



2024-2025 ANNUAL REPORT

ST. JOHNSBURY ACADEMY JEJU

ST. JOHNSBURY ACADEMY JEJU

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Our Mission

CHARACTER

TO TEACH GOOD CHARACTER BY MODELING AND FOSTERING COMPASSION RESPECT, RESPONSIBILITY, AND INTEGRITY

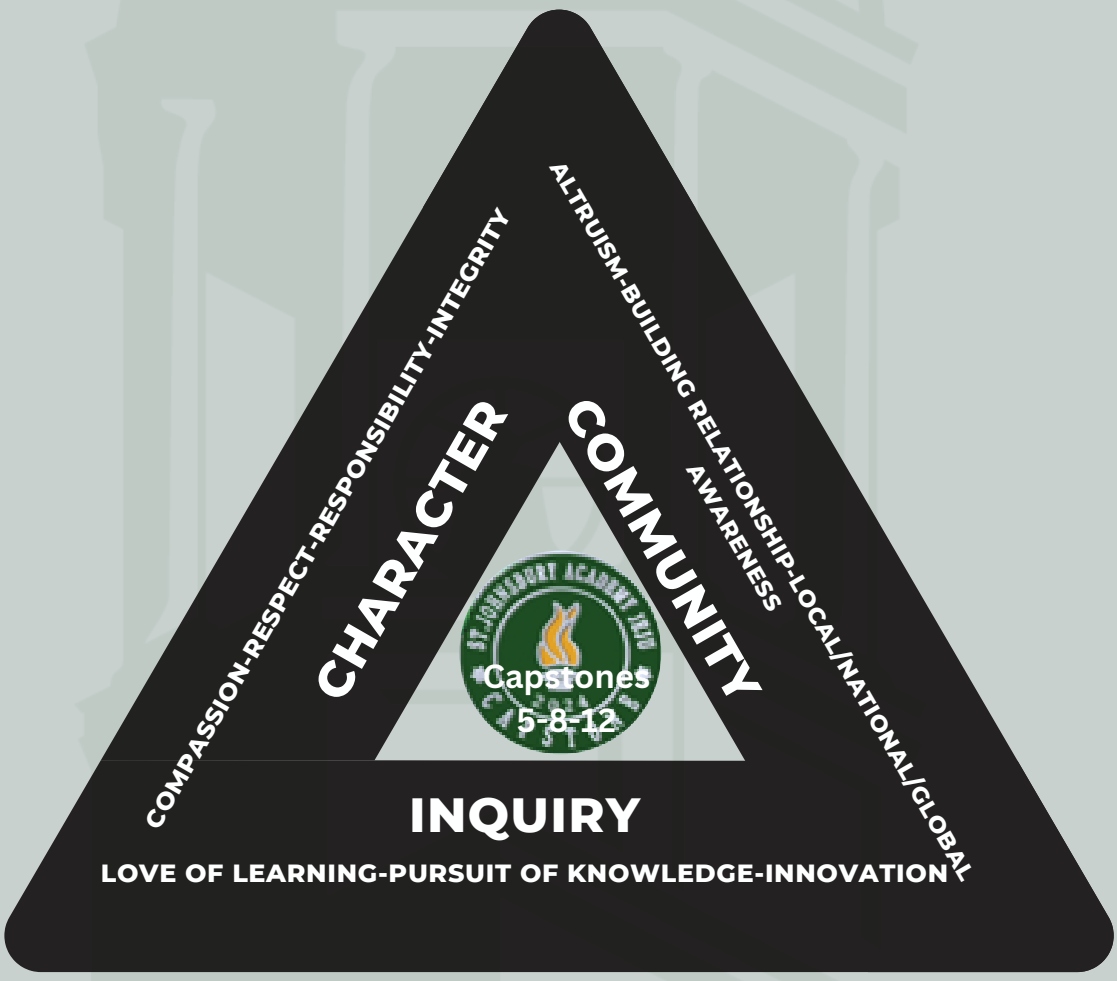
INQUIRY

TO FOSTER A LOVE FOR LEARNING BY CHALLENGING INDIVIDUALS TO PURSUE KNOWLEDGE, CREATIVITY, AND INTELLECTUAL SELF-RELIANCE

COMMUNITY

To encourage each individual to understand his or her relationships, rights, and responsibilities within a community that is itself part of the larger world

Our Mission



ST. JOHNSBURY ACADEMY JEJU

Where Good Becomes Great

LETTER FROM THE HEAD OF SCHOOL



The 2024-2025 Annual Report provides an inspiring snapshot of the vibrant initiatives, achievements, and milestones that have shaped this academic year at St. Johnsbury Academy Jeju. This report is a reflection of our unwavering dedication to fostering academic excellence, innovation, and community, all while holding true to our guiding values of respect, compassion, integrity, and responsibility. Our school year has been a dynamic journey of growth and discovery. From the Early Childhood programs to our graduating seniors, each student has contributed to a learning community characterized by curiosity, collaboration, and a shared sense of purpose. Through inquiry-based instruction, engaging co-curricular opportunities, and an environment that prioritizes character development, we have empowered students to their fullest potential while fostering a genuine love for learning.

