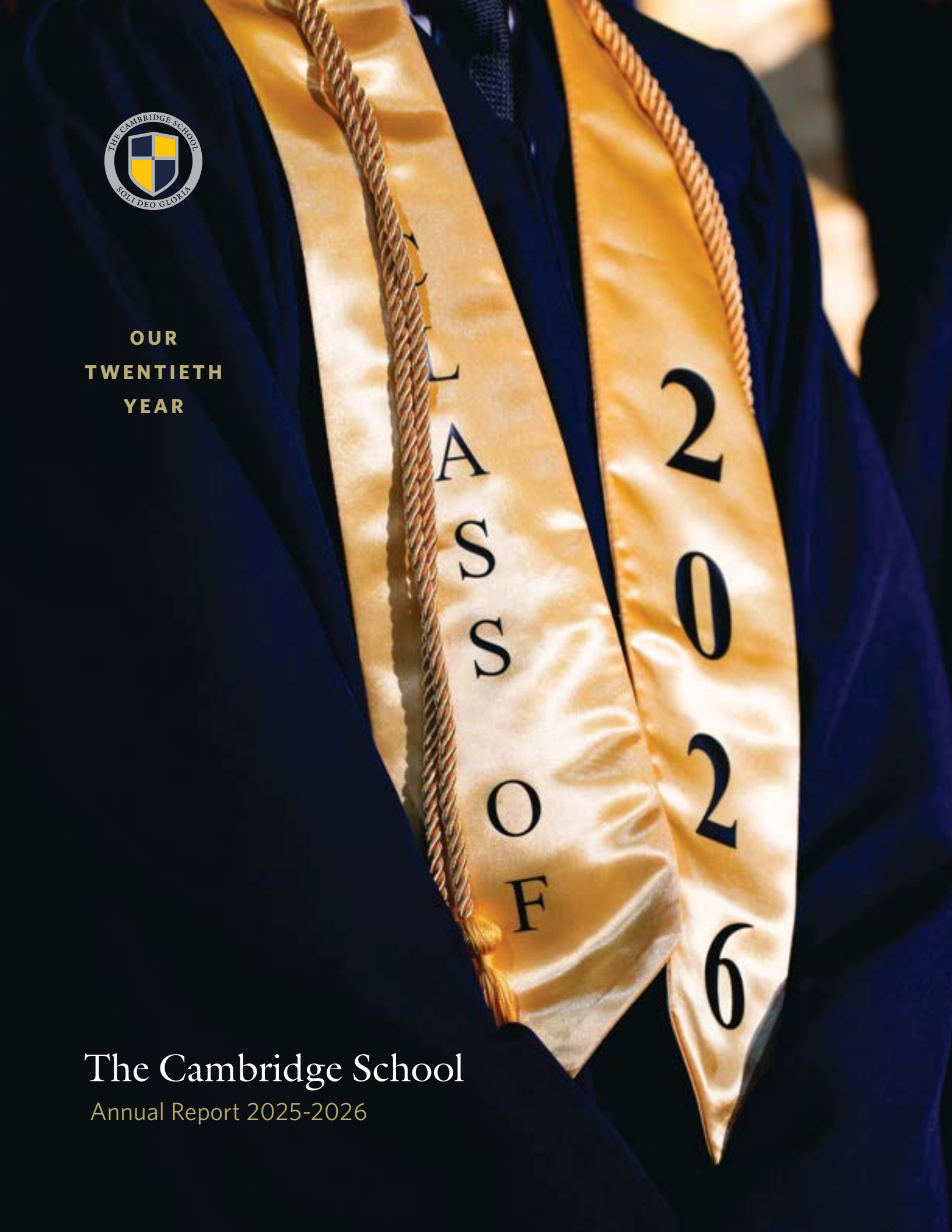
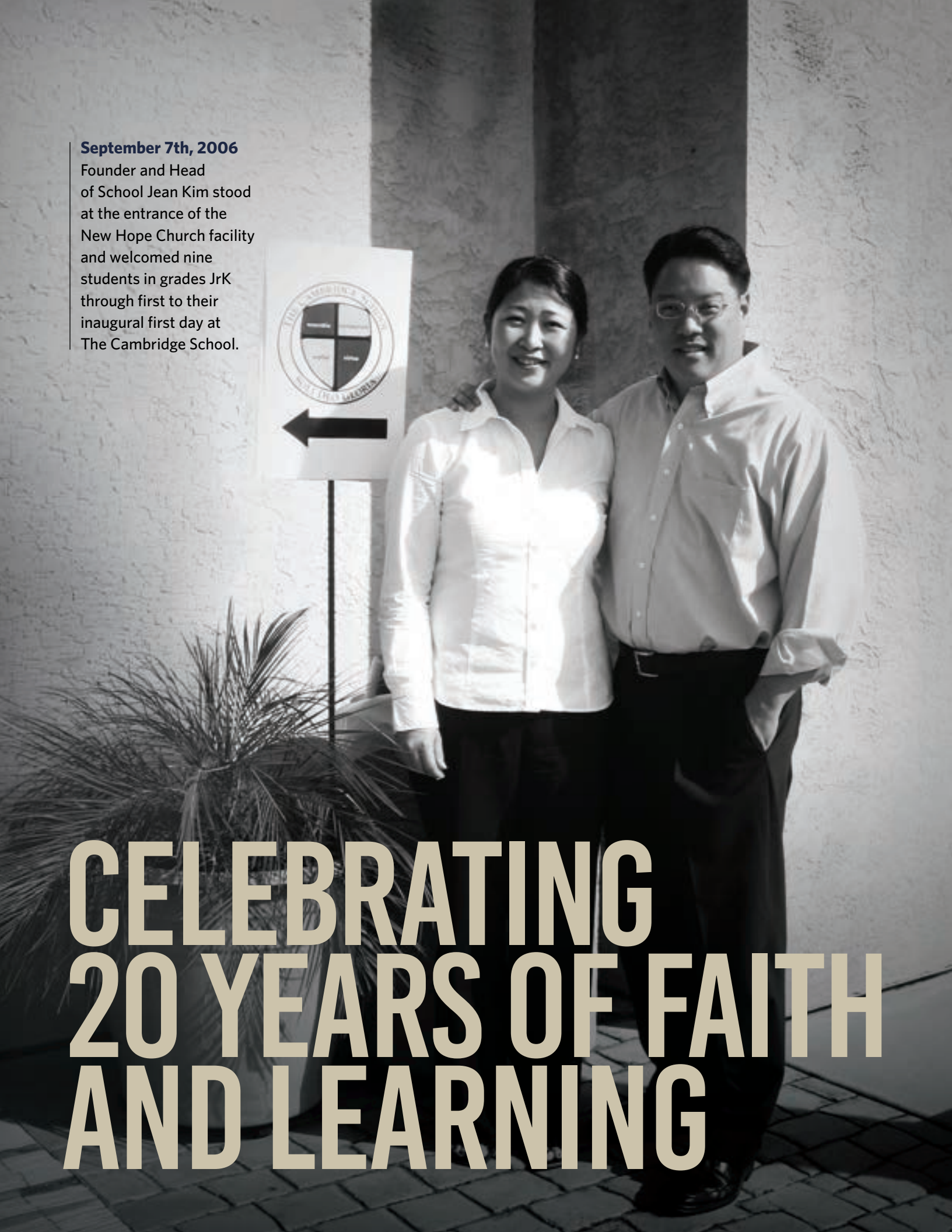


