



A young woman with long brown hair, wearing a dark blue Oxbridge Academy sweatshirt and a blue lanyard with a badge, is shown from the chest up. She is looking down and to the left. The background is a blurred outdoor scene with green trees.

Board of Trustees

William I. Koch

Chairman, Board of Trustees

David Rosow

President & Chief Executive Officer,
Chairman, Finance Committee

Robert Kaufmann

Chairman, Executive Committee

Sean McGould

Chairman, Investment Committee

Amanda Schumacher

Chairman, Development Committee

Jay Boodheshwar

Trustee

Dawn Hoffman

Trustee

Darlene Jordan

Trustee

Robert Simses

Trustee

Matthew K. Smith

Trustee

Executive Leadership

Dr. Ralph E. Maurer

Head of School

Dr. Courtney Portlock

Assistant Head of School

Rebecca De Jesus

Chief Business Officer

Scott Siegfried

Director of Advancement

Oxbridge Today

- 4** Welcome Message
- 6** An Interview with Bill Koch
- 11** Milestones
- 14** Faculty Highlights
- 18** College Bound
- 22** Middle School
- 26** Signature Programs
- 34** Athletics
- 41** The Arts
- 46** Internships
- 48** A Culture of Kindness
- 52** Alumni Stories
- 56** Class Notes
- 62** Alma Mater
- 63** Golf Classic
- 64** Honor Roll
- 72** Oxbridge Parent Organization

Welcome to the inaugural issue of *Oxbridge Today*. We hope you enjoy this new way of sharing and informing you of the depth and breadth of fantastic programs, courses, student and faculty achievements, and more happening at Oxbridge. This issue celebrates the accomplishments — school and individual — of the first 10 years and looks toward the future.

When Mr. Bill Koch founded Oxbridge Academy in 2011, he envisioned a school with rigorous and innovative academics, arts, and athletic programs grounded in deep knowledge and expertise. He also imbued Oxbridge with a culture of kindness that motivates everything we do. These elements work together to provide students with a world-class education that will serve them throughout their lives.

Knowledge and expertise at Oxbridge start with expert faculty and staff who deliver a robust curriculum characterized by disciplinary depth, unique elective courses, and signature programs, including Cambridge Scholars, aviation, and artificial intelligence. In athletics, coaches are drawn from top-ranked high school, college, and professional teams and deliver competitive programs while imparting life lessons. Our accomplished visual and performing arts teachers and visiting artists guide students through fine art shows, music and theater performances, animation, and film. Across every discipline, Oxbridge faculty and staff know the value of expertise and how to develop it in students. You will see this reflected throughout this magazine.

Our culture of kindness starts with giving others the benefit of the doubt, believing they are deserving of our kindness, trust, and respect. This basic assumption helps to create a campus where civility and generosity are the norm. It makes Oxbridge a welcoming place for newcomers, a safe space during sometimes stressful high school years, and a welcoming home for alumni to return. Each day I hear stories about our community members' acts of kindness in classrooms, hallways, playing fields, and even off campus.

Our second decade has just begun, but it is already one of positive change and growth. This fall, we launched a seventh- and eighth-grade middle school, providing our educational vision to a broader range of students. An institute focused on commerce and entrepreneurship is in development, and we are enhancing our Health and Wellness Center. The return of football will benefit our



athletics program and ramp up school spirit. Parents and the community-at-large will have more opportunities to engage with Oxbridge programming throughout the year. Increasing the number and types of meaningful internships for our students is also a priority.

I am honored to lead Oxbridge Academy into its second decade, a decade brimming with promise. *Oxbridge Today* will keep you informed of student and faculty achievements, current plans for the school, and what is envisioned for tomorrow. And so will I.

A handwritten signature in black ink, reading "Ralph E. Maurer". The signature is fluid and cursive, with a prominent "R" and "M".

Ralph Maurer, Ph.D.

Head of School



Years in the Making

I am excited to be here and play a part in the story that is Oxbridge Academy. In just 10 short years, Oxbridge has experienced tremendous success, major milestones, and accomplishments. It is hard to believe we are still very young. Founder William I. Koch's vision of creating one of Florida's top schools is now a reality and part of the fabric of Palm Beach County. It is amazing it has happened so quickly and as we begin our second decade the future is very bright.

Oxbridge Today is the magazine of Oxbridge Academy and is meant to tell our story — past, present, and future. This inaugural edition of *Oxbridge Today* titled **TEN** tells the 10-year celebration story of Mr. Koch's vision for Oxbridge, historical milestones along this 10-year journey, and highlights who we are today. I want to give a special thank you to my Communications team, in particular, Mr. Scott Benarde, Associate Director of Communications and *Oxbridge Today's* Editor-in-Chief. Scott not only works for Oxbridge, he is also a parent of two Oxbridge alumni (read story on page 54).

In these pages you will find our Honor Roll of Donors, recognizing those that have generously contributed to Oxbridge Academy through The Oxbridge Fund during the 2020-2021 year. Also highlighted through our Class Notes section are some of our alumni, bringing us up to date on where they are today.

I hope you enjoy reading the many stories in this magazine. Oxbridge Academy is a special place, and I look forward to meeting all of you in our community as we continue on this wonderful journey together.

A handwritten signature in black ink, reading "Scott Siegfried". The signature is fluid and stylized, with a large loop at the end.

Scott Siegfried
Director of Advancement



AN INTERVIEW WITH

Bill Koch

Oxbridge Founder on the School's Past, Present, and Future

Oxbridge Academy opened its doors in 2011 on a 54-acre campus in West Palm Beach, Florida, and serves more than 500 students from grades 7-12. The school was founded by William I. Koch, philanthropist and CEO of Oxbow Carbon. Mr. Koch's initial motivation was simple. He wanted what we all want: the best education possible for our children. From the beginning, his vision transformed Oxbridge Academy into one of the most successful independent schools in Florida and the United States.

The pursuit of knowledge, friendship, and a love of learning — fundamentals of a successful life — were core elements in the evolution of Oxbridge. His idea was to identify the very best educators and give them the freedom within the curriculum to inspire students to greatness. Oxbridge Academy has met this goal. However, it is a goal that must continuously be nurtured.

Mr. Koch graduated from Culver Military Academy in Indiana before receiving his Bachelor's, Master's, and Doctoral degrees in chemical engineering from Massachusetts Institute of Technology (MIT). Mr. Koch's father was given the opportunity to attend MIT 40 years before his son, thanks to the generosity of a local businessman. The kindness received by Mr. Koch's father had a monumental

impact on his son and is one of the foundations of Oxbridge today. In a sense, Oxbridge Academy and its need-based financial aid program is Mr. Koch's way of repaying that act of kindness bestowed upon his father. Oxbridge students come from diverse backgrounds: twenty-three municipalities in Palm Beach, Martin, and Broward counties, and seven international cities. More than 40 percent of the students attending Oxbridge receive financial aid. After graduating, 100 percent of Oxbridge students attend college and university. More than 40 percent of graduates attend the top 100 colleges and universities in the country, including Brown, Duke, Georgetown, Harvard, MIT, Princeton, Stanford, and Yale, to name a few. In just 10 years, Oxbridge Academy has become part of the fabric of Palm Beach County.

In Mr. Koch's view, providing students with the type of life-defining educational experience Oxbridge Academy offers not only benefits young people and their families, it also presents an extraordinary opportunity to advance our community — on both a local and global scale.

Oxbridge Today recently sat down with Mr. Koch to chat about Oxbridge's first 10 years and what the next 10 years will bring.

What was your experience in school and how does it relate to what you started at Oxbridge Academy?

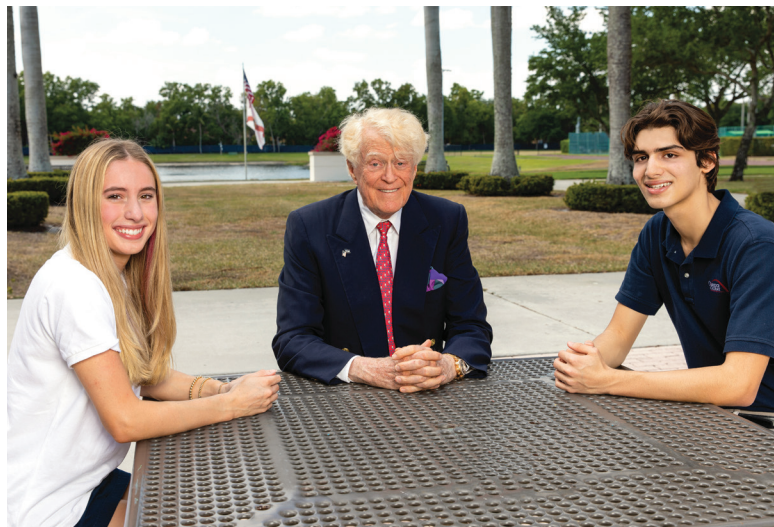
When I was young, my parents sent me off to a military school where I had a lot of support from many teachers. The teachers made me feel worthy and capable. I wanted those things at Oxbridge Academy. During summer vacations my father sent me to work on his cattle ranch in Montana to become friends with the ranch hands and cowboys. I had to work harder than they did. Our work duty was 10 hour days, seven days a week. At the military academy in Indiana, I disliked the drilling, saying “yes, sir,” and hashing (cooking). The only way I could escape was to get lost in my studies. With hard work and studying I ended up graduating number two or three in my class, in large part due to the support of my teachers. What it showed me was what can be accomplished with dedication and drive.

Ten years ago, you started Oxbridge. Why did you do that?

I wanted my kids, and others, to get the best education in the country. I didn’t want them to go away to boarding schools in the northeast. I wanted to enjoy them down here in this beautiful, sunny weather. There was a real need for this school. I thought it was important to have one of the top schools in the country right here in Palm Beach (County). In 2011, I started it and named it Oxbridge Academy, representing excellence by combining two great school names in Oxford and Cambridge. Everybody thought I was crazy. Everybody also thought I was crazy when I set out to win the America’s Cup. How could a kid from Kansas and a nerd from MIT, who only started sailing when he was 40 years old, win the America’s Cup. I did it with dedication, teamwork, and strict focus on reality, ignoring the historical perception on how to win. If I could do it, well others could do similar things with the right opportunities. I want students to learn that they are capable to create their own happiness. Oxbridge is one of the best schools in the area, and I want it to continue to be an outstanding school.

Ten years later, did you accomplish your objective?

Yes. You never get it one hundred percent from the beginning. You get close, but as you go along you have to evolve, change, and adapt to the environment. It was very difficult. It was like starting a company. There are a lot of bumps along the road. We were fortunate that we were able to buy the Jewish Community Center in West Palm Beach



because they were moving to another place. We bought that and had a home with great facilities. We are considered one of the best schools in Florida. I’m very happy about that, but of course we want to continue to improve.

What makes you most proud about Oxbridge Academy in its short history?

I have shaken the hands of more than eight hundred graduates in these past ten years. It makes me very proud every time. Many of them send me letters telling me how wonderful the school was for them. I think one of the things students want to do is to get into good colleges. The other thing is they need the skills to be able to handle reality and adapt. That’s very important. Forty percent of our graduates have gone to the top one hundred universities in the country. Overall, that is what parents want for their children as well as a place where they are going to learn all the basics — math, English, science, and history. The school is a place where they have freedom of speech; where they are able to express themselves; where they work with teachers who actually care about them and help with whatever it is that child needs. Oxbridge goes out of its way to give the students the education they want and the way they need it. At the school students come first.





What advice would you give to current and future Oxbridge students?

You learn more from mistakes than you do from winning. We all make mistakes. If you build from those mistakes and keep trying then you will do very, very well later. You know MIT is not known as an athletic school, although Sports Illustrated rated MIT the best school in the country not so much for the performance of winning games but for the breadth of the sports offered as well as the high participation of the student body. My twin brother, David, and I played on the MIT basketball team. He was good enough to be an All-American. I sat on the bench behind him, and it still makes me mad (laughs). Our first year we won only one game — this was when freshman couldn't play on the varsity. Our sophomore year we won only one game. My junior year we won half our games and in my

Daughter Charlotte Koch, '15, Remembers How It Began

I remember we were at the dinner table. I was in middle school and my dad came to the table and said, "Alright guys, I'm going to start a high school and you're all going to go to it." And we were like, "OK dad, that's never going to happen." We just thought it was never going to happen and then low and behold...

One thing that was significant about Oxbridge, different from all the other schools that I went to, was that any kid, if they had something that they loved, like chess or something in music, or a sport or anything, they could start that club or activity. I thought that was really cool and brilliant because no other schools took the initiative to care about a student's dream or what they aspired to do. The kid had to write a proposal, sort of like a business plan, and then they had to recruit other kids to make it happen.

I didn't realize at the time, but those were leadership skills being taught that you're going to use later in life. It really teaches you to be more out front and outspoken and say what you want. Starting something on your own is a lot of hard work, but I learned at Oxbridge that it is possible.

I know my dad's intention was to help kids really find their path and to really get the best education possible. He just took time to get to know these kids, to know every single one of them. Wow, seeing how far it's come is absolutely amazing, and I am very proud of him. It's a huge accomplishment. Seeing my dad's face when they come up at graduation to shake his hand is one of the most heartfelt, beautiful things I've seen.

senior year we won ninety percent of our games. We had the least points scored against us and the longest winning streak in the country. It was amazing. I studied what we did and applied it to the America's Cup and everything else in my life. What our coach did was very clever. He put guys in positions that would minimize their weaknesses and maximize their strengths. Then he gave us only one play so we could do it in our sleep. We did it over and over again. I asked him why there is only one play. He said you're not smart enough to have more. Here are some of the smartest guys in the country at MIT and we were not smart enough to learn more than one play. He also put great emphasis on teamwork. Then he told us we could be winners. That was the difference between winning and losing. We believed we were winners. My advice is to believe in yourself, and you can accomplish great things. Work hard and you will be rewarded for your efforts.