A profound sense of community has also marked the 2024-2025 school year. From the resounding success of our Fall Bazaar, which united over 1,000 attendees in celebration of school spirit, to the collaborative projects between our Kindergarten and High School art students, every corner of our campus has resonated with the bonds that make us stronger. This sense of unity was further exemplified by our Middle and High School orchestras' outstanding performances, including their appearance at the Seogwipo City Youth Career Festival, where they represented SJA Jeju with pride and distinction.

Throughout this year, our commitment to academic rigor and excellence has been evident in every classroom. Students have excelled in hands-on, real-world learning experiences, whether through exploring the natural world in science, crafting persuasive arguments in literacy, or tackling complex problems in mathematics. Initiatives like our Math Olympiad and robust Model United Nations program have provided platforms for our students to shine on a global stage, embodying the habits of grit, confidence, and collaboration that define a Hilltopper.

This year's expanded offerings in athletics and after-school activities have further enriched the student experience, from international basketball tournaments in Thailand to middle school volleyball jamborees and innovative robotics competitions hosted on campus. Our co-curricular programs have encouraged students to explore their passions and develop their skills beyond the classroom, fostering both personal growth and community connections.

In alignment with our strategic goals, we have deepened our commitment to professional excellence and innovation. The introduction of instructional coaching for teachers, the continued success of our Parent University, and the integration of emerging technologies into our classrooms reflect our proactive approach to meeting the evolving needs of our learners and families. Our actions have reinforced our shared vision of inquiry-based learning and student-centered instruction, positioning SJA Jeju at the forefront of educational innovation. I want to express my heartfelt gratitude to our exceptional parents, faculty, and staff, whose unwavering dedication, innovation, and enthusiasm have been pivotal in making this year truly remarkable. Their steadfast commitment to care is evident every day in their meaningful interactions with students and colleagues. Together, they foster a nurturing and inclusive environment that ensures every individual feels valued and empowered to succeed.

As we celebrate the successes of the 2024-2025 school year, we are already looking ahead to the future with optimism and determination. Guided by our shared mission and values, we will continue to nurture a community of learners and leaders who are prepared to thrive in an ever-changing world. Thank you for being an integral part of this journey and for your unwavering support in making St. Johnsbury Academy Jeju a beacon of excellence and innovation.

With gratitude and pride,

Corey Johnson
Head of School


What does it
wants
NEEDS
Identity?
Dr. NaEun
Dr. Sarah

ST JOHNSBURY ACADEMY JEJU

Elementary School Highlights 2024-2025

Academic Assessment and Professional Development

A DATA-DRIVEN APPROACH

This year, our elementary school has made a significant shift towards increasing our data-driven decision-making through comprehensive literacy testing that supports student growth. By integrating real-time literacy data into our instructional practices, we have been able to assess, analyze, and act on student needs with greater precision. This includes areas where students excel and where they need support. By analyzing the data, teachers can group students using a data-driven approach based on their reading needs and deliver targeted, differentiated instruction. This ensures that each student receives the support they need to strengthen their literacy foundation, ultimately fostering a more personalized and effective learning experience.

With a clear understanding of each student's reading proficiency, teachers can tailor instruction to meet individual needs, ensuring that every child receives the right level of support and challenge. Whether a student requires phonics reinforcement, fluency practice, or comprehension strategies, teachers can design data-informed interventions that directly address those gaps. The use of common assessment data has also strengthened collaboration among teachers. Grade-level teams and learning support specialists regularly analyze the data together, discussing trends and identifying best practices to enhance student outcomes. This shared approach to data analysis ensures that no student falls through the cracks and that our instructional decisions are aligned and intentional.

EMPOWERING ASSISTANT TEACHERS

Empowering Assistant Teachers: Excellence in Professional Development

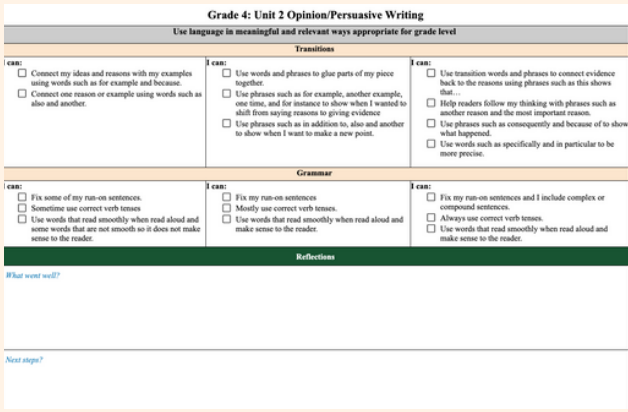
Our elementary school is committed to investing in the growth and development of our assistant teachers, ensuring they are equipped with the skills and knowledge needed to support student success. This year, our Assistant Teacher Professional Development Program has provided a robust series of training sessions, fostering both professional excellence and classroom effectiveness. Our AT PD Program has delivered targeted workshops on essential topics, including: First Aid CPR Training: Ensuring all assistant teachers are prepared to respond to emergencies, prioritizing student safety. AI Training on the MagicSchool Platform: Introducing innovative ways to integrate artificial intelligence to support learning and streamline instructional tasks. Phonemic Awareness: Strengthening foundational literacy skills to support early reading development. Supporting Students with Classroom Needs Focused on Executive Functioning: Providing strategies to help students with organization, self-regulation, and attention management. Supporting EAL Students in the Classroom, Specifically with Reading and Writing: Equipping assistant teachers with tools to help English language learners develop literacy skills effectively. Utilizing Developmentally Appropriate Technology: Ensuring that technology integration aligns with student needs and enhances learning.