OUR
TWENTIETH
YEAR

The Cambridge School

Annual Report 2025-2026



September 7th, 2006
Founder and Head of School Jean Kim stood at the entrance of the New Hope Church facility and welcomed nine students in grades JrK through first to their inaugural first day at The Cambridge School.

CELEBRATING 20 YEARS OF FAITH AND LEARNING



MESSAGE FROM THE HEAD OF SCHOOL

Over the course of this milestone year, we celebrated the twentieth anniversary of The Cambridge School with the slogan, *Rooted and Rising*—an apt reflection of the foundational history, current moment, and promising trajectory of Cambridge.

As I reflect on twenty years at The Cambridge School, there are countless moments, people, values, milestones, and memories that come to mind. There are many more, in fact, than I or any one person can recognize, recall, or weave together. Truly, it has been Christ who has brought together the moving parts, the special moments, and who has shaped the hearts, minds, and habits of Cambridge students, families, and employees alike.

As I look back and look around at alumni, former students, and our younger and older current students, one of the things I am most thankful for and overjoyed at is the observable reality that the characteristics of The Cambridge School's Portrait of a Graduate are not merely a lifeless portrait—they are vibrantly alive, maturing, and fruitful.

The Portrait of a Graduate describes four marks of a Cambridge education—not competencies, but enduring character traits.

A Winsome Christian, who possesses an informed delight in Christ, His church, and their callings in the world.

A Virtuous Scholar, not merely a strong student, but a student of character, whose intellectual and moral lives are aligned.

A Humble Servant, humbled by the character of God rather than puffed up by credentials, pursuing a life modeled after Christ through service to neighbor.

An Equipped Steward, who understands that their education is a gift to be employed in service of God and neighbor—not hoarded, but given away.

The Portrait of a Graduate is an explicit sketch of the main characteristics that our board, administration, and faculty carefully aim to cultivate in Cambridge students. It informs all that we hope to accomplish as Classical Christian educators, as an institution, and as a community of faith and learning. And it is the focus of everything we do in kindergarten, twelfth grade, and everything in between.

This portrait is not solely embodied by any singular recipient of The Portrait of a Graduate Award—it is simultaneously embodied by scores of alumni and hundreds of current students, in an increasing measure. It demonstrates our convictions about what education is actually for and our belief that Cambridge is one of the best answers being offered anywhere in our modern educational landscape.

Cambridge is in a genuinely strong position at this point in our history. Our mission is being lived out with intentionality and strength. We have achieved financial stability and a growing student body. Our community is robust and relationally rich, and our foundation is real and secured by families like yours.

This kind of moment doesn't come around often—the ideal intersection between the opportunity of youth and the wisdom of maturity: young enough to realize that what we build now will define this institution for generations, and mature enough to know that the vision is no longer theoretical or wishful thinking.