You competed in the America's Cup, and won. You built a business. You founded the Koch Crime Commission. You've received a 'gazillion' awards and honors over the years. You got a Sc.D. In Chemical Engineering (not an easy major). How does Oxbridge rank with all those accomplishments?

Well, I put it right up there. I've always tried to do something in a superb way and what I like to say is 'an excellent way.' But you have to work very hard. You have to put a lot of blood and guts into it, and then you have a chance of coming out winning. I wanted to have one of the best schools in the South, beating the New England prep schools. When I entered the America's Cup, I didn't do it for fun. I did it to win and winning is tremendous fun, particularly if you have a good team.

You put a lot of your money into Oxbridge. At some point, the community is going to have to take over and sustain the school. What do you say to them about why they should do that?

Well, number one I'm not going to live forever. We've created something I think is really superb for the community. It attracts new people to the community. What it takes is donations and income from an endowment. As the school grows and evolves, we need to ask the community to contribute to sustain it for the future.



What is the legacy you want for Oxbridge Academy?

Oxbridge is not just about my legacy. I started it. I got it going. It is now a growing organization on its own. It is up to the community to keep it going and keep improving. One of the things I always wanted in Oxbridge was a culture that was always moving forward and improving in the way we teach and adapt to our changing environments. We created something that is superb for this community. Oxbridge provides kids an opportunity to succeed. It teaches kids how to work, be creative, have initiative, be kind, understand the reality of a situation, and how to adapt. That is worth preserving. It would be terrific to have a lot of generations going through the school. We are going to have graduates who will have kids that hopefully go to Oxbridge. We want to keep that culture going — the culture of kindness, the culture of support, and the culture of teaching discipline and recovering from hard knocks, the culture of excellence. Oxbridge is one of my greatest accomplishments. I left a number of footprints in my life. I told my children do not follow in my footsteps; make your own. The students should also make their own paths.

Milestones

We're very proud of this inaugural magazine, which celebrates Oxbridge Academy's first decade. No hyperbole was necessary in the telling of the school's overall story, or in the reporting of each story between the covers of *Oxbridge Today*. The growth, progress, and accomplishments — both individual and institutional — are not only real, but impressive, compelling, and in some cases emotional and awe-inspiring. Create the right atmosphere with the right mix of students, faculty, administrators, curriculum, and philosophy and Oxbridge is proof that educational and inspirational magic can happen.

That said — and this is still not hype — the stories you're about to read, the experiences and achievements of the students, faculty, and staff you're about to discover are just the proverbial tip of the iceberg. There simply was not enough space and time to chronicle every notable achievement by all current or former students, or every award, program, or event won or produced by individuals, groups, or the school. Still, these articles, listings, and photos, tell remarkable stories, illustrate milestones, if you will. Enjoy them. Celebrate them. And remember there are many more where they come from!

One list that demanded inclusion is the roster of ThunderWolf Pathfinder Award winners. The prestigious college scholarship awards — sponsored by *The Palm Beach Post* since 1983 — are presented annually to high school seniors, competing from some 40 public and private schools in Palm Beach and Martin counties, who have demonstrated outstanding achievement in one of 18 academic, vocational, and athletic categories. To have won so many since becoming eligible in 2014 to compete for them is testament to the caliber of student and faculty at Oxbridge.

Another eye-opening list too long to include is that more than 125 student-athletes have gone on to play at the college level — one, Travis Homer, '16, is in the NFL playing for the Seattle Seahawks — proving the quality of the school's athletic program.



2021 Jack Krasulak, 1st place for Business. **2020** Sophia Lloyd George, 1st place for Computer Science; Alex Goetschius, 2nd place for Forensics / Speech.

2019 Joseph Rubsamen, 1st place for Community Involvement.

2018 Robbie Linck, 1st place in Academic Excellence; Alyson Brusie, 2nd place in Forensics / Speech; Jack Maloney, 2nd place in Drama.

2017 Terrell Seabrooks, 1st place in Forensics / Debate; Phillip Taylor, 3rd place in Academic Excellence; Andre Sudol won the Pathfinder-affiliated SunFest Music Scholarship.

2016 Justin Lubin, 2nd place in Academic Excellence; Justin Wisnicki, 3rd place in History / Political Science; Will Turk, 1st place in Forensics / Speech; Devin Ruskin, 3rd place in Literature; Nalin Vattigunta, 4th place in Business; Isabella Greene, 4th place in Science. **2015** Jake Reinhart, 1st place in Mathematics; Rylene Dietrick, 2nd place for Athletic Achievement.

TEN Years



Oxbridge Academy Foundation leases the former campus of the JCC and Jewish Federation of the Greater Palm Beaches, with option to buy

Oxbridge opens with 124 students in 9th and 10th grades

Students choose and design the ThunderWolves mascot and logo; select food vendor



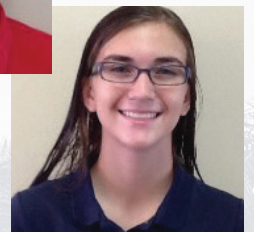
2012

1,500-seat sports stadium is completed

Theater Department presents first musical, "Legally Blonde," in partnership with Atlantic Arts Academy

2014

Jake Reinhart (First Place in Mathematics) and Rylene Dietrick (Second Place, for Athletic Achievements) win the school's first Pathfinder Awards



2013



School enrollment more than doubles to 258 students in grades 9-11

Founding Student Council adopts governing Constitution

Oxbridge Academy Foundation purchases 40.7-acre campus for \$24.3 million, creating a 54-acre campus

Oxbridge presents first "solo" musical, "Little Shop of Horrors"

First graduating class of 52 seniors

Signature programs Aviation and Cambridge Scholars established

2015



2011



2017

Ralph Maurer, Ph.D.,
named new Head of School

Joseph Rubsamen, '19,
wins Philanthropy Tank
grant of \$14,000 for his
Shoes2You non-profit



2020

135 graduating seniors
collectively receive
\$12 million in college
scholarships

New Middle School opens
with 55 seventh and eighth
graders; total student
enrollment is 515.



More than 125
student-athletes
have gone on to
play in college. One
student-athlete
(Travis Homer, '16)
plays professionally
in the NFL.

2018



Senior Terrell Seabrooks
is named the national
champion in Congressional
Debate at the National
Speech and Debate
Association's Nationals
Tournament. The four-
member team competed

with more than 3,500 top
debaters during the four-
day competition, winning
a School of Excellence
trophy and placing it in the
Top 20 debate teams in the
country.

School transforms to
accommodate hybrid and
virtual learning

Seniors return full-time to
in-person learning after
Thanksgiving

2021





From the Beginning

Founding Faculty and Staff Formed a Family and Welcomed the First Students

Officially, Monica Hammett, (who might have the longest job title as Academic Advising, Student Services, and College Counseling (ASC) Coordinator), was the first employee Oxbridge hired, and is among a baker's dozen who remain on the school staff to celebrate its first decade. Unofficially, she recalls that Maintenance Supervisor Marion Baldwin showed her around the campus on her first day, Dec. 1, 2010. Baldwin wouldn't technically come on board until one month later, but he had been a part of the fabric and spirit of the campus since 1995 when it housed the JCC of the Greater of the Greater Palm Beaches. Baldwin may have been a key part of the deal when school founder William I. Koch initially leased the property in 2011 with intent to buy, finally purchasing it in 2014.

One can imagine Mr. Koch saying, "No Marion, no deal!"

Hammett recalls "walking through Oxbridge being ushered by the one-and-only Mr. Marion Baldwin. I couldn't call him by his first name because in my mind he was a legend as he had already run these buildings for years. He spoke of the history of the buildings, and all the nooks and crannies. He knows it all as he knows the palm of his own hand." She adds that, "While Marion continued to prepare the facilities, I worked behind the scenes..." and remembers, "anticipation was filling the air," and "this empty building would soon be filled and would host many families eager to find out more about the excellence and innovation Oxbridge would bring to the community."

A decade later, what sticks in Baldwin's mind and remains the same is the diversity of the student body. "Over the ten years, we have maintained that diversity," he's gratified to say.

Math teacher Sheri Viggiano recalls being the last teacher hired during the inaugural summer, but immediately made to feel like part of a family. "The open-arms welcome that I received from everyone was amazing. [French teacher] Sheilagh Riordan was the first person to make me feel welcome. I felt like the teachers were a little family and I was excited to join." She adds that, "Once the school year started, there was a unique vibe on campus. Lifelong relationships were formed between students and staff, and the staff with parents. I still keep in touch with students and parents



from that first year. It was a true family on campus and there was a mutual respect amongst everyone.”

Viggiano is quick to cite an even stronger memory from May of 2015 when she was dealing with cancer: “One of the teachers, now retired, told me the students wanted to surprise me and wear pink to show support for the breast cancer battle I was about to face. At a pep rally that afternoon, I got a standing ovation from the student body, and many of them came running over to me to give me hugs. I started crying, seeing the love from my school family. The students created a scrapbook, which I still have, of get-well wishes and words of encouragement to help me through my surgery and chemo treatments.”

Sheilagh Riordon confesses that when she arrived on campus, “I suffered from a huge case of imposter

syndrome during those first few weeks in the summer of 2011. I was surrounded by some of the most accomplished and fascinating people I’d ever met!” This is saying something coming from a veteran teacher with a Ph.D. from the University of Maryland who was a Fulbright Scholar at the University of Uppsala in Sweden and spent 14 years teaching in France, Ireland, and Australia as well as Sweden, and was honored with an outstanding faculty award for her work teaching at FAU’s Honors College in Jupiter. That’s modesty for you! The faculty, she recalls, spent six weeks creating a new curriculum “from the ground up.” Riordan says, “The primary goal was to build a program that students would find relevant and engaging. We discussed and debated uniforms, class schedules,

meals and snacks, and whether to have vending machines and caffeine.”

She adds that, “The first year of school was one of the happiest years of my life. I’ll go to my grave swearing that students were generally thrilled to be at school every day. Being part of the Oxbridge community these past 10 years has been one of the greatest joys, greatest jobs, greatest rides of my life. I’m incredibly thankful.”

Which brings us back to Monica Hammett, who points out that, a decade later, some things haven’t changed — and that’s a good thing. “What hasn’t changed through the school’s ten years is excellence and innovation,” she says. “But I think we have also been resilient. We are overcomers, overcoming tragedies, and, yes, scandals, and yet we remain strong. Others now look at us to follow, we are no longer followers.”

Oxbridge Faculty & Staff Take Lifelong Learning to Heart



FACULTY HIGHLIGHTS

We don't often think of teachers as students, but at Oxbridge many teachers and administrators are working on second or third college degrees — or already have them! Their reasons for earning multiple degrees are as varied as the degrees themselves: the desire to improve their skills; explore new academic or administrative territory; pure passion for a subject; and a tool for advancement, among other motivations. This urge to keep learning benefits the whole school community. Assistant Dean of Students Kelly Hayek, for example, recently earned an MA in Executive Leadership from Liberty University, "to elevate my skills and incorporate them into my leadership role at Oxbridge."

Michael Brennan, an English teacher currently serving as Interim Dean of Students, who already has BA in elementary education and an MA in English, is working on a Doctorate of Ministry and Theology at Northwind Theological Seminary. "I had been contemplating another degree for a few years, I guess because I like school," he says. "I was considering an MFA, but the theology degree was going to provide a greater foundation for the stories and books I want to write."

Brennan's department colleague, Wende Porter, recently earned an MA in English from Southern New Hampshire University a decade after earning her BA in psychology from FAU. "Graduate school," she says, "was always a goal, and I was finally able to pursue it! I am happy to be able to blend my love of psychology with my love of [literary] characters."

Kerry Avakian, Assistant Director of Academic Advising, Student Services, & College Counseling (ASC), recently earned an MA from the University of Virginia in Counselor Education with a focus on K-12 School Counseling after also having earned a BA in psychology from Vanderbilt University. Psychology degrees appear to be popular among educators. Social Science teacher Brittany Velez has a BA and Master's in psychology and recently earned an MS degree in Industrial and Organizational Psychology. "I wanted to diversify my behavioral analysis

background beyond clinical psychology and use it to show my students the diversity of psychology in organizational development," Velez says. And she might not be done; she has her eye on a Doctor of Education (Ed.D.) program designed for those seeking leadership roles in education.

Human Resources Manager Elizabeth Fox recently earned her MBA from Dowling College in Oakdale, New York. She did so, she says, because "I love to learn, and when I completed my BA degree I knew I wanted to take my education further. I chose to pursue a Master's in Business Administration to acquire valuable management and leadership skills and get a greater understanding of organizations and their challenges."

Assistant Head of School Courtney Portlock earned a BS in mathematics from the University of Pittsburgh when she was in her 20s; a Masters from the University of Pennsylvania in Education and School Leadership when she was in her 30s; and, now in her 40s, has just finished work on an Ed.D. in Educational and Organizational Leadership, also from the University of Pennsylvania. She says the long gaps between degrees might not work for everyone, but in her case, "allowed for experiences to happen that made the coursework really meaningful."

Portlock originally envisioned a career in architecture or finance, and her first full-time job was in finance. She was bitten by the education bug, however, while performing the job of stay-at-home mom. "I got excited about how powerful education is while watching my own kids develop," she explains. A job as a substitute math teacher at a private school gave her new direction and passion. "Because of that experience I knew education was where I was supposed to be," she says. Her role as a school administrator allows her to incorporate her knowledge and love of architecture, design, and finance in her current job. "I still have fond connections and relationships to finance and architecture and haven't abandoned those interests," she says, but adds that being an educator is paramount: "I feel I was called to this."

