigorous independent high school where I knew I would be challenged more than my local public school. I have learned time management and organizational skills to navigate my daily commitments. I come to school every day knowing that I have the opportunity to learn and impact my community in a positive way. I have learned to develop strong relationships with my faculty and classmates. On the tennis team I have grown into a leader who understands that we win or lose as a team. Everyone plays a valuable role.

My third growth point has been my youth business camps each summer. I remember the first time I attended, my thoughts around being an imposter quickly developed on the first day. By the second day, I befriended many other campers and was introduced to my mentor, Bill, who had a similar story to my own and was now the youngest manager for his international corporation. It was at this summer camp where I found my passion for business. After camp I began my first part-time job and on the weekends and after school to help my father and to apply what I had learned at camp. This taught me customer service and learning to think on my feet. I became a more efficient worker and problem solver.

Before Junior year, I was able to secure an internship with the head office at The Restaurant Group where my dad works. I began to see leadership in action and develop some soft skills like team building, communication skills, and how to organize a meeting with purpose. I was inspired to develop my own mentor program for students like myself that were transitioning into independent high schools. After writing up a detailed plan for my program and presenting it to our head of school and administrators at other local independent schools it was approved. We are in our second year and many students and families have shared that my program has assisted with their productive transitions to high school during a really challenging time. I learned about the importance of support and mentors for overall success.

I am looking forward to my fourth growth point the most, college. I will be the first in my family to go to college and I am ready for the academic challenge. I look forward to continuing to develop my leadership skills outside of the classroom. This next opportunity will be my biggest one yet because it will help me to provide a better life for my father in the future and open doors for me to study business internationally. It is truly these growth points and the people involved in them that have made me the person I am today.

LINUS JULIAN JONES

Additional Information: Challenges and circumstances

My father lost his job of 20 years in August 2022. Even though we were okay financially, I felt pressured to get a job to help support my family. As soon as I was old enough to be hired, I began working 20 hours a week at Sweet Scoop and was quickly promoted. This extra work impacted my ability to keep up with my schoolwork and I had a big dip in my grades. By April of sophomore year, I cut back to 10 hours per week and reached out to teachers for extra help. My grades were already low and it was hard to bring them up by the end of the year. Junior year I decided to only work 10 hours a week during the school year and prioritized my schoolwork. I feel the pandemic taught me how to find better balance in my life. Please know that junior and senior years represent my true academic potential and work ethic.

TRANSCRIPT

PORTLAND INDEPENDENT SCHOOL

150 Center Street

Portland, OR 97202

Transcript for Linus Julian Jones DOB 3/14/2008

Grade 9	Fall	Spring
English 9	B	A
Algebra 1	B+	A-
Spanish 1	A	A+
Computer Science	B	A-
World History	B+	A
Health 1	P	P
9th Grade GPA- Weighted	3.33	3.93
9th Grade GPA- Unweighted	3.33	3.93

Grade 10	Fall	Spring
Summer: Geometry	P	P
Honors English 10	C	C
Algebra 2/Trig	B	B
Spanish 2	C	B
Physics	C	C
Honors European History	B-	B+
Yoga/Mindfulness	A	A+
10th Grade GPA- Weighted	2.70	3.05
10th Grade GPA- Unweighted	2.61	2.89

Grade 11	Fall	Spring
English 11	A	A
Pre-Calculus	A	A+
Honors Spanish 3	A	A
Chemistry	B+	B
Honors US History	A	A
Art & Social Justice	B+	A
11th Grade GPA- Weighted	3.75	3.90
11th Grade GPA- Unweighted	3.50	3.70

Grade 12	Fall
Honors English 12	A
Calculus	A+
Honors Spanish 4	A
Honors Biology	A
Economics/Government	A-
Honors World Religions	A
12th Grade GPA- Weighted	4.50
12th Grade GPA- Unweighted	3.83

Cumulative GPA - Weighted 3.59

Cumulative GPA - Unweighted 3.39

Secondary School Report (SSR)

School: Portland Independent School

Portland Independent School is a college preparatory school educating students from diverse backgrounds to foster dignity for all people while supporting the local community. Community service is required. 99% of the graduating students in last year's senior class have enrolled at four-year colleges. Total enrollment is 380 students with 93 seniors.