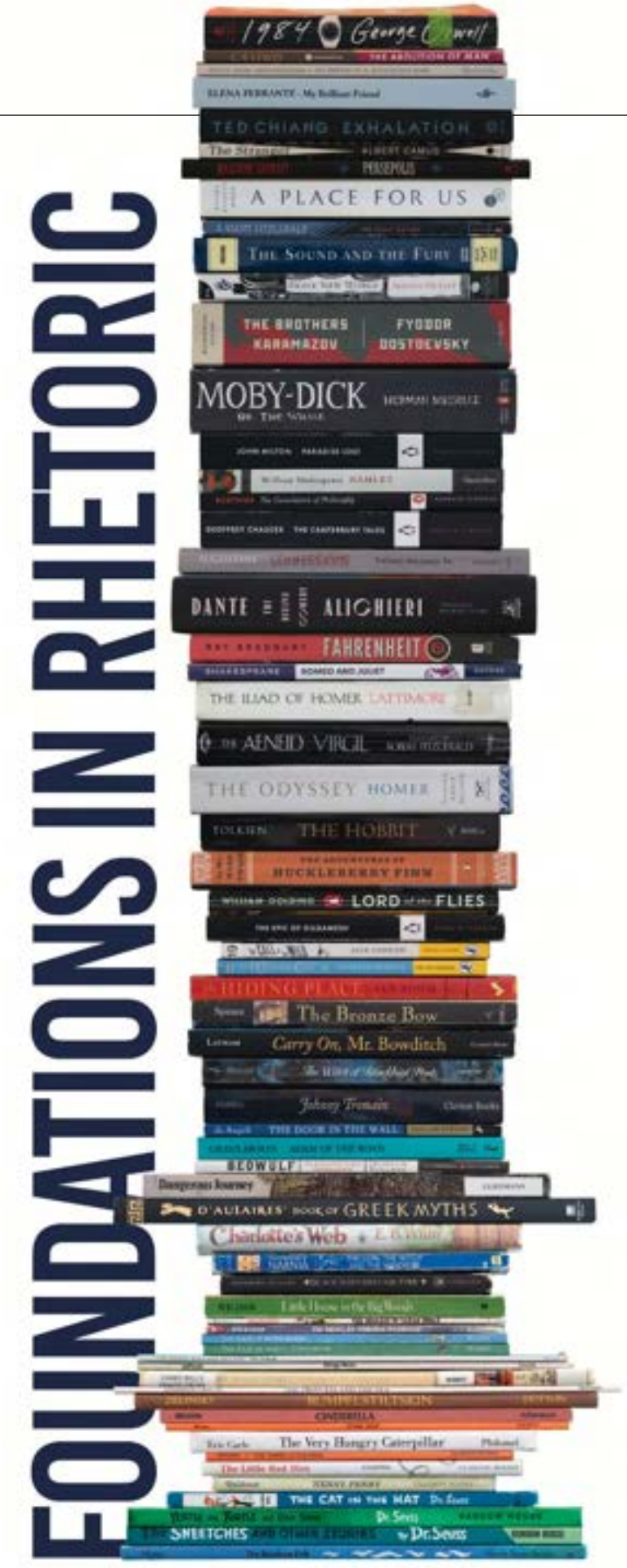
The institution is young enough that early investment carries extraordinary leverage, and mature enough that you can clearly see what it is becoming. Cambridge is in that pivotal moment right now, both rooted *and* rising—for the glory of God and the good of our students, and the many lives they will touch. We look forward to another twenty years of God's amazing faithfulness!

Soli Deo Gloria,



Jean Kim
Founder and Head of School

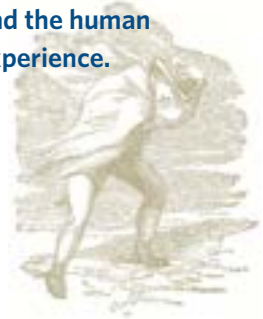
FOUNDATIONS IN RHETORIC



Every November, as the days get shorter, the mornings get cooler, and a few San Diego trees start to change color, first-grade students at The Cambridge School prepare for their first class play: *The North Wind and the Sun*.

The production is relatively simple; it takes place in the school courtyard, with a few accessories for the travelers, headpieces for the North Wind and the Sun characters, and minimal scene changes. Yet each year this play draws an impressive crowd. Parents gather with bouquets for the budding actors, while junior kindergarteners and kindergarteners eagerly sit on blankets to watch the timeless story unfold.

At Cambridge, students learn to read differently, looking for what a story reveals about virtue, vice, and the human experience.



After the young performers have spoken their lines and completed the tale of the Sun's gentle power, the play concludes with a clear and memorable moral recited by the entire class: gentleness and persuasion succeed where force and bluster fail.

The audience responds with enthusiastic applause, celebrating the first-graders' accomplishment. What many viewers may not realize, however, is that this simple performance actually reflects something much deeper about a Cambridge education. The performance itself and the final line of the play point to the intentional way Cambridge scaffolds classical principles from junior kindergarten through 12th grade, deftly integrating the stages of the Trivium—Grammar, Logic, and Rhetoric—throughout the student's education. *The North Wind and the Sun* is

but one early example of the many ways Grammar School students are introduced to key elements of



literature and composition, virtue education, and rhetoric.

As part of the students' composition and literature curriculum, the play is used as an introduction to their study of fables. It is the first fable they read. It provides opportunities to discuss important literary devices such as personification and metaphor, while also offering insight into specific story structures and narrative styles. Their study of the fable prepares them for future composition work, in which they engage in mimetic learning by imitating the storytelling techniques they have encountered and applying them to create their own fables. This practice gives them an appreciation for beautiful storytelling and the early tools needed for quality writing in later years.