Rubric

This year, our elementary school has made a significant stride in fostering a culture of clarity, consistency, and growth by implementing common rubrics across all grade levels. This initiative has had a tremendously positive impact on teaching and learning, providing students, teachers, and parents with a shared understanding of success.



Grade 4: Unit 2 Opinion/Persuasive Writing

Use language in meaningful and relevant ways appropriate for grade level

Transitions

I can:
- Connect my ideas and reasons with my examples using words such as for example and because.
- Connect one reason or example using words such as also and another.

I can:
- Use words and phrases to glue parts of my piece together.
- Use phrases such as for example, another example, one time, and for instance to show when I wanted to shift from saying reasons to giving evidence
- Use phrases such as in addition to, also and another to show when I want to make a new point.

I can:
- Use transition words and phrases to connect evidence back to the reasons using phrases such as this shows that…
- Help readers follow my thinking with phrases such as another reason and the most important reason.
- Use phrases such as consequently and because of to show what happened.
- Use words such as specifically and in particular to be more precise.

Grammar

I can:
- Fix some of my run-on sentences.
- Sometime use correct verb tenses
- Use words that read smoothly when read aloud and some words that are not smooth so it does not make sense to the reader.

I can:
- Fix my run-on sentences
- Mostly use correct verb tenses.
- Use words that read smoothly when read aloud and make sense to the reader.

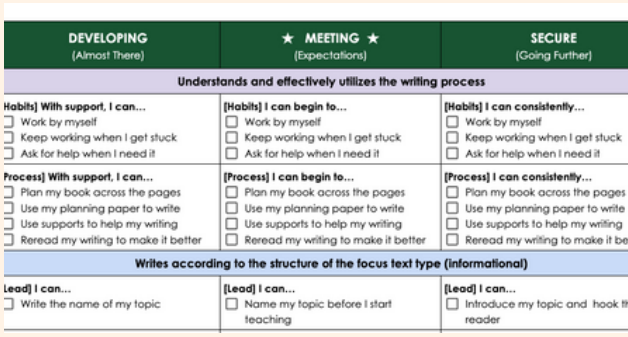
I can:
- Fix my run-on sentences and I include complex or compound sentences.
- Always use correct verb tenses.
- Use words that read smoothly when read aloud and make sense to the reader.

Reflections

What went well?

Next steps?

At the heart of our approach is the use of clearly defined performance levels—Approaching, Meeting, and Secure—written in child-friendly language. These rubrics serve as a roadmap for students, allowing them to understand where they stand and what steps they need to take to improve. By making expectations explicit, and providing a format for self-reflection, we have empowered students to take ownership of their learning, fostering a growth mindset that encourages continuous progress and self-reflection.



DEVELOPING (Almost There)	★ MEETING ★ (Expectations)	SECURE (Going Further)
Understands and effectively utilizes the writing process		
[Habits] With support, I can… ☐ Work by myself ☐ Keep working when I get stuck ☐ Ask for help when I need it	[Habits] I can begin to… ☐ Work by myself ☐ Keep working when I get stuck ☐ Ask for help when I need it	[Habits] I can consistently… ☐ Work by myself ☐ Keep working when I get stuck ☐ Ask for help when I need it
[Process] With support, I can… ☐ Plan my book across the pages ☐ Use my planning paper to write ☐ Use supports to help my writing ☐ Reread my writing to make it better	[Process] I can begin to… ☐ Plan my book across the pages ☐ Use my planning paper to write ☐ Use supports to help my writing ☐ Reread my writing to make it better	[Process] I can consistently… ☐ Plan my book across the pages ☐ Use my planning paper to write ☐ Use supports to help my writing ☐ Reread my writing to make it be
Writes according to the structure of the focus text type (informational)		
[Lead] I can… ☐ Write the name of my topic	[Lead] I can… ☐ Name my topic before I start teaching	[Lead] I can… ☐ Introduce my topic and hook th reader

A key aspect of this initiative has been collaboration among teachers. Grade-level teams work together to design rubrics that align with our curriculum and learning objectives. This collaborative approach ensures that all educators continue to have a unified definition of student success. Once developed, teachers engage in moderation sessions, where they analyze student work against the rubric criteria. This process has enhanced consistency in grading and strengthened professional dialogue around student progress.