COLLEGE BOUND

Class of 2021

Daniel Enrique Karam

American University

Katherine Kelleher

Auburn University

Ugnius Numas

Bard College

Alexandra Corina Karam

Baylor University

Raymond Reiersen

Belmont University

Alexa Van Nostrand

Belmont University

Jade Alexandra Johnson

Clemson University

Reigan Ciarfella

College of Charleston

Elizabeth Cloninger

College of Charleston

Grace Flatscher

College of Charleston

Connor Hutto

College of Charleston

Nina Horgan

College of the Holy Cross

Jena Michelle Whipple

College of the Holy Cross

Yonel Gonzalez

Columbia University

Avery Rose Steinbeck

Cornell University

Oscar Storkerson

Denison University



MIRANDA GREEN

Duke University

Heath Bauer

Embry-Riddle Aeronautical University

Noah McFarlane

Embry-Riddle Aeronautical University

Hoyt Rielly

Embry-Riddle Aeronautical University

Mei Han Liu

Emerson College

Beatriz Amorim

Emory University



JACK KRASULAK

Bucknell University

Ava Givone

Carnegie Mellon University



NADIA GABRIELA SADATI

Cornell University

Lauren Victoria Rodriguez
Fashion Institute of Technology SUNY

Kayla Pearl Friedlander
Flagler College, St Augustine



Mya Deve
Florida Atlantic University

Samantha Shirley
Florida Atlantic University

Liam Trent
Florida Atlantic University

Lindsey Diemer
Florida Gulf Coast University

Emma Wiggle
Florida Gulf Coast University

Casey Nicholas Zecca
Florida Gulf Coast University

Dorahan Bars Arslan
Florida Institute of Technology

Maxance Paksima
Florida International University

Kaya Alvarez
Florida State University

Timothy "Beau" Diamond
Florida State University

Michael Hayes
Florida State University

DeMya Hunter
Florida State University

Natalee Sama
Florida State University

MILA SKYE SUMRALL
Florida State University

Harrison Stewart
Fordham University

Alexandre Aeschbacher
Unknown, Gap Year

Lars Gronberg
Unknown, Gap Year

Gary Nicklaus
Unknown, Gap Year

Bohan Chen
George Washington University

Morgan Fowler
George Washington University



CHRISTINA CORDELL
Georgetown University

AMBER MISTRY
Georgia Institute of Technology

Carter Stewart
Harvard University

Masse Hatcher
Hawaii Pacific University

Rianna Mayfield
Hofstra University

DaNaja LaSha Willis
Howard University

Tatianna Shunta Davis
Jacksonville University

Abby Nieporte
Lafayette College



SYDNEY WILLIAMS
Lehigh University



Ma Juffo Monteiro
Lynn University

Tyler Joseph Stachkunas
Lynn University

Nicolas Gianluca Raffinengo
Marshall University

Jerivonna Dories Pryor
Mercer University

Catherine Boynton
New York University

Alex Dagher
Northeastern University

Talia Lipman
Northeastern University

Emma Young
Pace University

Victoria April DiCuia
Palm Beach Atlantic University

Cayley Vavrus
Pennsylvania State University,
Main Campus

Zhi Ang Qiu
Pepperdine University

Mya Bodnick
Rider University /
Westminster Choir College

Colin Ciarfella
Rollins College

Hilton Kamps
Rollins College

Shaylee Flores
Ryerson University

Exavier Banks
San Diego State University



Kyle Caracuzzo
Santa Fe College

Kayla Cohen
Savannah College of Art & Design

Shaelyn McClunn
Savannah College of Art & Design

Avery Belle Sullivan
Savannah College of Art & Design

Jiguo Yi
Syracuse University

Ava Hoffman
Texas Christian University

Tom Conseil
The University of Tampa

Kendall Heyman
The University of Tampa

Robert Moran
The University of Tampa

Chase Shapiro
Tulane University

Raquel Shulman
Tulane University

Xiaoqi Cheng
University of California, Davis

Qian Yang
University of California, Irvine

Yifei Sun
University of California, Riverside

Tianchang Wang
University of California, San Diego

Ayani Duverger
University of Central Florida

Alexander Goodwin-Elam
University of Central Florida

Christopher Holbrook
University of Central Florida

Adam Johnson
University of Central Florida

Zoe Rose Krishtul
University of Central Florida

Scott Lester
University of Central Florida

Caleb Mackenzie
University of Central Florida

COLLEGE BOUND

Jakob Mendelsohn
University of Central Florida

Abigail Rittgers
University of Central Florida

Nicolai Rodriguez
University of Central Florida

Dorian Schmidt
University of Central Florida

Benjamin Shields
University of Central Florida

Abigail Campbell
University of Colorado Boulder

Samantha Adamczyk
University of Florida

Sophia Arlosoroff
University of Florida

Jamie Miranda
University of Florida

Dante Moser
University of Florida

Connor Ofsanko
University of Florida

Kiefer Peggs
University of Florida

Jake Proctor
University of Florida

Marts Purins
University of Florida

Kayla Ann Brusie
University of Miami

Chase Cohen
University of Miami

Marcos Cuartas Jaramillo
University of Miami

Benjamin Eidelman
University of Miami

LILIANA LOUX HERNANDEZ
University of Miami



Jack Ketchum
University of Miami

Elijah Morales
University of Miami

Gabriella Ramsey
University of Miami

William Wyrzes
University of Miami

Jay Ajmo
University of Mississippi

Blake Bowers
University of Mississippi

Henry Louis Cramer
University of Mississippi

Camden Waldt
University of Mississippi

Ronia Clarence
University of New Haven

Victoria Salazar
University of North Florida

Jenna DeFrances
University of South Florida

CALEB EMMANUEL
University of South Florida



Kaelan Morrissey
University of South Florida

Leighton Strickland
University of South Florida

Ayla Weisberg
University of South Florida

Ivy Catherine Ankerson
University of Vermont

Alexander Bylin
University of Wisconsin, Madison

John Scott Sweeney
Unknown

Zachary Fenster
Wake Forest University

William Taylor
Wake Forest University

Noa Miller
Washington University in St Louis

Alessia Degraeve
Yale University



BUILDING



C H A R A C T E R

CULTIVATING

ENCOURAGING



E X P L O R A T I O N




C U R I O S I T Y



Teaching the Middle Ages: Oxbridge Debuts Seventh and Eighth Grades

Welcome to Oxbridge Middle.

It's an idea whose time has come and is now an Oxbridge Academy reality. Adding seventh and eighth grades to the high school was always part of the vision. With Oxbridge celebrating a successful first decade, the timing couldn't be better. The need and demand to provide the Oxbridge learning model to younger students was evident. The infusion of families relocating to South Florida seeking a private school education that emphasized a culture of respect and hands-on learning for middle grade students could not be ignored.

The adage, "If you build it, they will come" rings true here. Oxbridge Middle opened at capacity with two eighth grade classes and one seventh grade class totaling 55 students – and a waiting list for next year.

"The addition of a middle school expands Oxbridge Academy's commitment to offering a world-class education to students from all backgrounds who have a love of learning and working together," explained Head of School Dr. Ralph Maurer. "Students will experience and benefit from a culture that nurtures and instills Oxbridge values — respect, responsibility, kindness, compassion, honesty, and gratitude — in its diverse and inclusive community. Oxbridge Middle will help students develop character, discover their passions, and prepare them for a seamless transition to our high school where they will continue to learn to meet the world boldly."

Middle School Coordinator Rainey Wyatt put it this way: "The goal of Oxbridge Middle is to cultivate curious minds not only through instruction, but through exploration and experiences guided by caring teachers. We want students to view learning as a lifelong activity; homework as the trampoline for higher education instead of just a grade; character as the core." The expected result is that every student in Oxbridge Middle will possess the following

traits as they head into high school: kindness, curiosity, confidence, and critical thinking skills.

As mentioned, Oxbridge Middle students are receiving the same high-caliber academic experience provided to students in grades 9-12, but with changes rooted in providing the strong foundation and exposure to experiences that will enhance their upper school life. Middle School students who are ready for advanced classes can take advantage of the breadth of offerings available in the upper school math department. Another unique feature to the middle school curriculum is the combination of English and History classes into a daily humanities course that challenges students to take a holistic look at the way history and culture intersect. In addition, all MS students will rotate through an arts wheel in seventh grade (photography, 2D art, 3D art, theater, band, dance, and choir) and a technology wheel in eighth grade (graphic design, animation, aviation, computer science, yearbook design) in order to give them a taste of available upper school electives.

Middle schoolers also are able to try out for some of the school's sports teams in the Oxbridge athletic program. In addition, middle school students are being encouraged to create clubs and participate in community outreach efforts to become fully integrated into the school's culture of kindness and respect. They also have access to Oxbridge Academy's gourmet dining services and state-of-the-art health and wellness programs. The school's financial aid program is available to qualifying middle school students.

Several months in, Head of School Maurer is excited about what the new middle school can do: "Expanding to middle school means preparing students at a younger age to be critical thinkers, world citizens, and future leaders who are caring, confident, compassionate, and unafraid to tackle and solve 21st-century problems."

Go (young) ThunderWolves!



Meet the Oxbridge Middle Coordinator

Rainey Wyatt's enthusiasm for the new Oxbridge seventh- and eighth-grade middle school she oversees is immediately apparent. Give her a minute and she will have you convinced that this is the place for your child to learn and mature into a caring, confident world citizen. "The addition of a middle school gives us more time to nurture students and instill Oxbridge values and cultivate curious minds," Wyatt explains.



Beginning her ninth year at Oxbridge, Rainey has an extensive, multi-faceted educational background that includes a BA in history with a minor in medieval studies from Indiana University, and an MA in library science with an emphasis on young adult literature and archival studies from the University of Kentucky. Those credentials

cover a lot of territory. Since her arrival at Oxbridge, Wyatt has taught a European History Honors Seminar and implemented a four-year information literacy plan that teaches all students to successfully seek, evaluate, curate, and use information and resources. She regularly collaborates with teachers in all disciplines to incorporate information literacy into existing curriculum.

Before coming to Oxbridge, Wyatt spent four years as a middle- and upper-school librarian at Louisville Collegiate School. Before that, she spent five years at the Louisville Free Public Library as a Young Adult Librarian Specialist. She has also served as a guest lecturer at Spalding University and the University of Louisville. With her vast knowledge of literature, history, technology, and adolescent development, Oxbridge Middle is in caring, passionate hands.



At Oxbridge Middle, Students Cheer for More Instruction Time

The following incident is true.

Upon being told that 15 minutes of instruction was being added to several classes in Oxbridge's new middle school, a student — who might go down in school lore — yelled, "Yay, more French!" You're thinking to yourself, "That's not possible." But something grand and uplifting is afoot in Oxbridge Middle. The students, 37 eighth graders and 18 seventh graders, are exceeding expectations. A student's joyous howl of enthusiasm for more French must have warmed Oxbridge founder Bill Koch's heart. It is exactly what he envisioned the school should be when he opened it in 2011: a community of students with a love of learning. Even better that it emanated from a pioneer middle schooler.

The goal of adding a middle school comprised of seventh and eighth grades to the high school was to create a space that instills Oxbridge education concepts and values to a younger age group. Those concepts and values include analytical skills, how to meet the world boldly with kindness and initiative, respecting your peers, confidence to try new things, and a willingness to fail and try again. In those regards, says Oxbridge Middle Coordinator Rainey Wyatt, "The kids have been much better than anticipated. They're

eager, curious, so exuberant; they're into it one-hundred percent all the time. They have bought into Oxbridge Academy and the idea that this is a place for them to grow. I think from day one they felt comfortable."

That comfort stems from the sense of having their own learning and recess space away from the upper school as well as a separate lunch period. They're also finding the school's approach of combining history and English instruction quite agreeable and take to technology classes with confidence.

One of the advantages a small independent school has is the ability to make improvements quickly. In the case of the new middle school, coordinator Wyatt soon observed that teachers were a bit short on instruction time and advisory periods were a little long. Voila! A switch was implemented, and equilibrium was achieved. Teachers were pleased; seventh and eighth graders were delighted, too.

"The students," says Wyatt, "want to yell to the world that they are proud to be here."

And trumpet the fact that they get 15 more minutes of French!

Signature Programs

Unique Paths to Meet the World Boldly



Liam Chardack

Aviation

Liam Chardack, who graduated Oxbridge in 2016, is currently a first officer flying for Endeavor Air, a subsidiary of Delta Air Lines also known as Delta Connect. Endeavor operates a fleet of nearly 200 planes that fly to 140 cities across North America. As first officer, Chardack's responsibilities include conducting pre-flight inspections of the aircraft to ensure that all navigation, safety,

and operating systems are properly working as well as serving as co-pilot. Chardack discovered his professional passion taking classes in the Oxbridge Aviation Program (see story page 29).

The program, begun in 2014, is one of four that Oxbridge considers Signature Programs. The others: Cambridge Scholars, Artificial Intelligence, and Independent Research.

Artificial Intelligence

Artificial Intelligence (AI) is one of the fastest growing and most influential fields globally, affecting almost every aspect of daily life. To stay on the cutting edge of education, Oxbridge offers an Artificial Intelligence and Computational Modeling course (Honors Seminar AIM) that requires students to understand what it means to 'learn' through combining computer science and mathematics. Students are asked to identify parallels between human learning and machine learning. (Sample class projects have included using AI for handwriting recognition, generating text using Shakespeare's works as a source, and predicting who would survive the Titanic given only the information on the ship's passenger manifest.)

"It is essential for our advanced math, statistics, and computer science students to start grappling with AI-related areas such as machine learning and natural language processing," says Dr. Ralph Maurer, who co-teaches an AI ethics class with Dr. Andrew Johnson. He explains that, "These tools are already common in university courses and industry to analyze data, build models, and create solutions to real-world problems. Familiarity with these tools is important." He adds



that, “These ‘learning machines’ — the idea for which dates to at least the 1940s — are now ubiquitous,” and points out that cell phones, cameras, medical devices, musical composition, assembly lines, online help desks, financial brokerages, solar arrays, cars, the Mars rover, paintings, and even vacuum cleaners “routinely employ AI.”