The story's enduring place in the curriculum also stems from its natural connection to virtue education. Fables are uniquely suited to this purpose because they make their lessons explicit, in this case that artful persuasion is more effective than force. Giving students early exposure to stories with moral significance helps cultivate the



value that literature is not merely for amusement, but can be a powerful source of wisdom and insight. At Cambridge, students learn to read differently, looking for what a story reveals about virtue, vice, and the human experience.

But the benefits extend beyond reading and discussion, as the students take on the story themselves. The little firsties step into the roles of the characters; they speak their words, express their emotions, and consider the world from perspectives other than their own. This act of embodiment nurtures empathy and compassion, encouraging students to understand both the motivations and experiences of others.

Such habits of imagination and understanding are not confined to this single performance. Throughout their years in Grammar School, students are repeatedly invited to enter into the perspectives of people, characters, and ideas through feast days, compositions, narrations, retellings, speeches, and dramatic performances. Again and again, they practice the art of seeing through another's eyes. When this is practiced early, it becomes second nature, cultivating Upper School students who more readily practice intellectual open-mindedness as they read more complex and deeper texts.

Beyond its contributions to literature and virtue education, the first-grade play also plants some of the earliest seeds of the students' later studies of rhetoric. The fable teaches a lesson about influence: both the North Wind and the Sun seek the same outcome, but they employ very different means to achieve it. The North Wind relies on power and coercion, while the Sun relies on patience, gentleness, and an understanding of human nature. The Sun represents the beauty of a rhetorician who knows her audience so thoroughly that she can move them effortlessly. It is the great rhetorician who knows her listener well, and she can masterfully persuade them toward what is true, good, and beautiful.

It is the study of rhetoric that teaches us most clearly that words matter and can powerfully shape us. By the recitation of the moral, through practice and performance, the first graders begin to be shaped by the truth they are expressing—priming the pump for more explicit studies of rhetoric in Upper School. ■


COLONIAL
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SAYS
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MY LIFE


6







PLAYS & FEAST DAYS













Throughout their years in Grammar School, students are repeatedly invited to enter into the perspectives of people, characters, and ideas through feast days, compositions, narrations, retellings, speeches, and dramatic performances. **Again and again, they practice the art of seeing through another's eyes.**

DJ GOODWILER, CHIEF ACADEMIC OFFICER + HUMANITIES TEACHER

Rome's foremost orator, Cicero—a rhetorician Cambridge students encounter across multiple years of Upper School study—returned to this same question in *On Invention*, his earliest rhetorical treatise, written around 85 BC.

THE ENDS OF RHETORIC

However great the authority of his style, the speaker's life carries more weight in winning the audience's compliance.

Saint Augustine



In it, he describes a mythological time when "men wandered at random over the fields, after the fashion of beasts," pursuing everything by brute force, absent law, reason, or community. His story tells of one man who, through wisdom and eloquence—the twin capacities Cicero would elsewhere name rhetoric—gathered scattered humanity into something resembling a city, for the first time alive to rationality, beauty, and virtue. For Cicero, as for the Sun, gentleness and persuasion succeed where force and bluster fail.

This is the tradition into which Cambridge's Upper School students are deliberately inducted—beginning with a robust exploration of logical argumentation and arriving, finally, at their formal studies of rhetoric.

The classical tradition has long placed logic as the necessary discipline between grammar and rhetoric precisely because a student formed by story and shaped by virtue still requires the capacity to determine what is true—and the capacity to defend it. Cambridge's Logic curriculum spans two years (seventh and eighth grade), moving from informal logic—basic argumentation theory, logical fallacies, and the components of a well-formed argument—to formal logic, where students work through truth tables, deductive proofs, and the symbolic structures that govern valid inference. Through it all,



(Top Left)
In their final year of Upper School, students' study of rhetoric culminates in the presentation of their senior theses. In recognition of this accomplishment, seniors are gifted with an engraved rosewood pen—a symbolic keepsake which beautifully commemorates this final milestone in their Cambridge education.

they argue from a posture of empathy, always considering both sides of a question before taking an informed and principled stance. By the time they leave the Logic Stage, not only have they been exposed to college-level logic, but, more importantly, they have learned to think well and are properly oriented toward the right use and better understanding of language.

The first and most durable definition of rhetoric our ninth-grade students learn is "the study of language—and the study of how to use it." They come to recognize rhetoric as a way of seeing and a way of acting upon the world around them. Students encounter language across its full range of appearances—from the rhetorics of science, law, journalism, and film to wartime propaganda and the memorials and public spaces of the nation's capital—learning to identify not merely what a text argues but what it does to its audience, and to what end. And what they learn to see, they learn to do as virtuous and effective practice: they write arguments calibrated to specific audiences and occasions, engage in informed dialogue, and produce analyses shaped by a growing awareness of design and effect. Both practices—the evaluative and the generative—are disciplines of attention, and neither is complete without the other, nor is either pursued absent the constant consideration of character.

Augustine would later take up Cicero's threefold aim of rhetoric—to prove, to delight, and to move—but he roots its highest aim not in technique but in character: "however great the authority of his style, the speaker's life carries more weight in winning the audience's compliance."