School Honors Policy

Curriculum offered: 16 honors (no APs offered) *PIS limits students to 2 honors courses per semester; students can enroll in honors courses grade 10, 11, and 12*

Honors English 10, 11, 12 , Honors French or Spanish 3, 4, Honors European History, Honors United States History, Honors World Religion, Honors Calculus, Honors Statistics, Honors Physics, Honors Environmental Science, Honors Chemistry, Honors Biology.

*** Faculty permission is required to take more than 2 honors per semester ****

Counselor Details

Name, e-mail, phone Betty Stein, bstein@pis.org, (503) 233-2111 – direct line

Written Evaluation

Relationship to applicant College Counselor
Descriptors Compassionate; Motivated; Dedicated; Resilient; FIERCE!

Rank, GPA, and strength of curriculum for Linus Julian Jones

Rank: We do not Rank

GPA

Unweighted: 3.39

Weighted: 3.59

Curriculum Rigor
■ Most Demanding
□ Very Demanding
□ Demanding
□ Average

I Recommend this Student: Enthusiastically

Portland Independent School



2025-2026 School Profile

School CEEB Code: 12345

Head of School: Gail Myers, gmyers@pis.org
College Counselors: Betty Stein, bstein@pis.org
Rob Jannos, rjannos@pis.org

Mission: Portland Independent School is a diverse community that challenges students to think critically, act compassionately, share creatively, and contribute to the world through service and leadership.

Overview: Founded in 1972, Portland Independent School is a co-educational, independent high school with the mission to prepare our diverse student body through a rigorous college preparatory curriculum, while focusing on social justice issues and civic engagement in our local community.

Community:
9-12: 380 total students
Class of 2026: 95
Teaching Faculty: 70
Student to teacher ratio: 8:1
Average class size: 17
% of students that identify as people of color: 45%
% of student awarded financial aid or scholarships: 30%

Graduation requirements:
English- 4 years
Social Studies- 4 years
Math- 3 years
Science- 4 years
World Language- 3 years
Physical Education- 2 years
Visual/Performing Arts- 1 year
Service- 100 hours
Capstone- Each student is required to write a 25 page Capstone paper based on a service project they completed within their four years of high school.

Most advanced courses:
Honors English 10, 11, 12
Honors French or Spanish 3, 4
Honors European History
Honors United States History
Honors World Religion/Philosophy
Honors Calculus
Honors Statistics
Honors Physics
Honors Environmental Science
Honors Chemistry
Honors Biology
We recommend a limit of two honors per semester, if a student would like to take more than two, they must get approval.

Class of 2026
Grading Scale: Average GPA: 3.6 weighted
We do not rank.

A+ 4.33	A 4.00	A- 3.67
B+ 3.33	B 3.00	B- 2.67
C+ 2.33	C 2.00	C- 1.67
D+ 1.33	D 1.00	D- 0.67
F 0.00		

College Admission Testing: *for those who tested*
SAT:
Middle 50% range 650-730 EBRW
Middle 50% range 650-730 Math
ACT:
Middle 50% range 30-34

College Enrollment
99% Attending 4-year college

1% Attending 2-year college

College Matriculation

Over the past 4 years, graduates of Portland Independent have matriculated to the colleges and universities listed below:

American University
Arizona State University
Auburn University
Babson College
Bates College
Boston College
Boston University
Brown University
Bucknell University
Carleton College
Carnegie Mellon University
Catholic University of America
Chapman University
Clark University
Clemson University
Colgate University
College of Charleston
College of William & Mary
Colorado State University
Cornell University
Dartmouth College
Davidson College
Denison University
Dickinson College
Drexel University
Duke University
Duquesne University
Eastman School of Music
Elon University
Emory University
Fairbrook University
Florida State University
Fordham University
Franklin & Marshall College
George Washington University
Georgetown University
Gettysburg College
Gonzaga University
Grinnell College
Hamilton College
Harvard College
Hofstra University
James Madison University
Johns Hopkins University
Kalamazoo College
Kenyon College
Loyola University, Chicago
Massachusetts Inst of Technology
Middlebury College
McGill University
New York University
Northeastern University
Northwestern University
Oregon State University
Pitzer College
Pomona College
Purdue University
Portland Community College
Reed College
Rice University
Seattle University
Skidmore College
St. Olaf College
Stony Brook University
Swarthmore College
Syracuse University
Texas A&M University
Texas Christian University
Towson University
Tufts University
Tulane University
The University of Edinburgh
United States Naval Academy
University of British Columbia
University of California at Berkeley
University of California at Davis
University of California at Los Angeles
University of California at Santa Barbara
University of California at Santa Cruz
University of California at San Diego
University of Colorado at Boulder
University of Illinois at Urbana-Champaign
University of Maryland
University of Massachusetts at Amherst
University of Miami
University of Michigan
University of Montana
University of Nevada
University of North Carolina at Chapel Hill
University of Notre Dame
University of Oregon
University of Pennsylvania
University of Pittsburgh
University of Redlands
University of Rochester
University of Southern California
University of St Andrews
University of Vermont
University of Washington
University of Wisconsin
Vanderbilt University
Villanova University
Wake Forest University
Washington University in St Louis
Wesleyan University
Western Washington University
Whitman College
Whittier College
Williams College
Yale University

Secondary School Report

Letter of Recommendation

College Counselor Recommendation for Linus Jones

DISTINCTIVE QUALITIES

Linus Jones's path through high school has been filled with hard work and a few academic challenges. His unfailingly positive outlook, strong communication skills, and belief in himself and his supporters have pushed him through difficult moments and exemplify the qualities that will make him successful in college classrooms. His selflessness, good humor, energy and empathy represent the traits that will make him an incredible community member and leader in any student body he joins.

ACADEMIC AND INTELLECTUAL GROWTH OR TRENDS

- Linus is a hard worker and very deliberate in his studies. He seeks out challenges and responds well to setbacks and uses them as learning opportunities. As you can see in his grades, his first year was a huge learning curve, and his second year was impacted by working long hours at a part-time job. After that, he began to dive into his courses and seek out teachers for help outside of class.
- After his freshman year, Linus focused on getting ahead in math. Over the summer, he diligently studied geometry on his own and passed the proficiency exam so he could enroll in Algebra 2/Trig in his sophomore year. Currently, he is enrolled in Calculus and holds the highest grade one can earn in this class.
- I know that Linus has a strong interest in business. His boundless positive energy and steadfastness are a dynamic duo for that particular career path. Linus has the ability to command a room through his outgoing personality.

AREAS OF IMPACT

- Linus is responsible and loyal. He balances a part-time job, tennis, and demonstrates self-sufficiency by being on time, completing tasks, understanding what is required and going about it in a positive way. He knows how to prioritize school and time with his father.
- Tennis has been a part of his life throughout high school and after starting on the Varsity team as a sophomore, he has grown into an admirable senior captain. He often takes time to work with the newer members of the team and offers to stay after practice to hit around.
- Identity is an important value at our school and Linus has led our Affinity group for students with single parents the last two years. He helps develop a stronger sense of belonging. After reflecting on his own experiences and challenges as a freshman, he developed a mentor program for other new students transitioning to an independent high school. This program is now a part of other local independent schools.

FINAL THOUGHTS

Linus is resilient and has great potential. He has a remarkable skill to relate to anyone and everyone. Whether it's an adult, peer, or stranger, Linus is the one who will be the first to connect. He will make an amazing roommate and friend. I give my full support to Linus Jones and will miss having him around next year.