Another advantage in offering AI courses is its global scope, allowing students to make international connections and broaden their horizons. “In the first year of the program,” Maurer recalls, “we took

advantage of this with a group of ‘Shanghai AI scholars’ and plan to continue the program at a location TBD in the near future.”

The field is also controversial; like so much technology, AI can be misused. That’s why the AI course addresses the social issues and ethical implications — real and hypothetical — raised by humanity’s pursuit of AI. “It is also important for our students to understand the ethical and philosophical implications of AI,” Maurer says “The use of AI has led to discussions regarding the nature of

personhood, how AI can make ethical choices itself, and man’s role in an environment where AI might eventually dominate all labor.”

Along with several faculty, students in the Oxbridge A.I. program attended the Seventh Annual (Shanghai) China International Technology Fair in April 2019.

From left: teacher Michael D’Egidio, students Kate Maloney, Alex Boren, Jacob Green, Trevor Honeycutt, William Boynton, Luke Weisberg, Henriette Purina, Sophia Lloyd George, Zac Webel, Finch Davis, Colin Kramer, teacher Kate Kilian, and Head of School Dr. Ralph Maurer.

SIGNATURE PROGRAMS

Cambridge Scholars

Talk about meeting the world boldly, the Cambridge Scholars program, which also began in 2014, offers 15 qualified juniors the opportunity to spend two weeks in the spring studying British history and literature at renowned Cambridge University in England. An Honors Seminar on British Literature prepares the participants for the experience. At Cambridge, students attend lectures by Cambridge faculty. In 2019, (the most recent program before the coronavirus pandemic suspended the program in 2020 and 2021), the theme was “Britain: First World War to 1939,” and lecture topics included “The Treaty of Versailles” and “War Poets.” To pass the program, students are required to submit a 2,500-word essay on one of the texts they studied. The essay is scored by Cambridge faculty using Cambridge grading criteria. Students then defend their viewpoints in a 30-minute session with a professor. The program also includes time to explore historical sites and museums related to the coursework. This intense two-week experience not only stimulates critical thinking, but builds confidence. Oxbridge English teacher John Klemme, who cofounded and oversees the program (see story on page 31) recalls a comment from a participant that illustrates the program’s effectiveness: “On the flight home from England that first year of the Cambridge Program, I sat next to a young man who has since studied at and graduated from Yale. He told me that Cambridge had taught him what college would be like, and he said that he couldn’t believe that on



Cambridge Scholars pose in front of London's historic St. Paul's Cathedral in 2018.

the following Monday he would be in high school again. Other students have echoed that remark over the years.”

Independent Study

The Independent Research Signature Program encourages students to delve more deeply into subjects that fire their imaginations and academic interests. Projects have had titles such as: “The Psychology of Childhood Trauma,” “Propulsion Systems Engineering and Applied Mechanics,” “Biomedical Art: Advanced Projects in Mixed Media with an Anatomical Theme,” “Epigenetic Memories in Crickets,” “Golf Course Architecture and Design,” “Postpartum Psychosis in Teenage Mothers,” “Hispanic Countries’ Political and Economic Influence on the U.S.,” and “Astronomy: Speckle Interferometry on Possible Binary Stars,” to name a few and illustrate the scope of study.

Under a teacher’s guidance, students are responsible for their project from beginning to end. That includes scheduling meetings and interviews with outside experts; collecting and interpreting data; and developing conclusions.

“One of the coolest things about the Independent Study program is how tailor-made it is to the student and their particular learning goals,” explains teacher Honey Whitney who has guided students through numerous Independent Study projects. “In the Science Department specifically, the student is matched with a faculty advisor who most aligns with their subject matter, but ultimately the project is entirely student-driven.”

Students have conducted research projects in collaboration with prestigious organizations such as Scripps Florida, Max Planck, Ecology Project International, and Florida Oceanographic Society. Some have presented their findings at collegiate research conferences and had their research published in scientific journals.

The positive results of these projects, Whitney says, are actually three-fold: They allow for student ownership over their educational experience; offer the faculty a further deepening of their subject-matter expertise; and develop strong student-faculty bonds over a shared love of exploring our world through science. And perhaps she identifies a fourth confidence-boosting benefit: “Often, the student ends up teaching the faculty advisor something that even they didn’t know!”



Aviation: More Than a Pilot Program

It started with an American Airlines pilot convincing Oxbridge's first headmaster that the school would benefit from an aviation program. Money was raised. A simulator was purchased. A curriculum was developed. Instructors were hired. The program — which covers the gamut of aeronautics, not just pilot training — was up and running by the 2014-2015 school year. It combines math, science, geography, government, and economics with aviation coursework and includes field trips (such as tours of the air traffic control center at Miami International Airport) and guest lectures by aviation experts.

Since then, dozens of students have gone through the program. Thirty-two students took aviation classes last year and 60 are registered for the current school year. Several former ThunderWolves are professional pilots — or on the runway soon to take flight. Others have their pilot's license, and at least one of them, William Boynton, '19, has other aspirations: He is at Georgia Tech majoring in Aerospace Engineering, focusing on "dynamical systems modeling."

By the time John McLay was a 15-year-old Oxbridge sophomore, the school's aviation program had prepared the wannabe pilot to take the Private Pilot written exam. And

practicing with the school's full-motion Redbird MCX flight simulator gave him the necessary foundation for earning his FAA pilot certificates by the time he was 18. After graduation in 2020, McLay — whose mother and father are both pilots — continued his flying lessons, earned his FAA Instrument Rating, Commercial Pilot Certificate, and Multi-Engine Rating; graduated Liberty University with a B.S. in Aeronautical Science. Now he's in the university's Aeronautical Science graduate program, ascending ever closer to his dream of being a professional pilot. "The Oxbridge Aviation classes taught all aspects of aviation and gave me a strong foundation for the Private Pilot certificate," McLay says. "The flight simulator was an excellent tool for practicing the concepts learned in the classroom. It really made a difference in my aviation career and inspired me to continue with my flying at a faster pace."

Liam Chardack, '16, arrived at Oxbridge as a junior right when the aviation program got off the ground. Andreas Garcia, '17, arrived the same year. After graduating, both attended Purdue University (rooming together at one point), earned BS degrees in Professional Flight Technology, and now work for Endeavor Airlines.

SIGNATURE PROGRAMS



Above: John McClay; right: Redbird MCX flight simulator

Chardack is currently a first officer for Endeavor, which is a subsidiary of Delta Air Lines with a fleet of nearly 200 planes flying to 140 cities across North America. During his two years at Oxbridge, Chardack says the program enabled him to explore different aspects of aviation, ranging from aircraft systems, weather, regulations, and the physics that allow airplanes to fly. “These were all valuable topics,” he says. “I would like to also point out that the most beneficial part of the program were the people I met.” He remains in touch with several pilots who were guest lecturers or taught some of his classes at Oxbridge and considers them mentors.

Karen Hinkley, who was chair of the science department, helped write the aviation curriculum, and has overseen the program since 2017, taught Garcia and Chardack. “They were both so taken with aviation,” she recalls. “It was clear that each of them had the passion and desire to make aviation their career choice. Each of them spent many hours in the flight simulator learning and then helping others learn when they were upper classmen.”

Hinkley made sure, however, that the program didn’t solely focus on getting a pilot’s license. “I wanted the program to prepare students for other careers in aeronautics as well,” she says. So, in 2019, she incorporated the Aircraft Owners & Pilots Association STEM (Science, Technology,



Engineering, Mathematics) curriculum into the program. During the coronavirus lockdown when only one student at a time was allowed to use the actual flight simulator, Hinkley was able to add a pair of “virtual” Redbird simulators enabling more students to train online.

Despite the challenges of the coronavirus, the 2020-2021 school year was special for Hinkley. “I got to see some students progress through the aviation program during all four years,” she says. “I love to challenge kids. There’s a steep learning curve, then they start to figure it out and realize they can do it. It’s very satisfying to see.”



An International Relationship

The Genesis of the Cambridge Scholars Program by John Klemme

In the spring of 2013, I was asked to travel to the University of Cambridge (founded in 1209!) in England to investigate the possibility of establishing a program that would take Oxbridge students to that famed seat of learning. With remarkably COLD weather in England that “spring” — in the teens and single digits for a few days — I toured the campus with university officials and saw the construction of an entirely new campus dedicated to science and entrepreneurship. I was shown the transcript of the trial of Joan of Arc (in 1431) in one of the rare book collections. I met with officials from the Institute for Continuing Education who would serve as our principal liaison with Cambridge and offer housing at historic Madingley Hall. In the end, the parties all agreed that we should attempt a partnership that would make Oxbridge Academy the sole high school in the United States to offer students a two-week opportunity to learn from Cambridge faculty and experience the atmosphere of this 800-year-old university. I pledged that Oxbridge would bring Cambridge 15 excellent students who possessed a sense of intellectual curiosity and an openness to experiencing the challenges and rewards of living in a different culture. Now we had to deliver them.

The first year of Oxbridge Cambridge Scholars in 2014 was a resounding success. Fifteen juniors were selected as the program’s inaugural delegates. They studied leadership in British history and literature, living for the first week in residence at Madingley Hall (off campus), then living on campus the second week. Our students were immersed in a college learning environment and distinguished themselves as insightful and thoughtful scholars on the subject of leadership. They returned to Oxbridge convinced that it had been the most important experience of their young lives and set the stage for future participation in the Cambridge Scholars Program. Except for the Covid issue in 2020 and 2021, each year has featured another focused program of study, from science and British history and literature, to the interval between the two World Wars and their impact on British society.

Cambridge Scholars 2018, front row: Olivia Przysinda, Sarah Garelick, Mai-Brie Conklin, Nancy Sluggett, OA faculty Amy Jurskis, Lauren Garelick; Back row: OA faculty Greta Mills, Joseph Rubsamen, Blake Weger, Lara Carter, Sarah Sadati, Quinn McKenna, Jennifer Secrest, Ashley D’Andrea, OA faculty John Klemme

SIGNATURE PROGRAMS



More than 90 students — 15 juniors annually — have had the honor of being chosen to participate, and the program has become one of the signature programs of an Oxbridge education. (In addition, the program expanded to offer Oxbridge faculty the opportunity to study for two weeks in the summer through the Cambridge Institute for Continuing Education. Several teachers have done so and returned with glowing reviews of this professional development opportunity.) We are planning to resume the program in 2022, accepting 14 juniors and 14 seniors (who missed the chance last year) and several faculty members.

I am proud to have spearheaded this important program at Oxbridge. Interacting with Cambridge faculty and supervising Oxbridge students over the years has been one of the highlights of my professional career. Braving the elements of a brutal spring in England in 2013 was, in my opinion, clearly worth it because of the very special benefits the program brought to Oxbridge students. May it long continue!

English teacher John Klemme is one of Oxbridge's founding faculty members and also served as Head of School from 2016-2018.

Above: Inaugural group in 2014 and most recent group in 2019.





Student-Athletes Compete at the College Level

Oxbridge counts eight student-athletes from the **Class of 2021** who will compete at the college level. Noa Miller, who will be joining the diving team at Washington University in St. Louis, might be speaking for her fellow alumni when she defines the term student-athlete: “Balance is a key word in this scenario. A student-athlete is someone dedicated to both athletic and academic opportunities.”

In fact, balance was so important that although she was recruited by many D1 and D3 schools, she says that when she initially applied to colleges, “I ultimately decided to apply only with my [academic records to] see what would happen. I wanted a school that would fit my academic personality.” Talk about diving into academics as well as sports, Noa plans to major in biology, focusing on biochemistry and molecular biology, and “will be doing the premed requirements too,” she says. So, it’s not surprising that her favorite class at Oxbridge “was toxicology taught by Dr. [Stephen] Pennisi.”

She adds that, “Being invited to dive for Wash U. was extremely exciting because I wanted to go to an academic school and did not know if the dive team would be an available opportunity. Now that it is, I am very happy to be continuing my athletic career as a diver. It will be a way to make friends and relieve stress.”

Miller joins the following members of the Class of 2021 who will carry the title of student-athlete to the college level:

Tatianna Davis, who was named to both the Palm Beach Post and Sun Sentinel All-County Softball Teams, will join the softball team at Jacksonville University in Jacksonville, FL.

Ava Givone will join the tennis team at Carnegie Mellon University in Pittsburgh.

Abby Nieporte, selected to the Post and Sentinel All-County Volleyball teams, joins the volleyball team at Lafayette College in Easton, Pennsylvania.

Jeri Pryor, who received All-County Basketball Team Honorable Mention from the Post and Sentinel, will play basketball for Mercer University in Macon, Georgia.

Raquel Shulman has become a member of the sailing team at Tulane University in New Orleans.

Tyler Stachkunas, named All-County Golf Player of the Year by the *Sentinel* and First Team All-County by the *Post*, joins the golf team at Lynn University in Boca Raton.

Jenna Whipple, named to the All-County Softball Team by both the *Post* and *Sentinel*, will play softball at the College of the Holy Cross in Worcester, Massachusetts.

From left: Raquel Shulman, Jenna Whipple, Abby Nieporte, Tyler Stachkunas, Jeri Pryor, Tatianna Davis. Inset left: Ava Givone; Right: Noa Miller



The Pack is Back!

The Fall Sports Pep Rally was full of excitement as we celebrated our Girls' Volleyball, Swimming, Cross Country, and Golf teams. There were other big announcements that day. Stan Ross was announced as the new Athletic Director and officially took on the role after serving as interim director since August. Ross has also been the head coach of the lacrosse team for the past 10 years. He started the program from scratch and built it into one of the top high school programs in the state.

Mr. Ross took the microphone and thanked the fall teams for working so hard to bring home many victories. His final announcement was met with a roar as he talked about bringing back the football program with plans to begin play in the fall of 2022.