The benefits of common rubrics extend beyond the classroom. Parents now have a clearer understanding of their child's learning journey, thanks to rubrics that provide detailed feedback on areas of strength and areas for improvement. This has facilitated more meaningful conversations during conferences and strengthened the partnership between home and school.



Additionally, the use of common rubrics has helped us align assessments more effectively with learning objectives, ensuring that our evaluation methods truly reflect student growth and achievement. By integrating rubrics into our instructional practices, we have created a more transparent and supportive learning environment where students feel confident and motivated to reach their full potential.

Elementary School Coaching: Supporting Teacher Growth and Student Learning

In previous years, coaching in the elementary school focused primarily on literacy with a dedicated literacy coach to these efforts. This year, the program expanded to include an instructional coach to support subjects outside of literacy. The elementary coaching department is working to strengthen SJA's commitment to teacher development and student success. Drawing from research-based models by Diane Sweeney and Jim Knight, the coaching approach remains student-centered, focusing on instructional practices that directly impact learning. Through flexible coaching cycles, teachers set meaningful goals, and coaches provide targeted support to enhance both teaching and learning. What began as a literacy-focused initiative is expanding to include multiple content areas, ensuring a broader impact across the curriculum.

In addition to the coaching work has been data-driven collaboration with teams, with special attention to the new literacy assessment: MAP Fluency. By analyzing literacy benchmark assessments, unit assessments, and student work, teachers and coaches are working together to align instruction with learning goals and ensure assessments accurately reflect student progress. These discussions have led to refinements in instructional strategies and assessment practices, creating a stronger connection between what students are expected to learn and how their understanding is measured.

In addition to direct coaching, professional development has played a crucial role in supporting instructional growth. This year, training sessions have focused on curriculum documentation, assessment alignment, and the facilitation of inquiry-based learning approaches. By equipping teachers with strategies that encourage student curiosity and critical thinking, we are fostering classrooms where learners actively engage with content in meaningful ways. Our coaching program continues to be a driving force in ensuring that every teacher has the resources and support needed to help students thrive.

Experiential EducationCurriculum

Launched a new program

This year, our elementary school launched an exciting new experiential education program. We're thrilled about this because it perfectly complements our school's core values: building strong character, encouraging curiosity, and fostering a close-knit community. Through experiential learning, children learn by doing. They actively participate in outdoor-based or hands-on activities, which helps them truly understand and retain what they're learning. This approach not only makes learning more engaging and memorable, but it also helps students develop essential character traits, learn to ask thoughtful questions, and build strong relationships within our school community.



Making Learning come alive

This year, one key aspect of the program focused on making learning come alive by integrating experiential learning into our social studies and science curriculum. For example, our PK4 students explored the concepts of transformation and change through a science unit that took them outdoors. They created nature field journals, directly observing and documenting changes in the natural world. This allowed them to connect their social studies learning to direct outdoor experiences, fostering an ecological understanding of the curriculum. In fourth grade, students learned geography through hands-on orienteering and map-making. They mastered compass skills and even designed their own topographic maps of Jeju, connecting classroom learning to real-world applications. Throughout these activities, we also emphasized English language development, ensuring students built their vocabulary and communication skills through discussions and writing, all while engaging in meaningful, practical experiences.



Exciting Field Trips

The most exciting aspect of the experiential education program has been the field trips. Each grade-level went on two field-trips that provided the opportunity for students to learn about their Science or Social Studies learning through an experientially based trip. A highlight was Early Childhood's first ever field trips to Jeoji Oreum and Hwansang Gotjawal Forest Park. The students all were able to hike and learn about the native gotjawal of Jeju, while working together and practicing the Hilltopper Habit of GRIT and many more!



Finally, the elementary school integrated an outdoor education program within physical education, covering essential skills such as tent construction, Leave No Trace principles, overnight trip packing and gear preparation, outdoor safety, and cooking. This program culminated in grade-level overnight hiking and camping trips, providing students with practical application of their newly acquired skills in Jeju's natural environment. It was an amazing experience that the students are sure to remember for the rest of their lives!

We are excited to continue the dynamic experiential education program next year. By integrating hands-on activities, real-world applications, and enriching field trips into our curriculum, we've successfully brought learning to life and can’t wait to see where it will take the students next year.