During their junior trip to Washington, D.C., students immerse themselves in the rhetoric of public memory, place, and space as they explore the nation's capital.

Augustine's moral imperative is parallel to the one our first-grade students confront in the *The North Wind and the Sun*, and it represents the tradition Cambridge students acquire inhabit. It is what their years of reading, writing, and discourse are finally aimed at forming: people whose rhetorical training and character are inseparable—who move not by force or bluster, but gently, wisely, and well. ■

CAMBRIDGE ATHLETICS



Cambridge Athletics continues to grow as a program defined not only by competition, but by community, character, and opportunity. What began fourteen years ago as a small and developing athletic department has quickly evolved into a thriving program where student-athletes are challenged to compete with excellence, represent their school with pride, and grow as leaders both on and off the field.

High School Highlights

Girls Volleyball
Finished as CIF Division 5AA runners-up in a memorable postseason run

Girls Basketball
Captured the league championship under first-year varsity coach, and TCS alumna, Emma Kim



During the 2025–2026 school year, our athletics program reached a significant milestone: nearly 3 in 4 students (approximately 71%) participated in at least one sport—reflecting the steady growth of our multi-sport culture and the enthusiastic support among peers, families, coaches, and the community at large.

Boys Volleyball
Successfully claimed their third consecutive Summit League championship and advanced to the CIF Division 2 playoffs



Cross Country
Sent multiple runners to the CIF Division 3 Section Finals in the fall

Swimming
One athlete qualified for the CIF Division 2 Section Semifinals in the 100-yard breaststroke

Track and Field
Multiple athletes competing in the CIF Division 3 Section Finals across sprints, distance, jumps, and relays, representing some of the best individual performances in program history

Co-Ed Arena Soccer
Newly-formed team advanced to the league finals in its inaugural season

Middle School Highlights

Flag Football
Capped an outstanding season with an IMSL Championship win

Girls Soccer
Launched three new soccer programs this winter with league championship wins for both the 5th–6th and 7th–8th grade teams

Boys Basketball
7th–8th grade team went undefeated in IMSL league play, while the 5th–6th grade team competed well in the West Coast Athletic League (WCAL) playoffs

Girls Basketball
7th–8th grade team advanced to the post-season semifinals, building momentum in the program

Track and Field
Finished an excellent season at the IMSL Track Championships—the boys' team claimed 1st place overall, earning considerably more points than the second-place school, with numerous gold medal performances that highlighted the championship meet



Looking Ahead

Beyond winning games and championship qualifiers, this year marked growth in our student athletes' leadership, sportsmanship, and community. From senior nights and team traditions, to student sections and shared moments of perseverance, Cambridge Athletics creates experiences that leave a lasting impact on students and families alike.

We are grateful for the support of our coaches, parents, faculty, and community members as we continue to build upon the foundations of Griffin athletics, and look forward to the bright future of our sports programs.





CULT

THE WHOL

At The Cambridge School, education extends far beyond what happens in the classroom. It is also about learning how to live well with others: how to form deep friendships, lead with humility, compete with courage, and serve with selflessness.

The co-curricular House System brings these values and virtues to life during the school year.

Each Upper School student belongs to one of four Houses: Faraday, Ockham, Wilberforce, or Morata. Within these Houses, students are supported by a community of peers and faculty who know, encourage, and challenge them. House families, advisory groups, weekly lunches, team competitions, and special events create many opportunities for students across grade levels to build relationships that might not otherwise develop.

The year begins with the House Retreat, an overnight experience designed to help students and faculty connect outside of the usual rhythms of school. During the academic year, those relationships are continuously nurtured through shared traditions and celebrations such as ministerium projects and Christmas parties, and weekly House competitions—all in anticipation of the annually awarded House Cup.

Competition is an important part of House life, but winning is not the primary goal. Academic, athletic, and creative competitions give students opportunities to pursue strategy, perseverance, and teamwork with excellence. One week might bring an intense game of dodgeball, the next week may challenge students through the House Oratory competition or miniature feats of engineering. With each activity, students' competitive interactions challenge them to become effective teammates, gracious opponents, and maturing leaders.

House also creates meaningful opportunities for mentorship by encouraging older students to invest in younger students, both within their Houses and through the Grammar School Buddy program.

Within this buddy program, seniors are paired with kindergarteners, creating relationships that extend beyond a single school event. Younger students

The Houses celebrate each year of spirited competition, friendship, and community service by selecting a recipient of the House Cup.

Congratulations to House Wilberforce, victors of the 2025-2026 school year!





TIVATING LE PERSON

light up when they receive positive attention from their older buddies on campus, providing older students with opportunities to practice leadership, kindness, and service.

This spirit of service also reaches beyond the school community. Each House is partnered with an organization serving significant needs in the wider community. Last year, Faraday worked with Solutions for Change, which serves families experiencing homelessness. Houses Ockham and Morata both partnered with Restoration 225, supporting foster and adoptive families. Wilberforce supported Alabaster Jar, serving women impacted by trafficking. In doing so, students packed backpacks, wrote notes, assembled care packages and Christmas stockings, organized fundraisers, and invited the broader community to join them in these service projects.

These experiences reflect the deeper purpose of House—providing an intentional and conducive place for students to be known and supported while also calling them to look beyond themselves as they undertake the embodiment of the Portrait of a Cambridge Graduate.