It will be an epic return to the gridiron for a school that is defined by its winning spirit. Thunderwolves Football is expected to thrive under its new athletic director.

"When we began planning for our 10-year anniversary and identified ways to build on our strong foundation, adding a middle school and bringing back our football program were a big part of the conversation," explained Oxbridge Head of School Ralph Maurer. "Now we will have both as our middle school opened this year with grade seven and eight and football begins next fall.

Oxbridge Academy was a founding member of the Palm League in 2018. The league was formed to build competition amongst other private schools in South Florida. Now with ten members, eight of which offer football, the league continues to offer guidance and support in competition for all sports. Oxbridge Academy will build a football program with the intent to compete with other peer schools in the Palm League that offer football.

The timing is right, and so is the mission.

Go ThunderWolves!

Oxbridge continues to explore new opportunities to enhance and expand our athletic programs with a focus on strengthening our commitment to creating opportunities for our student-athletes that will allow them to pursue and achieve both their academic and athletic goals. The athletic department is now under the leadership of Stan Ross, recently named the Director of Athletics.

Ross has been with Oxbridge Academy since its inception ten years ago as the coach of the Boys Lacrosse program and serving as the Dean of Students. He will continue to coach the successful lacrosse program. Ross is nationally recognized as a leader and will be an assistant coach for the 2022 U.S. U21 National Men's Lacrosse Team. He was head coach of Major League Lacrosse's Florida Launch for the team's first three seasons (2014-2016) and previously served as an assistant coach with the MLL's Denver Outlaws. Prior to joining the Outlaws' staff, Ross was an assistant coach at the U.S. Naval Academy from 2007-2011. He was the head coach at Butler University from 2004-2006, spent seven years as an assistant at Towson University (1998-2004), and had coaching stints at Princeton University in 1998 (Winning a National Championship) and the University of Denver (1997).





Palm Beach County All-County Teams 2020-2021

PALM BEACH POST FALL ALL-COUNTY TEAMS

First Team

Rafe Cochran (boys golf)
Jonna Hubbs (girls golf)
Abby Nieporte (girls volleyball)
Tyler Stachkunas (boys golf)

Honorable Mention

Cayley Vavrus (girls volleyball)

PALM BEACH POST WINTER ALL-COUNTY TEAMS

First Team

Angelina Coelho (girls soccer)
Connor Ofsanko (boys soccer)

Second Team

Exavier Banks (boys soccer)

Honorable Mention

Camila Bonilla (girls soccer)
Saffron Christopher (girls soccer)
Mallory Forgatch (girls soccer)
Amber Mistry (girls soccer)
Jeri Pryor (girls basketball)
Parker Ward (girls soccer)

PALM BEACH POST SPRING ALL-COUNTY TEAMS

Player of the Year

Luna Curran (softball)

Coach of the Year

Kevin Drake (softball)

First Team

Chandler Barry (softball)
Luna Curran (softball)
Tatianna Davis (softball)
Bella Ruggiero (softball)
George Wandoff (boys lacrosse)
Jenna Whipple (softball)

Second Team

Shayna Barker (softball)
Patrick Cerasuolo (boys lacrosse)
Paticake Parke (softball)
Jake Proctor (boys lacrosse)

Honorable Mention

Beau Diamond (boys lacrosse)
Ali Griffith (softball)
Alexa Muller (softball)
Noah Prissert (boys lacrosse)
Drew Schaefer (baseball)
Adam Stowell (boys lacrosse)
Alex Walsh (baseball)

PALM BEACH POST TENNIS

Oxbridge Boys

Zach Fenster (second team singles)

Oxbridge Girls

Sophia Fenster (first team singles)
Alexa Van Nostrand (second team singles)

Honorable Mention

Hannah Altman
Avery Finch

SUN-SENTINEL FALL ALL-COUNTY TEAMS

Player of the Year

Tyler Stachkunas (boys golf)

Coach of the Year

Dan McLellan (boys golf)

First Team

Rafe Cochran (boys golf)
Jonna Hubbs (girls golf)
Dante Moser (boys golf)
Abby Nieporte (girls volleyball)
Tyler Stachkunas (boys golf)

ATHLETICS

SUN-SENTINEL WINTER ALL-COUNTY TEAMS

First Team

Angelina Coelho (girls soccer)
Mallory Forgatch (girls soccer)
Connor Ofsanko (boys soccer)

Second Team

Exavier Banks (boys soccer)

Honorable Mention

Camila Bonilla (girls soccer)
Saffron Christopher (girls soccer)
Lily Guari (girls soccer)
William Gudbrand (boys soccer)
Amber Mistry (girls soccer)
Jeri Pryor (girls basketball)
Bo Squitieri (boys basketball)

George Wandoff (boys soccer)
D'Na Willis (girls basketball)
Brynn Weisser (girls soccer)

SUN-SENTINEL SPRING ALL-COUNTY TEAMS

Player of the Year

Luna Curran (softball)

Coach of the Year

Kevin Drake (softball)

First Team

Chandler Barry (softball)
Luna Curran (softball)
Tatianna Davis (softball)
Sophie Fenster (girls tennis)
Bella Ruggiero (softball)
Jenna Whipple (softball)

Second Team

Shayna Barker (softball)
Kelley Dever (softball)
Zach Fenster (boys tennis)
Ali Griffith (softball)
Paticake Parke (softball)
Drew Schaefer (baseball)
Alexa Van Nostrand (girls tennis)
Alex Walsh (baseball)

Honorable Mention

Hannah Altman (girls tennis)
Sophie Arlosoroff (girls flag football)
Avery Finch (girls tennis)
Alexa Muller (softball)
Jake Proctor (boys lacrosse)
Sydney Wagner (girls flag football)
George Wandoff (boys lacrosse)
Sydney Williams (girls flag football)



Athletic Team Accomplishments

2020-2021

FALL SPORTS

Boys Cross Country - 7th place at Districts, Zach Jassenoff (22:10:12) finished 32nd individually.

Girls Cross Country - 6th place at Districts, Murielle Jeanite (26:28.08) and Cat Boynton (26:38.11) finished 27th and 28th, respectively.

Boys Golf - 5th place at the 1A FHSAA Golf State Championships, Tyler Stachkunas and Rafe Cochran finished 7th and 18th, respectively; Back to back Regional Champions, Tyler Stachkunas and Rafe Cochran finished 1st and 25th, respectively; District Champions, Tyler Stachkunas finished as the medalist, Chase Cohen and Dante Moser tied for 3rd; South Florida PGA High School Invite champions.

Girls Golf - District Runners-Up; Jonna Hubbs qualified and placed top 40 at the 1A FHSAA State Championships; 3rd overall at South Florida PGA High School Invite.

Boys Swimming & Diving - 3rd place at Districts; Qualified for Regionals. Finished with a record of 2-1.

Girls Swimming & Diving - 4th place at Districts; Qualified for Regionals; Noa Miller finished 6th at the 1A FHSAA Girls Diving State Championships. Finished with a record of 0-3.

Girls Volleyball - District Runners-Up, lost in the Regional Quarterfinals. Finished with a record of 3-5.

WINTER SPORTS

Boys Basketball - Won their first district playoff game in over a year, lost in the District Semifinals. Finished the season with a record of 2-13.

Girls Basketball - Won their first district playoff game, lost in the District Semifinals. Finished the season with a record of 3-7.

Boys Soccer - District Runners-Up, lost in the Regional Quarterfinals. Finished the season with a record of 5-4-4.

Girls Soccer - District Runners-Up, lost in the Regional Quarterfinals. Finished the season with a record of 3-8-1.

SPRING SPORTS

Baseball - Won their first district playoff game, lost in the District Semifinals. Finished the season with a record of 4-15.

Girls Flag Football - Finished the regular season as the #1 seed in the district playoffs, lost in the first round of the district tournament. Finished the season with a record of 4-2.

Boys Lacrosse - Lost in the District Championship. Finished the season with a record of 10-6.

Girls Lacrosse - Season ended early due to COVID-19, did not compete in postseason play. Finished the season with a record of 1-4.

Softball - District Champions, one win away from qualifying for the state tournament after losing in the Regional Final. Finished the season with a record of 20-1-2.

Boys Tennis - District Runners-Up, lost in the Regional Semifinals. Finished the season with a record of 4-6.

Girls Tennis - District Runners-Up, lost in the Regional Semifinals. Finished the season with a record of 5-5.

Track & Field - Season ended early due to COVID-19, did not compete in postseason play.

YEAR LONG SPORTS

Equestrian - The Equestrian Team placed 4th at the Jim Brandon Equestrian Center in its final show of the season. The team missed qualifying for regionals by only two points. However, seniors Samantha Adamczyk and Ivy Ankerson and junior Ava Tarone qualified individually for regional competition.

Sailing - Three sailors will be competing at the collegiate level next season. Raquel Shulman is committed to sail at Tulane University while Liz Cloninger (College of Charleston) and Hilton Kamps (Rollins College) plan on joining the sailing team at their respective colleges.

the arts





The Show Must Go On

The arts — which are best experienced in person — was one of the fields the COVID-19 pandemic hit hardest. Still, Oxbridge faculty and students proved resourceful, resilient, and dedicated to the concept that “The show must go on.” They presented virtual music, theatrical, and dance performances, later offering a limited number of in-person tickets. Visual artists also kept busy creatively and entered (virtual) juried shows. Oxbridge arts groups and individual artists not only performed, but came away with a bucketful of awards.

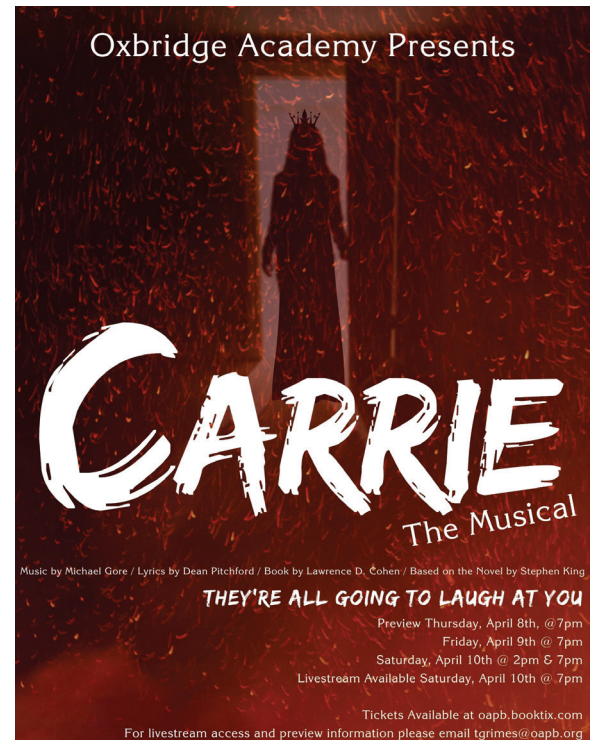
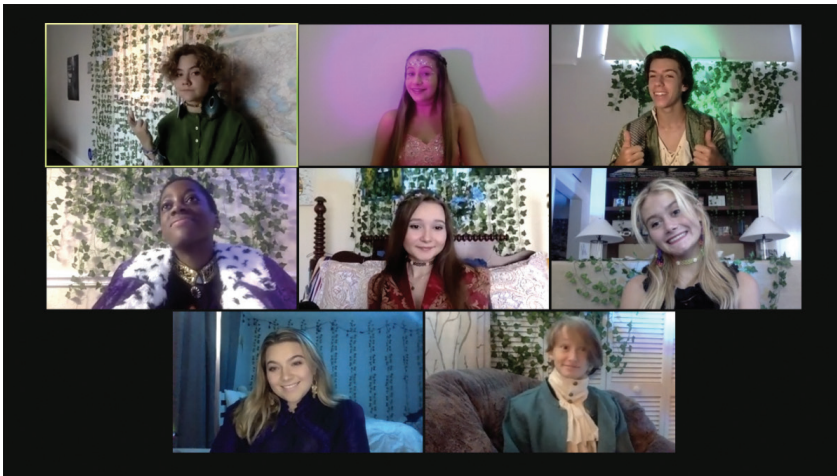
Theater students performed two plays during the school year: In November 2020, the Oxbridge Honors Performance Ensemble presented a virtual livestream version of the one-act play, *The World is Ending and Maybe That's Kinda Hot*. (It’s about a group of young people gathered in a meadow in Middle Ages Italy telling stories and flirting after surviving the Black Plague.) Later in the month, the group performed the work (virtually) during the Florida State Thespians Southeast Regional Festival and took Top Honors for a One-Act Play. In March, the theater department performed — in-person with limited seating, *Carrie: The Musical!*

In December, the Oxbridge Jazz Ensemble — comprised of Denver Matthews (bass), Christian Johnson (keyboards and guitar), Camila Bonilla (saxophone), and Cole McIlvaine (guitar and keyboards) — taped a performance at the Norton Museum of Art for its annual Winter Break program. The performance was aired on the Norton’s YouTube channel. All the school’s music ensembles, in fact, were able to perform spring concerts at school.

In January, Sophie Arlosoroff (’21) and Alessia Degraeve (’21) were accepted into the 2021 All-State Honor Chorus. This is one of the most prestigious achievements for high school music students, and the second year that both students were selected. The All-State chorus is sponsored by the Florida Vocal Association, a component of the Florida Music Educators Association (FMEA). Arosoloff and Degraeve normally would have attended and performed at the organization’s annual conference in Tampa. Instead, they participated in the conference’s virtual master classes.