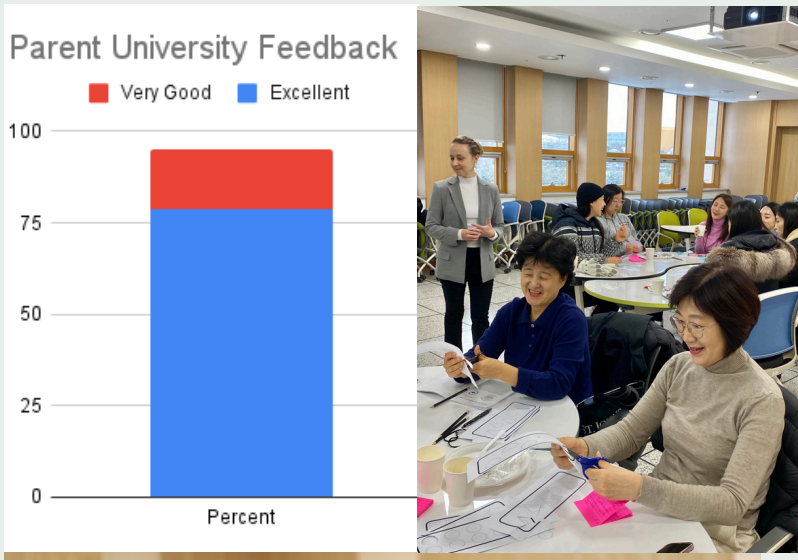
Parent University

SJA's highly successful Parent University program is now in its second year of implementation and continues to play a crucial role in fostering positive community engagement and strengthening the partnership between parents and the school. This program was designed to increase parent support and ensure that the school can effectively communicate its teaching philosophy and strategic initiatives in a hands-on, engaging way. By offering 18 informative sessions, Parent University allows parents to deepen their understanding of the school's approach, the workings of our programs, and the best ways to support their children's growth both academically and personally.

The rationale for Parent University is based on the belief that an informed and engaged parent community contributes to student success. The program not only provides parents with essential information about school policies and educational practices but also aligns with our broader focus on Character, Inquiry, and Community. Topics for each session are chosen to address key areas of student development and academic achievement. This year, for example, we offered updated sessions on the school's Behavior Policy, Early Childhood Behavior, Understanding MAP Data, and EAL Learning Strategies. These sessions equip parents with the knowledge they need to understand the school's programs and support their child's individual needs.

Additionally, the program is flexible and responsive to the needs of our community. Based on parent feedback, we introduced new sessions on School Apps and invited an expert speaker to discuss Childhood Wellness. These additions reflect the school's commitment to continuously adapting to the evolving needs of our families and providing them with relevant, practical resources. By offering these sessions, we not only give parents insights into our approach to education but also empower them to become active participants in their child's development.







Parent and Grandparens' Day

On February 14, 2025, SJA hosted its first-ever Parents and Grandparents' Day, welcoming over 400 adults to campus. The event was designed to recognize and appreciate the important role that families, especially parents and grandparents, play in supporting our students.
During the day, parents and grandparents had the chance to experience their children's school day. They visited classrooms, participated in activities, heard the address from the Head of School, and observed the learning environment at SJA Jeju. This gave families a better understanding of the school's educational approach and allowed them the chance to share in the experience that their child or grandchild has everyday.
Parents and Grandparents' Day was a chance to reinforce the partnership between the school and families. By offering this opportunity to connect with the school and learn more about our programs, we are building a stronger foundation for ongoing collaboration in supporting our students' success.




CHARACTER
COMMUNITY
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S GO
SJA!

ST JOHNSBURY ACADEMY JEJU

Middle School Highlights 2024-2025

Increased Rigor and Alignment in English

Writing Assignment

The middle school English department began the year by identifying the type of writing students need to master in order to be prepared for Advanced Placement courses in the high school. After analyzing the standards taught at each grade level 6-12, they created a common writing assessment using a common rubric. Early in the school year, during the week of August 19th, all middle school students wrote an argumentative essay in class without digital tools. The English department first normed the essays to ensure they were aligned with their assessment, and then measured every middle school student's writing ability at the start of the year. The data from our own internal common writing assessment compliments MAP data, WIDA testing, as well as classroom performance to drive personalized instruction for our students in English. The same assessment and process will be followed at the end of the school year to more accurately chart the growth of our students' writing proficiency.

Community Reads

In addition to the common writing assessment, the English department led the implementation of “Community Reads” this year in middle school. The readings are done in advisory. All three grade levels read the same text which in some cases has been leveled using AI. The first community read complimented our focus on establishing a “growth mindset” culture with our students and parents. The text was shared with parents so they too could participate in discussions with their students around the story. There have been four Community Reads in middle school this year, with the final one spanning over four days. These Community Reads lead to more and deeper conversations amongst our community, as well as promote the love of literature, and develop reading comprehension skills.

Wednesday Morning In-service

Considerable divisional time during Wednesday morning in-service was dedicated to language objectives for lesson plans across all disciplines. The middle school embraced the concept that all subjects teach language. EAL teachers and the head of EAL at SJA led training sessions and planning meetings with all middle school teachers. We saw a dramatic increase in the amount of language objectives in lesson plans and the amount of push-in support from our three grade level EAL teachers. Students who graduated from our English Transition courses have been successful in their move into regular English courses. This has come in part to better alignment of the English Transitional courses with regular English. The middle school administration worked hard to create the structures that support and the expectation for co-planning between teachers in the middle school.

House Program Teaches Hilltopper Habits

Six Hilltopper Habbits

At the end of last school year, SJA adapted six Hilltopper Habits school wide. These Habits are embedded in the House Program as each House embodies a Habit. In middle school, the Hilltopper Habits of being Collaborative, Caring, Reflective, Confident, Gritty and a Risk-Taker are explicitly taught, assessed and celebrated.