In the process, House becomes more than a team or a competition. House becomes a community where students learn that friendship, mentorship, excellence, leadership, and service are not separate parts of an education, but essential parts of becoming the kind of people they are called to be. ■









From the Grammar School's *Seussical Jr.* show to the Upper School's *Anastasia* and *Our Town* productions, our students embraced















creative challenges, rose in confidence, and celebrated meaningful growth this season.

ON STAGE AT CAMBRIDGE







Joie de Vivre! Gala guests began the evening's festivities with the traditional Fête en Blanc napkin wave. A dedicated team of parent and student volunteers helped to make this night a special and successful event for The Cambridge School community and its giving goals.

GI

The Cambridge Fund

As we embarked on the new 2025-2026 school year, our community pursued an ambitious Cambridge Fund goal of $1,000,000 to drive key initiatives that advance our mission. We praise God for His incredible provision that through the school's community and friends, $1,489,859 was given to advance the following critical priorities: new campus entitlement process, tuition assistance for mission-fit families, and faculty professional development, recruitment, and retention.

Twentieth Fall Benefit Gala

In October 2025, our Annual Benefit Gala was themed as a French Fête en Blanc dinner. Guests dressed exclusively in white gathered for a communal meal to celebrate unity and a shared purpose. Participants enjoyed a beautifully decorated, elegant outdoor meal beneath a sea of twinkling lights. Generously, they gave $310,343 towards tuition assistance for mission-fit families and faculty professional development. This was the largest amount given over the history of Cambridge Gala events!



VING REPORT

Cambridge Fund Giving

Non-Gala	$1,179,519
2025 Fête en Blanc Fall Gala	$310,343
Total for 2025-2026	**$1,489,859**

Restricted Giving

Total for 2025-2026	**$27,260**

Future Campus Giving

Total for 2025-2026	**$1,481,000**

The City on a Hill Endowment for The Cambridge School

Endowment Giving Total for 2025-2026	**$47,000**
Total Value as of June 30, 2026	**$2,018,174**

Total Operating Revenue $14,626,000

Tuition and Fees	83%	$12,090,000
Donations	10%	$1,518,000
Other Revenue	7%	$1,018,000

Total Operating Expenses $13,132,000

Salaries and Professional Development	70%	$9,213,000
Tuition Assistance	14%	$1,890,000
Classroom Operations	5%	$680,000
Facilities and Maintenance	4%	$503,000
General and Administrative	6%	$846,000

Grants and Foundations

- Chanil Foundation
- City Hill Foundation
- Eli Lilly Foundation
- Lampstand Foundation
- Rancho Santa Fe Foundation

Corporate Matching Participants

- Apple
- BAE Systems
- Blue Shield of California
- Broadcom
- Caterpillar
- Costco
- DirectTV
- Gilead
- Google
- Illumina
- Novartis
- NVidia
- Shell Oil
- Sony
- Samsung
- Vertex Pharmaceuticals
- Schnitzer Properties
- Verizon

With Appreciation

The Cambridge School extends its gratitude to our entire community for the selfless giving of your time, many talents, and financial resources to make this school a legacy institution. Your continued generosity and steadfast support both encourage and affirm the mission and vision established at the founding of The Cambridge School.

Why does The Cambridge School ask for a contribution in addition to yearly tuition?

Cambridge's strategic financial model is to cover our annual expenses with funds derived from tuition and fees alone. Reaching this goal, while staying true to the integrity of our mission and vision, requires moderate growth in both enrollment and tuition. Cambridge strives to make tuition fees competitive but also accessible to mission-fit families.

The Cambridge School is not underwritten by churches and does not receive federal or state funding. The school is an independent institution whose income is generated entirely from tuition, fees, and donations.

When can I expect to be asked for a contribution to the Cambridge Fund?

In the fall, information is sent to the school community describing how contributions are used to accomplish our mission of preparing the next generation to think well, love rightly, and live wisely. This is a great resource for understanding and making decisions about your level of giving to the Cambridge Fund.

How much does Cambridge expect me to give to the Cambridge Fund?

We encourage our families to participate in a way that is meaningful to them, in the spirit of cheerful giving. Most importantly, all gifts are valued, deeply appreciated, and vital to the goal of staying mission true. Donations from our community of all sizes reflect the importance of and commitment to providing an environment that truly equips students to know, love, and practice that which is true, good, and beautiful, and thus prepares them to live purposefully and intelligently in service of God and neighbor.

I don't have much money to give. Will my small contribution make a difference?

Yes, every gift matters! Small donations inspire others and collectively have a very meaningful impact. Regardless of the size of your individual gift, it will make a difference. As a small school, your gift has a much greater impact than in a larger context. Participation by our entire school community is critical to the success of our academic and virtue-cultivating efforts. All students benefit from the Annual Fund, and having the support of our entire community embodies the commitment to the school and its mission.

Giving Opportunities

The Cambridge Fund supports specific goals at The Cambridge School, beyond what tuition income covers—enabling us to stay on mission while enhancing our programs and facilities.

Through the generosity of **The City Hill Foundation**, an initial $1,000,000 gift established The City on a Hill Endowment for The Cambridge School in 2019. This endowment provides a meaningful opportunity to give towards the long-term sustainability of The Cambridge School.