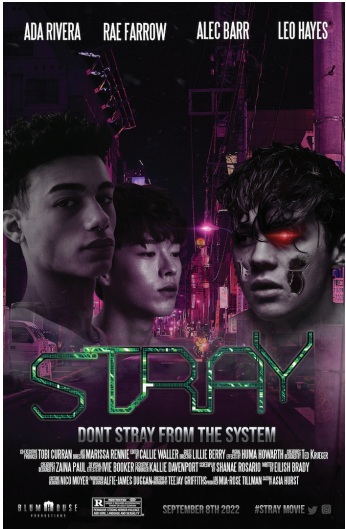
Several Oxbridge visual artists shined at the 2021 Regional Scholastic Arts Awards. Selected as Gold Key and Silver Key winners, they merited having their work shown in the

THE ARTS



Clockwise from top left: Dance instructor Alyssa Thompson (in red) leads a class; the cast of *Carrie: The Musical*; a student-created poster promoting the spring musical; the jazz ensemble performing in the garden of the Norton Museum of Art (with a dancer from the Kristar Bubbles Show) for the museum's annual School's Out Winter Break program; the cast of *The World Is Ending and Maybe That's Kind of Hot*

**2021
Regional
Scholastic
Arts Awards
Gold Key
Winners**



Clockwise from left: Ronia Clarence, *Eve Upon a Village*; Kallie Davenport, *Stray Movie Poster*; Kayla Cohen, *All Lit Up*; Amanda Monteiro, *Day at the Fair*; Abigail Rittgers, *Tree and Octopus Pie*

THE ARTS



Awards exhibition held in February at the Armory Arts Center in West Palm Beach. Abigail Rittgers ('21) led the group of talented ThunderWolves with two Gold Key awards for a pair of sculptures, one Silver Key for a painting, and an Honorable Mention for a sculpture. Rittgers' regional-winning sculpture, "Octo-pie," went on to win a National Silver Key award. Kayla Cohen ('21) won a Gold Key for a work of photography and four Honorable Mentions for photographic and animation works.

In March, Emma Young ('21) was one of 10 winners of the Palm Beach Dramaworks Young Playwrights 10-Minute Play Contest. The winners each received \$250 in cash, a virtual performance of their play, and publication of the play in a Dramaworks anthology. She explained that her play, titled "The Party Bathroom," is about the trials and tribulations of being a teenager at a party. "It is truthful and funny, and I am so extremely proud that it won." The Young Playwrights 10-Minute Play Contest was established "to give teens the opportunity to write about subjects that are meaningful to them, and to inspire teachers to incorporate playwriting into their classrooms," Dramaworks officials said.

At the end of the last school year, Mya Bodnick ('21) was selected as one of 40 of the nation's top high school vocalists to participate in the 2021 Songbook Academy Summer Intensive, a week in August of personal instruction and mentoring from arts and entertainment professionals led by five-time Grammy Award nominee and Songbook Foundation founder Michael Feinstein. Bodnick was featured

(virtually) singing "Blame it on My Youth," a song composed in 1934 by Oscar Levant and Edward Heyman.

The Oxbridge Repertory Dance Ensemble participated virtually in the Florida Dance Performance Assessment hosted by the Florida Dance Education Organization. The group also performed at Future Stars an annual event sponsored by the Rotary Club of Boca Raton, and presented its annual Spring Dance Concert to the school. "Despite COVID," says dance instructor Alyssa Thompson, "We had several guest artists teach master classes and set new pieces." Guest artists are back this year and include: Jon Lehrer Dance Company, Ariel Clarke, and Eisenhower Dance. New this year: Thompson founded a Middle School Dance Club! At Oxbridge, the show most certainly goes on.

Save these dates...

DECEMBER 1, 2021

Theater: The Summoning of Everyman

DECEMBER 14, 2021

Winter Concert featuring music, dance, and theater

APRIL 7, 2022

Spring Musical: Mamma Mia

MAY 13, 2022

Spring Dance Concert

Internships

Preparing Oxbridge Students for the Real World

Since its founding in 2011, Oxbridge has provided students with a variety of internship opportunities that have been eye-opening, confidence-building, and life-changing. Whether it be a research project at the internationally known Max Planck Florida Institute for Neuroscience or Scripps (Florida) Research Institute in the school's "backyard," or at a much more remote locale such as the Wyoming Dinosaur Center, students have been challenged, motivated, and inspired and, it appears, also have impressed their internship mentors.

In 2016, Oxbridge Academy rising seniors Phillip Taylor and Christine Marlow so impressed their supervisors during their respective (paid) summer internships at Max Planck Florida Institute for Neuroscience and Scripps (Florida) Research Institute that they were invited to continue their work into the school year. Taylor attended Princeton University and his research at Princeton with computer vision applications for police body-worn cameras led to a system of evaluating biases in policing and methods to improve police accountability. Marlow is a 2020 graduate of Wake Forest University. Scripps also accepted Isabella Greene, '16, and Madison "Maddy" Pope, '20, into its internship program. Greene is at Boston College and Pope at the University of Miami.

One of the more recent pre-coronavirus internships was, indeed, a Paleontology Research Trip undertaken by Mary "Blake" Willson in June of 2019 -- with the help of Oxbridge science teacher Ben Matzen -- in which students partnered with the Wyoming Dinosaur Center and participated in its Dinosaur Academy Program. Though Willson, who graduated in 2020, is now a sophomore at Florida State University on a pre-law track majoring in both political science and philosophy and active in student government, she's always been interested in paleontology -- the study of fossils and what they tell us about the past.

During the on-site internship, which lasted one week, her responsibilities varied from day to day. Some days involved working at actual dig sites and looking for fossils, while on other days responsibilities included cleaning fossils. The interns also prepared for a test at the end of the week that focused on their knowledge of paleontology and geology. The most memorable lesson Willson says she learned while in Wyoming, "was how much information I could gain from something as simple as a rock. There was so much history inside the ground we were walking on, and I thought that was amazing."

Her experience in Wyoming was so motivating that Willson wanted to continue doing paleontology research, so she and science teacher Matzen reached out again to the Wyoming Dinosaur Center and asked for a project she could work on. In August 2019, The Center assigned them the task of analyzing a 50-million-year-old longnose gar specimen and identify which species it belonged to. "We were able to narrow down to two species and finally were able to figure out that it belonged to the *Lepisosteus* Bemisi species," Willson explains.

After submitting their research, Willson was invited to present at two major conferences: the Geological Society of America's chapter meeting and a meeting of the Society of Vertebrate Paleontology. "I was lucky enough to discuss and present my research to some of the most accomplished in the field," she says.

Willson credits the internship and independent study with doing much more than teaching her about a long extinct fish and allowing her to explore another part of the country. "Doing this program, I learned how to present ideas, conduct research, and communicate professionally," she says. "I learned that though this entire process was challenging, it was worth every second!"



Left to right: Jude Slaybaugh; Thomas Raymond, Blake Willson, science teacher Ben Matzen, Sara Boeshaghi at a research site near Thermopolis, Wyoming.



Oxbridge students adjust the hearing aids of a young boy in Santo Domingo.

A Culture of Kindness

PUTTING THE CONCEPT INTO PRACTICE

In June of 2019, a dozen Oxbridge students along with three teachers traveled to Santo Domingo, the capital of the Dominican Republic, to help the Starkey Hearing Foundation (a Minneapolis-based non-profit) provide and fit hearing aids for 750 of the country's hearing-impaired residents.

It was a life-changing experience for the students as well as for the Dominican recipients who were overjoyed and emotional at reclaiming their hearing. "The unique opportunity that the trip offered was the ability to visually see the impact you were making on these people," Oxbridge Academy's Tyler Arscott ('20) told *The Palm Beach Post* upon returning home. "We made sure that everyone who came through the tent felt that they were loved." Doing something like this, he added, "gives you a new understanding of yourself and the power you possess to change the world."

Arscott, now a student at the Florida Institute of Technology, put this opportunity in motion. After seeing his father experience hearing loss, Arscott began volunteering with the Starkey Foundation, which provides free hearing aids to the hearing impaired in more than 100 countries. Arscott had traveled with Starkey in the past. He approached a teacher, arranged a meeting with the Foundation, and an idea became a reality for a dozen students who had to apply for the 12 spots.

The service trip to the Dominican Republic was just one of dozens of examples of Oxbridge students living what Oxbridge proudly calls its "Culture of Kindness." Throughout the past decade, Oxbridge students have volunteered time and/or donated goods and/or funds in support of numerous social service agencies. Students have tutored children at The Lord's Place, an agency that helps families in crisis get back on their feet; helped Habitat for Humanity build

houses for the homeless; raised money for the Leukemia & Lymphoma Society via the organization's annual Student of the Year contest; and partnered with the St. Baldrick's Foundation to raise funds and donate hair for wigs for child cancer patients through public head-shaving events. The list goes on. Oxbridge after-school clubs have included: The Autism Coalition, Cancer Awareness Club, Mental Health Awareness Club, Quantum House Club, and SADD (Students Against Destructive Decisions), as well as Habitat for Humanity and The Lord's Place clubs.

Supporting the St. Baldrick's Foundation has become one of Oxbridge's most popular annual community service events. It appears teenagers love to shave their heads for a good cause. The program at Oxbridge was started in 2016 by math teacher Sheri Viggiano, who had been diagnosed with cancer in 2015, and student Alyssa Goldman ('17) after seeing it at another high school. The program features Oxbridge students, faculty, and staff who volunteer to shave heads or have their heads shaved during a school assembly. Volunteers also work with St. Baldrick's to set up personal online pages to create awareness of childhood cancer, the event, and raise money to cover care and research treatments and cures.

"We put the assembly together at the end of April 2016," recalls Viggiano. "It was a huge success. The students and staff came to me over the next few days commenting how much they loved the assembly and how it was the best assembly of the year. That's how it started and we just celebrated the fifth event (in 2021)."

Another service project popular with Oxbridge students is the Leukemia and Lymphoma Society's annual Student of the Year Campaign. Each year students from high schools

around Palm Beach County and the Treasure Coast compete to raise money for the LLS. The student who raises the most money during the seven-week campaign wins.

Oxbridge has had three winners since its students began participating in 2016: Alyssa Goldman — Yes, that Alyssa Goldman — won in 2016, raising more than \$25,000. Max McGould ('18), won the following year by raising more than \$50,000. Siblings Luke and Taylor Herman (both '19) raised a whopping \$100,000 and won in 2018. Even the losers won with Emma Wiggle ('21) raising \$50,000 in 2019 and Jack Krasulak ('21) raising more than \$40,000 in 2020.

A good number of students create their own projects or non-profits and approach the administration for permission to promote their causes at school. One of the best known may be Shoes2You, established by Joseph Rubsamen ('19), before he arrived at Oxbridge.

Since founding his non-profit in 2013, and partnering with charitable organizations in Haiti, Nicaragua, Indonesia, Kenya, and 10 Florida non-profits, he has provided more than 18,500 pairs of shoes (as well as socks in a partnership with Bombas Socks) to those who can't afford them. For his efforts, he won a prestigious First Place Pathfinder Award in 2019, which included a \$3,000 college scholarship. (He is currently a junior at Bowdoin College studying biology and economics.) He also was awarded a \$14,000 grant from the Palm Beach Philanthropy Tank in 2018 as well as a Palm Beach Health Department Volunteer Services Leadership Award. "When I was a student at Oxbridge, there was a great service culture," Rubsamen says. "In addition to running my own non-profit organization and other students conducting their own service work, many people performed school-related service. I was very involved in the Key Club and the Green Club. In the Key Club, we volunteered at the Lewis Center (The Senator Philip D. Lewis Homeless Resource Center) serving dinner weekly, The Lord's Place tutoring weekly, and other various service projects on occasion...In the Green Club, we performed outdoor restoration, beach cleanups, and other environmental-related service work..."

Though the COVID-19 pandemic curtailed Oxbridge community service activities during the 2020-2021 school year, it didn't completely shut them down. A schoolwide St. Baldrick's event was held in March. And the sophomore class, led by class president Jonathan Schram, held two drives during the year, a toy drive in December and a pajama-robe-slippers drive in the spring for underserved teens, ages 14-18, experiencing serious social and health conditions. Both were done in conjunction with Little Smiles, a local non-profit that, since 1999, has been "helping kids be kids during difficult times."

It's one thing to be involved in community service while in high school, it's Oxbridge's hope that graduates take that culture of kindness and involvement in community service with them when they leave and see them as lifelong responsibilities.

That's certainly what Jhahdha King ('16) has done. At Oxbridge she participated in the Green Club and Veterinary Club, and continued her service involvement at Bowdoin College where she served as a Lead Fellow at the college's McKean Center For the Common Good, which encourages its students to "discover ways in which their talents, passions, and

academic pursuits can be used for the benefit of society through public engagement." One of her responsibilities was leading service-learning trips [to understand the causes and cures for homelessness]. She also became a Computer Science Teaching Assistant and Vice-President of the Black Student Union.

Why do so many Oxbridge students care so much about "paying it forward," giving back, or undertaking service to the community and beyond? Maybe Tyler Arscott has the answer: "There is a certain inexplicable feeling associated with doing good deeds," Arscott told the *Post* in 2019. "The same feeling you get when you thank a police officer for their service or give food to someone who is homeless. I believe that hidden somewhere in that feeling of deep compassion and love, you find a priceless part of yourself that can only truly be unlocked through actions of absolute benevolence."

“When I was a student at Oxbridge, there was a great service culture.”

— Joseph Rubsamen, 2019

A CULTURE OF KINDNESS



Clockwise from top: Shaving heads to support the St. Baldrick's Foundation is a popular Oxbridge community service event; Oxbridge students worked with local non-profit, Little Smiles, on toy and clothing drives for underserved teens; Oxbridge students and staff spent several Saturday mornings cleaning up the beach at Phipps Ocean Park.





Taking Advantage of “The Oxbridge Advantage”

Educational Opportunities Kept Knocking – and Heath Bauer Kept Answering

Heath Bauer arrived at Oxbridge in 2017 brimming with curiosity, eager for new challenges, and fortified with a strong work ethic he gladly admits he picked up from his parents. He also had a rare twofold passion for carpentry — actually building stuff with his hands — as well as a love for and facility with computers, fixing them as well as using them. Still, like most teens, he didn’t know what he wanted to be when he grew up.