Student-led Presentations

During the in-service week before students arrived in the summer, middle school teachers worked on lessons for advisory to teach about each Habit. The advisors from each House focused on their Habit. Within the first two months of school, students had been taught lessons about all the Habits in their advisory sessions. In addition, the students themselves, with leadership from their House Presidents, shared their understanding of the Habit their House identifies with at Friday House assemblies. These student-led presentations were a great learning experience and an opportunity for us to see what meaning our students are making from learning about the Habits. During regular Wednesday assemblies, students who are exhibiting the Habits of a Hilltopper are recognized publicly with their stories being told by the Dean of Student Wellbeing. These students are on the walls of the middle school, receiving pins and an individual letter sent to their parents detailing their positive behavior.

House Activities

Friday House activities are opportunities for students to see these Habits in action as they compete in challenges for their House. The House Coordinator organized meaningful and creative activities every Friday, all with the intent of reinforcing the Habits of a Hilltopper. Students are assessed by their teachers on the Habits and indicate their level of growth on the middle school report card. Students use feedback from their teachers on their report card on the Habits and their academic achievement to create their own goals for their student-led conference. These students have engaged that process with a much deeper understanding of the Habits, their importance, and their current level of achievement thanks to the way we have fully integrated them into the House Program.







Leading By Example: Engaging with Artificial Intelligence

The middle school administration has modeled for the staff all year on ethical and transformative use of AI. Starting with the week in-service before the arrival of students, teachers experienced lesson plans designed by the administration demonstrating the power and potential of AI for better student engagement and learning. The Introduction to International Relations elective, taught by the middle school Principal, has served as a lab to show teachers how AI can make information that was before inaccessible to students more comprehensible. Divisional time during In-Service Wednesdays has been dedicated to how AI can deepen learning as well as how to set clear boundaries for students on when and how to use the tools. The middle school principal has also modeled using AI by turning the weekly update to teachers into a podcast. Teachers found themselves more informed on the details of the upcoming week. By experiencing how AI can help reduce cognitive overload by packaging information in fun and creative ways, middle school teachers are now trying to do the same for their students.

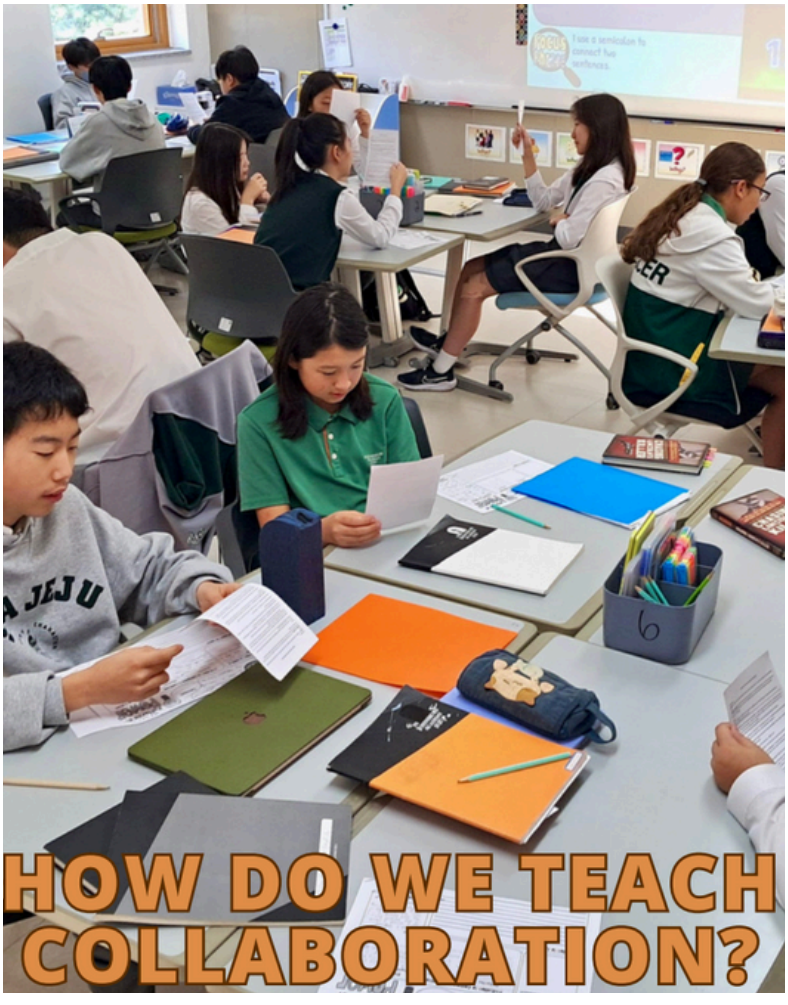
Restorative Practices Take Hold in Middle School

The middle school principal and 8th grade coordinator received two days of intensive training in Restorative Practices hosted by Seoul International School. They then led training for middle school teachers. Restorative practices were shared by the principal with parents at a parent coffee and with students as part of the Martin Luther King Day special assembly. The middle school has found a shift in focusing on repairing relationships and accountability by students has been very successful. Violence between students is rare and is at the lowest in three years. Suspensions for behavior are at the lowest in three years. The proactive approach to student discipline led by the Dean of Student Wellbeing has proven to be very effective in creating a safe and welcoming environment for all students.