The Annual Gala has taken on several forms and themes over the past twenty years—auctions, galas, festive themes, special live performances, an evening at a museum, and even an online format during the COVID-19 shutdown.

These benefit galas have provided the means for those inside and outside the Cambridge community to come together for fun, fellowship, understanding, vision, and to generously support the school's needs and opportunities.

Why volunteer? The Cambridge School understands the demanding busyness of everyday life. We also know that even small contributions of one's time, effort, or finances can foster a vibrant and nurturing educational experience for a student and for the whole family. Volunteering provides opportunities for parents to witness and better understand the value of a student's Cambridge experience, and is a meaningful way to share your presence and your gifts, while supporting our community.





Room Parents

Parents of students in the Grammar School help to strengthen the Cambridge mission among our class families by both promoting a sense of community and acting as a positive cultural influence. Room parents communicate schoolwide events and classroom information to families, as well as encourage parental support through active involvement.

House Parents

Parents of Upper School students can help assist with Vocatio (a traditional breakfast held every year on the first day of school), community ministeriums, and special House parties and celebrations.

Enrollment Support

Cambridge parents are one of the most important resources for recruiting, informing, and encouraging mission-fit families to join our growing community!

Volunteering as a Parent Ambassador at various admission events can help promote school hospitality. Families can also volunteer to become Griffin Buddies—welcoming newly-enrolled families to our community during the summer and helping them acclimate to the new school with ease.









Development Efforts

Our Annual Benefit Gala is a very important event that supports the school's tuition assistance program and faculty development opportunities. Volunteers are needed in various capacities—from logistics, to decor setup, to greeting guests. Parents are also needed throughout the year to help with different community and advancement events.

Ways for Parents To Become Involved

- Class Feast Days
- Class Field Trips
- Class Parties
- Fall Carnival
- Grandparents Day
- Christmas Program
- Father-Daughter Dance
- Shrove Tuesday Pancake Race
- Teacher Appreciation Week
- Junior Senior Ball

THE CAMBRIDGE SCHOOL AT A GLANCE

Academics

- 1420 median SAT score
  32 median ACT score
- High pass rate on AP exams, even when the course is not offered at Cambridge
- 1 Coolidge Scholar, 2 Coolidge Finalists, 1 Coca Cola Scholar
- Multiple National Merit Scholars each year despite small class sizes
- 25% of alumni received the highest merit scholarships possible at their colleges
- 26% of alumni admitted to Honors Programs at their respective colleges
- Wide range of acceptances from various colleges and universities including: Princeton, Stanford, University of Chicago, Duke, Caltech, Johns Hopkins, UCLA, UC Irvine, UC Berkeley, UCSD, Claremont McKenna, Hillsdale, Vanderbilt, St. Johns College, Grove City, Wheaton College, Kansas State University, Baylor University, Fordham, San Diego State University, Georgia Tech, Howard University, Point Loma Nazarene, US Military Academy

Financials

- Strong financial health and stability for a young school
- 100% of operating expenses covered by tuition and fees
- $2.0 million endowment
- Faculty Housing Endowment
- Current campus owned

Nine Graduating Classes with 141 Alumni

Student Body of 404 in 2025

7:1 Student–Teacher Ratio

Administration and Faculty

- Founding Head of School continues as the current Head of School—mission-driven, 20-year tenure, providing stable executive leadership
- Head of School, former two-term Society for Classical Learning Board member and current fellow
- Veteran administrative leadership: deep institutional memory and love of mission
- Low faculty turnover indicative of a healthy faculty culture
- Administrators and faculty are presenters, mentors, and workshop leaders for the national renewal of Classical Christian education





We celebrated our 9th graduating class to date.

RIDGE AT NCE

Niche Ranking Recognition 2026

No. 1 Best Private K-12 School in San Diego

No. 1 Best Christian K-12 School in San Diego

No. 1 Best Christian K-12 School in California

No. 2 Best Private High School in San Diego

No. 2 Best Christian High School in San Diego

No. 2 Best Christian High School in California

No. 6 Best Christian K-12 School in America

No. 14 Best Christian High School in America

Accreditation

In 2025, we completed the accreditation process with WASC: Western Association of Schools and Colleges—and were granted six years of accreditation, which is the maximum extension possible.

2025-2026 STUDENT AWARDS



The Cambridge Award

Nicole Abdou

Presented to one graduating twelfth grade student who best represents the Portrait of the Graduate upon completion of the Rhetoric Stage.

Upper School Department Awards

Each Department Award is presented to the senior that is exemplary in the specific academic department. Taken into account is the students' experience in these subject areas throughout their whole Rhetoric School careers.





Humanities, Science, and Classical Languages

Joanna Xu

Mathematics

Noah Lee

Military Family Recognition Awards

Lily Robillard

The Military Family Recognition Award is given to a senior who had a parent who was on Active Duty Service while in Rhetoric School, which often includes deployments.

Virtus et Victoria Award

Jacob Golden and Sophia Kim

This award honors not just performance, but the formation of the whole person—body, mind, and soul—reflecting the classical Christian ideal of *arete* (excellence) in pursuit of both virtue and victory.







The Lincoln Award

Angel Chu

Presented to the rising Logic School student who is on the clearest trajectory towards the Portrait of the Graduate—a winsome Christian, virtuous scholar, humble servant, and equipped steward.