By the time he graduated, Bauer was as much an Oxbridge employee — with the title of Technical Support Specialist — as he was a member of the Class of 2021. He certainly was a student leader as illustrated by Oxbridge naming him recipient of its annual T3 (Talent, Teamwork, Technology) Award, which school founder Bill Koch handed him at graduation. Just as satisfying, Bauer says, “was getting a standing ovation from my peers” as he walked to the stage

to accept the honor. (He was also bound for Embry-Riddle Aeronautical University in Daytona Beach to pursue a degree in Homeland Security & Emergency Services, because, he says, “It combines my strengths in construction and IT, and my interest in Emergency Services.”)

The T3 Award was well deserved as Heath was involved in just about every facet of school life: IT department trouble shooter; theater department set designer, builder, and technical director; yearbook staff, special events, and sports chief photographer; emergency medical assistant to Health and Wellness Dr. Kelly Prisco at Oxbridge home games (after getting certified in CPR, AED, and First Aid); senior prom planning committee member; oh, yes, and Prom King! One year, he even served as a teaching assistant for a woodworking and metalworking class and also was asked to teach a woodworking workshop after school that was

ALUMNI STORIES

open to the public. All this while a fulltime student and remaining cool, calm, and panic-free no matter the assignment or deadline. His not-so-secret secret to success: "I learned very early on how to manage my time."

He describes his unusual senior year at Oxbridge "almost like a college work-study program. I paid full tuition for my education, but when my classes were over, I clocked in as an hourly employee working in many different roles on campus. I received a paycheck every two weeks, like a regular job."

His jack-of-all-trades position evolved over the years as teachers and staff got to know him and realize how reliable and capable he was. That included giving him a budget and trusting him to build the most ambitious stage set in school history for the annual spring musical, a production of *Anything Goes*. He used 3D modeling software to design a two-story cruise ship, then built it! "Oxbridge allowed me to turn in a purchase request to order the materials I needed to build the set," he says. That confidence in him made a huge impression, leading him to declare, "The freedom and trust that Oxbridge gives all its students is one of the many things that makes Oxbridge great."

When the coronavirus hit in March of 2020 forcing the school to switch to remote instruction, the administration asked Bauer to help students and teachers with computer issues.

The summer before his senior year, he helped install video conferencing units for virtual learning, outfitted various campus spaces with required technology (cameras, Ethernet switches, battery backups, fiber converters, etc.) and installed plexiglass on classroom desks, and set them six feet apart. "Being in the middle of a global pandemic, we didn't know in what capacity the school was going to return in August, but Oxbridge was determined to be ready," he says.



His senior year, he shared with Dr. Prisco his interest in emergency medical services and that he was considering a career as a firefighter/paramedic. He told her that Embry-Riddle had a student Emergency Response Team (ERT) that worked in conjunction with campus safety staff and local law enforcement to provide quick-response medical coverage on campus. "Dr. Prisco encouraged me to get certified in Basic Life Support (BLS), so over spring break I got certified as a BLS provider (CPR, AED, First Aid) through the American Heart Association," he says.

Despite the pandemic, his senior year also included helping plan the spring theater production, "Carrie: The Musical," and a senior prom, and being voted Prom King, while still solving IT issues across campus. He quietly relished it all with a barely perceptible smile that gave away his joy, his sense of accomplishment, and maybe even a touch of disbelief that he had been allowed to undertake all these challenges in high school.

"Oxbridge best helped me throughout my four years by allowing me many different opportunities," he says, citing a list of things he achieved because he answered when opportunity knocked: "Oxbridge allowed me to strengthen my already strong work ethic. It allowed me to learn and participate in real-world applications. I learned the importance of time management, discipline, debate, earning respect, and keeping your word. In addition, I got to attend business meetings, deal with purchase orders, and of course, attend all my academic classes."

As Bauer begins college with aspirations of finding a job in the Emergency Services field and "committing my life to helping others," he offers this advice to Oxbridge students: "Take advantage of everything Oxbridge has to offer. I had no clue what I wanted to do with my future when I started as a freshman, but Oxbridge helped me find my path."



© 2021 Sony Pictures Television Inc. All rights reserved.
No endorsement by the producers/broadcasters of "Shark Tank" is implied.

Let's Grab a NightCap!

Alumni's drink-spiking prevention scrunchie a hit on Shark Tank™ — and with the public

Oxbridge alumnus Shirah Benarde (Class of 2020) filled the giant TV screen in Sedric Simon's Entrepreneurship class on a spring day in 2021. Zooming in from the University of Tampa where she was a freshman, she told them in an inspiring tone: "When I was a junior, I sat right where you are sitting now." One big difference between her junior year of high school and her freshman year of college was a successful appearance on the hit TV program, *Shark Tank*.

Shirah and older brother, business partner, and Oxbridge alumnus, Michael (Class of 2015), had scored a deal with "Shark" Lori Greiner for their product, NightCap. Greiner called NightCap — a hair scrunchie that contains a cover to prevent drinks from getting spiked — "genius," said no product ever pitched on the show resonated with her more in social mission way — added that NightCap, "should be in the hands of every woman," and wanted to help them do that.

Shirah was a 16-year-old junior in the winter of 2019 when she began hearing from older friends in college about a serious and growing problem for women — drink-spiking. When Shirah heard that predators were targeting women in bars, clubs, and restaurants — often in college towns, she wondered what she could do to help keep her friends and herself safe.

"I was looking for a way to protect my friends and myself when we went off to college or were out in the professional world," she says, explaining how she came to invent the fashionable, reusable NightCap, which she thought of in a dream. At the time, she was enrolled in the Entrepreneurship class at Oxbridge, where she learned about taking an original idea and turning it into a business. At Oxbridge, Shirah served as class president her freshman year, class vice president her sophomore year, played on the girls'

ALUMNI STORIES

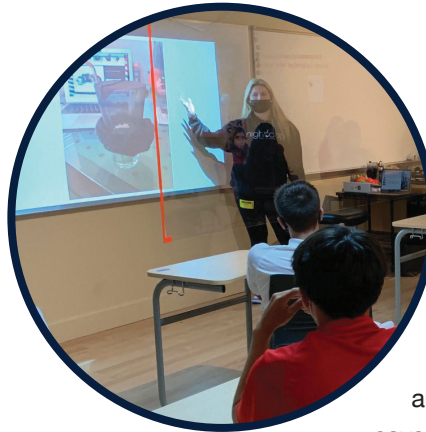
soccer, volleyball, and flag football teams, and was involved in several community service projects, including a 2019 trip to the Dominican Republic with the Starkey Hearing Foundation to help supply and fit hearing aids to hundreds of hearing-impaired citizens.

By the time older brother Michael came home for the summer after finishing his junior year at FSU, Shirah had several prototypes, a product name, a logo, and a provisional patent. When Michael saw the NightCap prototype, he immediately realized its lifesaving and business potential. Already imbued with an entrepreneurial spirit, Michael, who played on the ThunderWolves football and basketball teams — and had taken the entrepreneurship class — conceived and created the school’s popular Wolf Weekly sports website at the start of his junior year and became the coaches’ go-to guy for videotaping games and practices and making highlight DVDs for several athletes who went on to play at the college level.

To confirm the magnitude of the drink-spiking problem, Shirah and Michael did extensive research, including surveying 100 women, ages 18 to 25. They found that 26% reported having their drinks spiked, and a staggering 75% worried about their drinks being spiked.

Michael quickly formed an LLC, began researching how to mass produce and distribute the product, and created a website. They also needed capital and generated it via a crowd funding campaign, winning prize money from several pitch competitions, and a loan from their parents. The Oxbridge alums soon added reusable straw kits to the product line.

With the COVID-19 pandemic curtailing their ability to fully market NightCap, they decided to apply to pitch NightCap on *Shark Tank*, sent in the required application and video, and



were contacted and interviewed by show producers. Before the airing of the show on Feb. 5, 2021, Michael and Shirah had sold about 10,000 NightCaps. Between the airing of the show and the end of September, sales surpassed 150,000 units and remain strong. “Being on Shark Tank,”

says Shirah, “was the greatest opportunity we’ve ever had. After standing in front of the Sharks, I feel like there’s nothing we can’t do.” Michael wholeheartedly agrees.

The unique scrunchie is now being sold in dozens of college bookstores, chain retail outlets such as Urban Outfitters, on Amazon, as well as their own website, www.nightcapit.com. It has been ordered by customers in more than 35 countries. Buyers include college sororities and fraternities, police departments, crisis counselors, and women’s groups as well as individuals. (NightCap, it turns out, is also effective at keeping bugs out of drinks during picnics and sand out of drinks at the beach.)

Since launching NightCap, Michael and Shirah have received hundreds of appreciative emails. Messages like this one, they say, are common and especially gratifying: “Thank you...you have saved young girls lives and made us feel safe.”



Class Notes



2014

SAMANTHA SCHNEIDER graduated from the University of Florida with a BA in marketing and a Master's degree in International Business. After graduation, Samantha moved to Toronto, Canada, to pursue a job as a vendor for Microsoft as a program and event manager. Samantha is passionate about event planning, organization, and interior design. She welcomes classmates to get in touch via LinkedIn!

FELICIA TUCKER graduated from Florida State University with a B.A. in criminology and minor in psychology. After graduating from FSU, Felicia enrolled at Palm Beach State College where she graduated in May 2021 with her Associate's degree in interior design.

MEGAN ZIMMERMAN attended the University of Florida and received her Bachelor's degree in biology. Upon graduating, she moved to Atlanta to complete her Masters of Medical Science degree in Anesthesiology at Emory University's School of Medicine. Megan is now a Physician Assistant specializing in Anesthesiology (Certified Anesthesiologist Assistant, CAA). She currently practices in Marietta, Georgia.

2015

ABBY DENMAN graduated Palm Beach Atlantic University with a BSN in Nursing and is now an emergency room nurse at Palm Beach Gardens Medical Center. Abby plans to earn a Doctor of Nursing Practice advanced degree.

AVERY GORDON graduated with a degree in Marketing from USF in St. Petersburg. He currently lives in St. Pete, and is a Certified Personal Trainer at SWEAT and a Real Estate Agent with Sexauer Real Estate International.

ALEXANDRA LUCE graduated with honors from Florida State University and is in her final year at Loyola University (New Orleans) College of Law. She also has interned with the Homicide Unit at the State Attorney's



Office, the Department of Children and Families, at a private criminal defense firm in Tallahassee, and most recently with Exoneration Initiative, which provides legal assistance to wrongfully convicted individuals in New York City. She was also selected to join Loyola's Criminal Defense Clinic, where she will have her own caseload and will be sworn in as a student practitioner.

KRISTIANA LUCE graduated from Florida State University with a Bachelor's degree in Family and Child Sciences. She recently accepted a Full-time position at Pinsky Plastic Surgery as a Medical Assistant and plans to apply to Physician Assistants school in the coming year.

SOFIA REGAN attended Savannah College of Art and Design (SCAD) where she graduated with a Bachelor's degree in Architecture with a minor in Themed Entertainment Design.





Upon graduating from SCAD she worked for an architectural firm in Fort Lauderdale. She is currently completing her Master's degree in Architecture at Florida International University and will graduate in 2022.

ANDREAS RINTEL graduated from Niagara University in 2019 with a degree in Marketing. He competed on the university swimming and diving team all four years, was a multiple medalist in the MAAC Conference and holds the record in the 200 meter breaststroke. He is an Orthopedic Surgical Device Representative for Smith & Nephew, covering the Fort Lauderdale and Miami areas.



JOSEMARIA SILVESTRINI graduated from Williams College and went on to found and launch the beverage company, Happy Being, in February 2021. The drink can be found in stores from Washington, D.C. to New York.

TYREE SMITH graduated Beloit College in Wisconsin in 2019 with cum laude honors and a BA in Media Studies with minors in Journalism and Anthropology. While there, he was a two-sport athlete in football and track and field, interned with



the local Fox Sports affiliate in 2017, and worked for IHeartMedia in 2018. In 2019, he started his first fulltime sports broadcasting job with ABC10 in Ishpeming, Michigan. In 2020, he returned home to Palm Beach County where he is a sports anchor and reporter for ESPN 106.3 FM as well as for WPTV (NBC) News Channel 5 and Fox 29 News.

ANDREA SWOPE graduated from the University of South Florida with a bachelor's degree in Biological Health Sciences in December of 2018. She is currently in her third and final year of graduate school at Gannon University, where she will graduate with a Doctorate of Physical Therapy degree.

ALLISON TAYLOR is pursuing a Masters in Violin Performance and a Masters in Improvisation at the University of Michigan. During the summer of 2021, she was a fellow with the National Repertory Orchestra, where she soloed with renowned concert violinist Midori during a performance of the Bach Double Violin Concerto. She is looking forward to soloing with the Count Basie Orchestra at the McCormick Center in Chicago.

NICOLE ZARCADOOLAS is currently finishing the MBA program at FAU. She started her own subscription box and custom gifting company, Serenity Now, during the COVID-19 pandemic quarantine. Serenity Now did 850 custom gift boxes for the nurses at Boca Regional Medical Center. The company is doing well and has expanded into seasonal subscription box services for stress relief and self-care. Zarcadoolas recently became CEO of a second subscription box company called Moms + Babes Box. Founded by actress and singer Jana Kramer and entrepreneur Sarah Boyd, it is a seasonal, subscription box full of products for mothers and their babies.



2016

LIAM CHARDACK earned a bachelor's degree in Professional Aviation Technology with a minor in Business from Purdue University in 2020. He is currently a first officer for Endeavor Air, a subsidiary of Delta Airlines, with a fleet of nearly 200 planes flying to 140 cities across North America. (See Aviation article page 26.)



DANIEL FISCHER graduated from NYU with a degree in computer science and finance, and is living in Brooklyn, N.Y., and working his dream job at Google.