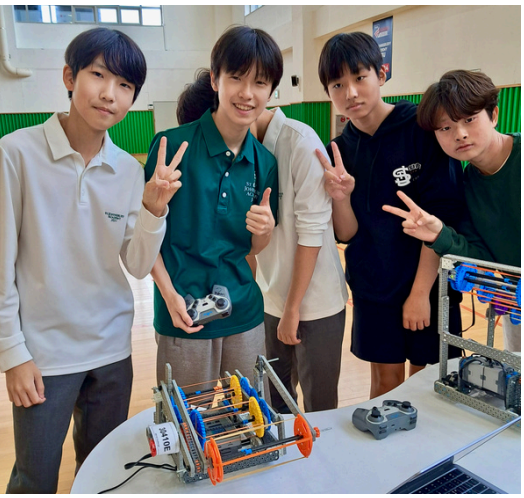
Focus Weeks and Special Assemblies

Focus weeks in the middle school on Service-Learning and Neurodiversity leverage the strengths of the staff and the assembly and advisory structure. The middle school uses assemblies to set the context for rich learning experienced in advisory. During the Service Learning Week, students created and shared resources with the 5th graders to help prepare their transition. This included detailed letter writing and informative presentations. During Neurodiversity week, students heard a moving story from a guest speaker about thNew and Expanded Student Trips Open Global Classroomeir journey with ADHD and then participated in activities in advisory to reinforce the message of empathy and support for all learners. Special assemblies, also attended by parents, such as the Spring Festival, Hangul Day, and Jeju 4.3 Incident, were led by students and spotlighted their ability to effectively teach and inspire each other. Rich conversations followed all of these community events. Students who led these assemblies are celebrated by all for their involvement in moving the middle school forward.

New and Expanded Student Trips Open Global Classroom

This year in middle school several new trips served as transformative experiences for middle school students. Seventeen students from the middle school Spanish program participated in a week-long language intensive school and homestay program in Salamanca, Spain. In addition to the language experience, students learned how to cook Spanish food such as paella, and Spanish dancing like flamenco. Students made leaps in their language skills and their overall growth as an independent learner. Twenty-four members of the National Junior Honor Society attended a leadership conference in Chicago, Illinois. They participated in workshops to build on skills. They also went on college tours and learned about the history and culture of the Chicago area. Upon returning to SJA, the NJHS students applied their learning right away with additional projects and activities.

SJA middle school has been on previous trips for Robotics and National History Day by increasing the number of participants and providing more support. The Robotics program continues to grow. It is available as an ASA and is also taught as an elective class. Students performed well in the competition on the mainland and the competitions hosted at SJA. We tripled the number of students participating in the National History Day competition. As an ASA, these students received coaching from their social studies teachers. The results were impressive as four groups became finalists and one group earned first place in the website category. This group has been invited to Washington D.C. to continue in the international competition. Middle school students were also able to join new high school trips this year including a ski trip and an additional international MUN conference. We send students to Taiwan each year and were also able to add an additional opportunity for this important program in Bangkok, Thailand. The 8th grade class trip at the end of the year has been lengthened by a day to take advantage of the World Expo in Osaka, Japan. The World Expo aligns with 8th grade Capstone projects on the UN Sustainable Development Goals. The trip will also provide a celebration of their three years of incredible growth in middle school.







ST JOHNSBURY ACADEMY JEJU

High School Highlights 2024-2025



HIGH SCHOOL OVERVIEW

The 2024 Annual Report for the High School Division of St. Johnsbury Academy, Jeju, reflects a year of growth, achievement, and meaningful connection. As we continue to build a dynamic and inclusive learning environment, this report offers a comprehensive overview of our academic programs, including detailed class size breakdowns, student engagement in community initiatives, and the diverse ways in which we have proudly represented SJA Jeju both locally and internationally. Highlights include our students' outstanding performance on Advanced Placement (AP) exams and an impressive range of college acceptances that reflect their hard work and the strength of our academic program. Central to our success is the supportive, close-knit community that continues to define the high school experience at SJA Jeju—a community where students, families, and educators work together to nurture both academic excellence and personal growth.

Home to a vibrant community

As of the 2024 academic year, the High School Division of St. Johnsbury Academy, Jeju, is home to a vibrant community of 412 students, with enrollment distributed across grade levels as follows: 109 freshmen, 105 sophomores, 100 juniors, and 98 seniors. Supporting our students is a dedicated team of educators and staff, including 42 full-time teachers (with two currently on maternity leave), and two Deans who also contribute to classroom instruction. The high school is further supported by 2.5 administrative assistants—one of whom is shared with the Middle School—as well as 1.5 social-emotional counselors and 4.5 college counselors who guide students through both personal growth and post-secondary planning. Additional shared support includes an Athletic Director, librarian, and teaching coach. Leadership is provided by an assistant principal and a principal, both of whom play a central role in maintaining the strong academic and community-oriented culture of SJA Jeju.