Sincerely,

Betty Stein, College Counselor

TEACHER - Letter of Recommendation

Teacher Recommendation for Linus Jones

To Whom It May Concern:

I am pleased to write this letter of recommendation on behalf of Linus Jones. I have worked with Linus for the past two years in English class. Right away, it is apparent that he is a resourceful, curious, and stalwart participant in class - one who cares as much for his learning as he does for the people around him. Linus consistently showed his command of the material, and he always presented his points clearly and confidently. He is not afraid to challenge ideas, and in this wa,y he often challenges his peers to go deeper and to engage a different perspective. He is relaxed and humorous, appreciates the complex questions which literature provokes, and without a doubt, he is ready for the university experience.

Linus creatively brings more to our collaboration than is typical of his peers. He goes beyond the scope of the planned units to complement his learning with research outside of the classroom. He also shows courage in his learning, as he did with our interview and podcast unit on Erdrich's The Round House, exploring the vulnerable intersectionalities that come with social justice and equity. He produces work that is both poignant and reflective, and it shows how motivated he is to engage. His work is nuanced, time and again landing on uncommon insights owing largely to his attentiveness and thorough work ethic. Linus prioritized reaching out for feedback this year. He grew into a skilled small-group leader with the ability to lend his voice to the larger class response. This was most apparent in our final unit on American poets. He conducts methodical research, models close text analysis, and grapples with essential questions for their intrinsic philosophical merit as well as how the literature ties back to our own time and place.

Linus is mature with his responsibilities as he navigates the many situations that arise in our independent college preparatory school. He demonstrates independence, self-motivation, and he knows himself. One of Linus's accomplishments is cultivating success in academics while also balancing athletics and family responsibilities. I am delighted to recommend Linus Jones to your university, and please do not hesitate to contact me if you have any further questions.

Respectfully,

Bob Frank
English Faculty and Department Chair

FAIRBROOK UNIVERSITY OFFICE OF ADMISSIONS

Athletic Notes: Linus Jones
Contributing player, could make the Tennis team by sophomore or junior year. Second-tier recruit. We'd love to have him, but there are a few other players who would make more of a difference in our program.

Interview Notes: Linus Jones
Interviewer Name: Ted Thomas (Senior Interviewer)
Interview Summary:

Today I had the pleasure of speaking with Linus Jones. He was poised, confident, articulate, and engaging from beginning to end. As soon as I walked up to him in the lobby and introduced myself, he acted as though he was a partner in a conversation, just as eager to get to know me as he presumed I was to get to know him. His charm and inquisitiveness paved the way for a great 30 minutes together.

We started off talking about how Fairbrook got on to his radar and he mentioned a History teacher who had attended and displayed his Fairbrook pennant in his classroom. Linus talked about his growth through is academics in high school. He mentioned his for two years being rough. First he transitioned into a challenging private school curriculum from his K-8 education. Then in tenth grade he had challenges balancing his work schedule with extracurricular activities. Now he is hitting his stride and is enrolled in the most challenging courses available to him as a senior. He feels like he is a strong writer and prepared for the college academic experience. He shared his passion for business that started after attending a business summer program. This year he's enjoying economics, honors English and honors world religion and philosophy, in which he is writing a paper on The Financial Impact of Religious Tourism in Rural India. I was impressed by how sincerely interested he seemed in connecting the topics he was learning to business.

When we moved on to what he does outside of academics, it was clear that he has made an impact at his school as a leader. Linus said his biggest accomplishments have been creating a group for his peers who also come from single-parent homes and creating a mentor program for students new to independent high schools. He is excited to be the Captain of the Varsity Tennis team this spring and hopes to continue playing in college. His leadership and work ethic would make him an excellent fit for the Fairbrook community. I can envision him being an active student leader and he would make a great Residence Assistant. I found myself getting excited for him and all his potential opportunities at this school.

Linus is definitely someone with whom I could see myself wanting to be friends, and my only regret is that I will graduate.