ARIA GORDON received a BS in Sports Recreation Administration from the University of Mississippi (Ole Miss) and is currently in grad school there working towards an MA in Higher Education and Student Affairs. She holds a Graduate Assistantship as a Student Advisor for Health Exercise Science and Recreation Management.

GRACE E. HINES completed her pre-med requirements at the University of Dallas and earned her Bachelor's degree in Psychology. She resides in Dallas working as a full-time emergency room scribe gaining

Jhadha King graduated in spring of 2021 from Bowdoin College in Brunswick, Maine, with a bachelor's degree in Computer Science and Mathematics and minor in African Studies, and is currently working for American Income Life.

"I was blessed to go to Oxbridge and participate in so much. In sports, I participated in basketball, softball, volleyball, and equestrian, the latter two of which I continued in club sports at college. At Oxbridge I was also in the Improv Club (which I loved), Green Club, Veterinary Club, Dr. Thornton's Field Research Course, Mr. Matzen's Anatomy and Physiology class, the Brain Bee Neuroscience Competition, Chorus, African American Literature and Scholarship, and Mr. Simon's Personal Finance class, which has continued over into my everyday life. During my time at Bowdoin, I continued my passion for singing by joining the Bowdoin Chamber Choir, becoming the Chamber Choir Assistant, and touring Portugal with the choir during my sophomore year — my first time out of the U.S. In college, I also picked up alto saxophone, created the Black Book Club (featuring books by black authors), led service-learning trips for people experiencing homelessness, became Vice-President of the Black Student Union, was Lead Fellow for the McKeen Center For the Common Good, leading service-learning trips [to understand the causes and cures for homelessness]; and became a Computer Science Teaching Assistant. During the fall semester of my junior year, I studied abroad in Ghana, and while there I planned a trip to Egypt. I got to visit the Museum of Cairo and the Pyramids of Giza. It was amazing experiencing another culture, and being welcomed with sweet, hot tea everywhere! I even was fortunate enough to see a fellow Oxbridge classmate while studying abroad. I graduated with a degree in Computer Science and Mathematics, so I can see myself going into tech or actuarial work next — unless my need for singing grows too big!"



important medical training during the COVID-19 pandemic. Her exemplary service resulted in promotion to an administrative position. Hines also cares for her older sister, Julia; volunteers as a crisis counselor;

and completed her MCAT exams in May. She is currently applying for graduate studies in medicine. She says Oxbridge fortified her interest in serving the needs of others, and her devotion to do so remains strong.



ADAM MENDELSON is serving the city of Lauderhill, Florida, as a Firefighter/EMT.



JULIA RAYMOND graduated from Emory University with a Bachelor's of Science in Human Health and Environmental Science in May of 2021. She is now pursuing a Masters of Public Health at Rollins School of Public Health at Emory in Atlanta, Georgia.

2017

ALYSSA GOLDMAN graduated from FSU in 2021 with a BS in Behavioral Neuroscience, and currently attends Nova Southeastern University Medical School.

Lily Turner graduated George Washington University in 2021 with a BA in organizational science; is currently lead creative director for Foxed Up Digital Marketing Agency, which has offices in Washington, D.C., L.A., and Houston.

"Oxbridge Academy is a truly unique educational experience. All of the staff and faculty work together to help push you to your limits and allow you to explore your interests and talents. The dedication and excellence of the teachers is truly unmatched. During my time at Oxbridge, I published two books, won the Head Delegate award and was the keynote speaker in NYC at one of the largest Model United Nations conferences in the country; conducted independent research in behavioral economics; won first prize from The American Water Resources Association (AWRA) for my research on heavy-metal contamination in drinking water; defended a thesis at Cambridge University in England through Oxbridge's signature Cambridge Scholars program; was president of two clubs and ran three other student organizations; was a National Honors Society recipient all eligible years; and earned the Social Sciences Department award at graduation. All of the incredible teachers there were catalysts in all of those humbling honors and achievements, I cannot express enough how excellent Oxbridge Academy is."



LILY-KATHERINE JURSKIS graduated from Marshall University *summa cum laude* with dual majors in Literary Studies and Creative Writing. She currently attends the Yale School of Divinity.

ROBERT HOLMES earned a BA degree in criminal justice from Austin Peay University and is pursuing a Master's degree in criminal justice at Arkansas State where he also is playing football.



G. Terrell Seabrooks graduated with Highest Honors from Princeton University where, studying in its School of Public and International Affairs, he earned a certificate in History and the Practice of Diplomacy. At Princeton, he served as vice president of the American Whig-Cliosophic Society — the nation's oldest literary and debate society — and tournament director for the Princeton Debate Panel. He was an undergraduate associate in the Julis-Rabinowitz Center for Public Policy and Finance, where he helped to create, manage, and host a policy and politics podcast, and also completed two Princeton Internships in Civic Service through the Pace Center for Civic Engagement. Seabrooks also walked on to the varsity men's lacrosse team, contributing all four years as a defenseman. In 2021, he was awarded the Spirit of Princeton award for his positive contributions to campus life. Following a two-year deferment to serve as a Fellow with the Innovation Team at the Rockefeller Foundation, Seabrooks will join the Harvard Law School class of 2026 to pursue his Juris Doctorate.



ANDRE JAMES SUDOL graduated magna cum laude from the Thornton School of Music at University of Southern California in May 2021. He has been accepted to the Global Jazz Master's program at Berklee College of Music in Boston.

PHILLIP TAYLOR is a senior at Princeton University. His research at Princeton with computer vision applications for police body-worn cameras has led to a system of evaluating biases in policing and methods to improve police accountability.

2018

welcome to
Columbia



CHARMANE GABRIEL is studying Earth and Environmental Engineering and conducts water desalination research at Columbia University. She also interns at Brown & Caldwell, an environmental

Walker Stewart is a sophomore at Stanford University majoring in Mathematical and Computational Science. Due to the coronavirus pandemic, he took a gap year in 2020-2021 and worked in Georgia for Republican Senate candidates.

Says Stewart: "What's unique about Oxbridge is that there are so many opportunities available, but it is completely up to you whether or not to take advantage of them... When some of my classmates let me know that the National Republican Senatorial Committee was hiring people to work on the (2020) Georgia Senate runoff campaigns, I jumped at the chance to work on a political campaign. I spent my Christmas Break knocking on over 1,000 doors trying to persuade people to vote in the Senate runoff elections. Even though the GOP candidates ended up going down in defeat, I will always remember how enlightening it was to meet people from all different walks of life and connect with them on a personal level."



engineering firm in New York City.

2019

MICHAEL P. HINES completed his sophomore year as a finance major at Boston College and interned with a Philadelphia growth equity fund. He rows with B.C. Crew, shoots hoops, plays tennis, pumps iron, devours literature, enjoys travel with family and friends and cherishes his Oxbridge friendships.

JOSEPH RUBSAMEN is attending Bowdoin College where he's studying biology, economics, and history.

ELLIYAH BANKS went on to study acting at UCLA's School of Theater, Film and Television. The pandemic cut short her freshmen year, but also opened the door to new opportunities. Due to the pandemic, Banks was able to land a manager and agent in L.A. to advance and kickstart her acting career. She has been auditioning ever since. Says Banks: "It's been amazing coming to the west coast and spreading my wings. I can't wait to see what the future holds. I owe a lot of it to Oxbridge because without the amazing teachers and resources I would not be on the path I am right now."

2020

JOHN MCLAY participated in Oxbridge's Aviation program and earned his FAA Private Pilot Certificate. He continued his flying lessons and earned his FAA Instrument Rating, Commercial Pilot Certificate and Multi-Engine Rating; graduated from Liberty University's Aeronautical Science program with a B.S. in July of 2021, and is working

2020 & 2021

Libby Nieporte & Abby Neiporte *sisters and former ThunderWolves teammates, faced off against each other in a heated Patriot League fall volleyball match with Libby competing for Bucknell University and Abby playing for Lafayette College. This was the first of many rivalry matches!*



on his the MS degree in Aeronautical Science at Liberty University. He continues to build on his more than 300 flight hours with the goal of becoming a UPS pilot.



AURORA CALMA decided to take a gap year due to the COVID-19 pandemic and joined the Panther Ridge Conservation Center in Loxahatchee, Florida, as an intern, which evolved into a fulltime position. Calma currently facilitates public tours and educational presentations about conservation programs for exotic cat species. She has "fostered amazing, personal relationships with cats" that include jaguars, cheetahs, Asiatic leopards, clouded leopards, fishing cats, ocelots, and others.

THOMAS RAYMOND is a pre-med major at Vanderbilt University. He joined Pi Kappa Alpha fraternity and spent last summer working as a ranger at Philmont Scout Camp. Thomas completed the Ranger challenge hiking 50 miles in under 24 hours.



Share your story! For future Class Notes or to stay in touch contact: Molly Miller, Director of Alumni Relations at mmiller@oapb.org

Score

Oxbridge Academy Alma Mater (Excerpt)

"Linden Lea"

Ralph Vaughan Williams

arr. GSMills

$\text{♩} = 82$

Soprano

Be-side the o - ceans peace-ful wa - ters With its
Let all be-ware the Thun-der-wolves' roar Vict'-ry

Alto

Be-side the o - ceans peace-ful wa - ters With its
Let all be-ware the Thun-der-wolves' roar Vict'-ry

Bass

Be-side the o - ceans peace-ful wa - ters With its
Let all be-ware the Thun-der-wolves' roar Vict'-ry

6

S

crys - tal waves of blue So no - bly stands our al - ma ma - ter Proud - ly
al - ways will en - sue Dance, art, and mu - sic fill our hall - ways As our

A

crys - tal waves of blue So no - bly stands our al - ma ma - ter Proud - ly
al - ways will en - sue Dance, art, and mu - sic fill our hall - ways As our

B

crys - tal waves of blue So no - bly stands our al - ma ma - ter Proud - ly
al - ways will en - sue Dance, art, and mu - sic fill our hall - ways As our

10

S

wa - ving red white and blue We learn in in - no - va - tive ways The know-ledge
pass-ions we pur - sue So let out voi - ces proud - ly raise Our Al - ma

A

wa - ving red white and blue We learn in in - no - va - tive ways The know-ledge
pass-ions we pur - sue So let out voi - ces proud - ly raise Our Al - ma

B

wa - ving red white and blue We learn in in - no - va - tive ways The know-ledge
pass-ions we pur - sue So let out voi - ces proud - ly raise Our Al - ma



Annual Golf Classic

MARCH 1, 2021 AT THE BREAKERS

The Oxbridge Academy Annual Golf Classic took place on Monday, March 1, 2021, on a beautiful Spring day. It was a great turnout with 96 foursomes taking part at what turned out to be the only event Oxbridge was able to offer last year due to the pandemic. The day opened with a clinic by legendary golfer and Oxbridge parent Greg Norman.

Mr. Norman dazzled the crowd with a great shot clinic and worked with members of the Oxbridge Golf Team. The teams challenged the Breakers Ocean Course throughout the day and had contest opportunities on certain

Above: Legendary golfer Greg Norman and members of the Oxbridge boy's and girl's golf teams.

THANK YOU SPONSORS



McNICHOLAS & ASSOCIATES



THE MATTHEW & TRACY SMITH FOUNDATION

GREG NORMAN™



JET EDGE



LANG

Justin Girard & Associates at J.P. Morgan



SAXENA WHITE



SCHUMACHER VAULT



SIMSSES & ASSOCIATES



R.D.F.



The Hallowell Family



BEACH CARBON INC.



SCS FINANCIAL



MAC FABRICS & Design Center



CLOSET LIFESTYLE



HSS HOSPITAL FOR SPECIAL SURGERY



TREASURE COAST CARPET & INTERIORS



PALM BEACH LACROSSE CLUB



BLUE WATER LANDSCAPE



COASTAL MILANO



OSCD



Showcase LIGHTING



D. THOMAS



CA CG



Sotheby's INTERNATIONAL REALTY



SANCUARY

holes. Longest drive, closest to the pin, a hole-in-one chance to win a car (provided by Schumacher Automotive Group) were some of the activities throughout the day. After the event, Oxbridge hosted an award ceremony and cocktail party on the Main Lawn of the Breakers Hotel.

A special thank you to all our sponsors, players, donors, auction item buyers, and others who contributed to the wonderful day. Oxbridge raised over \$160,000 in support of the Oxbridge Fund.



Oxbridge Parent Organization

The Oxbridge Parent Organization (OPO) is one of the best and most dynamic ways for parents to get involved in the life of the school. The OPO boosts school pride, builds engagement, and fosters community.

The OPO is comprised of eager parents invested in Oxbridge and dedicated to support the school's efforts to give students inspiring and memorable experiences. Committees accommodate families' interests and support admissions, spirit initiatives, athletics, socials, and development events.

The OPO has been instrumental in partnering with the athletics teams to identify team parents as well as ensure Senior Nights are special and worthy of celebrating. One of many community service projects, Oxbridge students are responsible for maintaining a stretch of Phipps Ocean Park Beach in Palm Beach. Those clean-up efforts are, in part, because of Oxbridge parent involvement.

The first OPO meeting of the 2021-22 school year was held on September 15.



Oxbridge OPO, in fact, is involved in a wide array of programs and activities to support the school. Group members also serve as ambassadors at New Parent socials; as set-up and décor experts for events throughout the school year; and support the Senior Class by engaging the Senior Support Team in providing treats to make

the seniors feel special during their final year of high school. The OPO also gets creative with "staffulty" appreciation efforts such as sponsored/catered breakfasts and gift card drawings, and assisting the Admission Department with ice cream socials for new students and their parents. At the heart of all the OPO does is the mission of showing and demonstrating gratitude and appreciation, and providing support for our amazing school community.

Shayla McGuire
Oxbridge Parent Organization
President

Molly Miller
Director of Giving