The Augustine Award

Anaiah Francisco

Presented to the rising ninth-grade student who best represents the Portrait of the Graduate upon completion of the Logic Stage.

Order of the Towel

Bestowed upon one male student and one female student in both the Grammar School and Upper School in recognition of excellence in servant leadership.

Upper School
Nicole Abdou and Evan Edmonds

Grammar School
Gracie Hwang and Charles Kohn



Cumulative Partial List of College Acceptances 2018-2026

Amherst College
Boston College
Boston University
Brown University
California Baptist University
California Institute of Technology
Carnegie Mellon University
Case Western Reserve University
Clemson University
Columbia University
Concordia University, Irvine
Cornell University
Emory University
Fordham University
Georgia Institute of Technology
Gonzaga University
Indiana University Jacobs School of Music
Lafayette College
Liberty University
Loyola Marymount University
Massachusetts Institute of Technology
Northwestern University
Penn State University
Pepperdine University
Point Loma Nazarene University
Reed College
Rensselaer Polytechnic Institute
Rice University
San Diego State University Honors College
Santa Clara University
School of the Art Institute of Chicago
Southern Methodist University
St. John's University, NYC
St. Mary's College of California
Steven's Institute of Technology
Swarthmore College
Tulane University
US Military Academy at West Point
University of Dallas
University of Illinois, Urbana-Champaign
University of MD, College Park
University of Massachusetts, Amherst, Honors College



WHERE ARE THEY NOW?

As a nod to her former Cambridge education, one of our 2025 alumni is currently attending university in the land of classical antiquity.

University of Michigan
University of Oregon
University of Pennsylvania
University of Pittsburgh, Honors College
University of Southern California
University of Texas, Austin, Honors College
University of San Diego
University of Washington
Vanderbilt University
Villanova University
Washington University in St. Louis
Wheaton College
Worcester Polytechnic Institute
Yale University
All 9 UC Campuses

Our growing number of alumni are thriving across the country and across the sea, ranging from Ivy League universities to state colleges, intimate Christian campuses to secular liberal arts schools and service academies—as well as in graduate programs and pursuing careers in the workforce.

59%
Percentage of alumni who are attending college out of state

25%
Percentage of alumni who received full-tuition merit or college's top merit scholarship

26%
Percentage of alumni who are part of an Honors College/Program

The Cambridge School hosted an Alumni Day in January, welcoming a group of graduates from the last eight years back on campus. Our alumni interacted meaningfully with current Cambridge students, faculty, and parents as well as reuniting with one another. It was a memorable time spent reflecting and reminiscing upon past experiences from the first twenty years.

Twelve Griffin alumni comprised a Q&A panel for Cambridge parents and faculty. Amongst the diverse offering of universities, majors, careers, and post-grad plans on display, the alumni painted a fuller picture of how the foundational skills and values they learned at Cambridge continue to benefit them in the world at large.



"In order to be admitted to practice as an attorney, I recently had to take the state's MPRE which examines, through a 2-hour multiple choice exam, whether you are moral enough to practice law. It made me appreciate so much how Cambridge views virtue formation as something that is a lifelong pursuit. At Cambridge, from an early age up until you graduate and beyond, there is something built that **nurtures and values virtue**, and what it means in the greater extent of society. It's not something that can be quantified in an exam, but it is character formation and a pursuit that lasts throughout life." — *Class of 2018 Alumna*

"Something that I really reflect upon fondly is the experience of being in Mr. Goodwiler's classroom. It was a unique combination of really meaningful discussion and bantering about the intellectual things that we're talking about. It really just made learning fun. It really **fostered a love of learning** for me." — *Class of 2025 Alumni*

"One of the greatest things Cambridge instilled in me from a very early age was a deep and **great love of service and leadership**. My time and experience here as a House leader and then a House prefect, really taught me life skills that I find myself pulling from and drawing upon now—skills like teamwork, time management, collaboration with others. These skills have helped me to seek out the same type of service and leadership opportunities throughout my collegiate experience."— *Class of 2023 Alumna*

"In Mr. Mohler's math classes, he would incorporate reflection and approach discussion in a way where we started with some adjacent, deeply intellectual topic that eventually led to math—and I think those were **some of the most foundational moments of my math education**, that it's not just about the math, it's also about how it's being approached, why it's significant, and what you do with it."— *Class of 2024 Alumni*



HIGHLIGHTS

"Being able to **assemble arguments, research well, and present ideas clearly**, is so important, no matter what field you go into, what classes you take, or what challenges you face. If you have ninth graders who are dreading speech and debate—I am there with you—I get butterflies every time I speak, including for this panel. And yet, here I am, because it is now in my head, "you can do this!"— *Class of 2018 Alumna*

"A highlight for me was my experience in the basketball program. It was a really unique set of experiences for all of us to go through together as a group. Practices were always so much fun, and **playing a sport is just so good for you, physically and mentally**." — *Class of 2021 Alumna*

> **One thing that I will always look fondly upon are the school trips,** namely the fifth-grade Williamsburg trip, and then the last trip, the twelfth-grade trip to Italy. I don't think there's any other group of people that I'd rather get stuck in London with for five days than these people that I've grown up with.
>
> *Class of 2025 Alumna*





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