Student Retention and Class Sizes

A year of growth, achievement , and meaningful connection

The 2024 Annual Report for the High School Division of St. Johnsbury Academy, Jeju, reflects a year of growth, achievement, and meaningful connection. As we continue to build a dynamic and inclusive learning environment, this report offers a comprehensive overview of our academic programs, including detailed class size breakdowns, student engagement in community initiatives, and the diverse ways in which we have proudly represented SJA Jeju both locally and internationally. Highlights include our students' outstanding performance on Advanced Placement (AP) exams and an impressive range of college acceptances that reflect their hard work and the strength of our academic program. Central to our success is the supportive, close-knit community that continues to define the high school experience at SJA Jeju—a community where students, families, and educators work together to nurture both academic excellence and personal growth.

Class sizes

Class sizes at St. Johnsbury Academy, Jeju, continue to support personalized, student-centered learning across all disciplines. The school-wide average class size stands at 13.2 students, allowing for meaningful interaction between students and teachers and fostering an environment conducive to academic growth. Departmental averages reflect this commitment to small, focused learning communities: Visual and Performing Arts classes average 9.9 students, while World Languages average 9.2 students overall—with Spanish classes at 15.0 and Chinese at 5.3. English classes average 13.0 students, Korean Language and History 13.5, Math 14.5, Science 13.8, and Social Studies 14.5. STEAM courses maintain an average of 10.6 students per class, ensuring hands-on, collaborative experiences. Advanced Placement (AP) courses also remain accessible and engaging, with an average class size of 12.9 students. As a result of current enrollment trends, we will be adjusting staffing in the World Languages department by adding 0.5 of a full-time position in Spanish and reducing 0.5 in Chinese language classes to better align with student demand and maintain balanced class sizes.

School -wide average class size 13.2students	Chinese classes 5.3 students
Visual and Performing Art classes 9.9 students	English classes 13 students
World Languages 9.2 students	Korean Language and History 13.5 students
Spanish classes 15 students	Math classes 14.5 students
Science classes 13.8 students	Social Studies classes 14.5 students









Engaging Our School Community

Engaging our school community through consistent, transparent communication has been a major focus for the High School Division this year. We hosted seven Parent Coffee meetings throughout the year, creating informal opportunities for dialogue between families and school leadership. In addition, monthly meetings with the Parent Association High School Representatives helped ensure that parent voices remained an integral part of school planning and decision-making. Thousands of email notices were sent to families to keep them informed of academic updates, events, and student opportunities. A significant new initiative this year was the launch of the Hilltopper Weekly, a digital newsletter designed to strengthen communication across our diverse school community. Delivered to parents, students, and faculty, this newsletter was created using a platform that allows seamless translation from English into Korean and Chinese, broadening accessibility. With weekly viewership between 2,000 and 3,000 and an impressive average reading time of seven minutes, the Hilltopper Weekly has quickly become a trusted and valued source of information and connection within our school community.

Engaging Our School Community

This year, St. Johnsbury Academy, Jeju, has taken full advantage of its exceptional facilities to showcase the talents, creativity, and achievements of our high school community. Through a wide range of events, we opened our campus to families, visitors, and the broader community, reinforcing the vibrant spirit of SJA Jeju. Signature events such as Artsfest, STEAM Week, concerts, and our drama production brought our performing and visual arts spaces to life, while the Science Fair, Model United Nations conferences, and Robotics Nationals highlighted our academic excellence and innovation. The 48-Hour Film Festival and ongoing art installations further celebrated student voice and expression. Community-centered events such as Back to School Night and Parent-Teacher Conferences offered opportunities for meaningful connection and collaboration between families and faculty. These events not only brought our community together but also reflected our commitment to making SJA Jeju a place where students thrive and talents are celebrated.







Building Community

House Program

At St. Johnsbury Academy, Jeju, building a strong sense of community is central to the high school experience. Our student and staff body is divided into six houses, which form the foundation for friendly competitions and team-based challenges designed to foster school spirit, cross-grade friendships, and a sense of belonging.

Advisory Program

Our Advisory program, meeting twice a week with an average 1:9 teacher-to-student ratio, provides a consistent, supportive space where students learn to navigate high school life and engage in meaningful conversations around topics that matter to them.

Athletics/Assemblies

Athletics also play a key role in community-building, with each team functioning as its own close-knit group, where players and coaches support each other both on and off the field. Weekly student-led assemblies further strengthen peer connection, offering a platform for students to share club opportunities, celebrate achievements, and highlight enrichment activities. Our vibrant after-school program offers something for everyone, and spirit weeks—planned in collaboration with the elementary and middle school divisions—bring the whole campus together in celebration and pride. These experiences collectively ensure that every student finds their place and feels part of something bigger.





Beyond the Classroom

At St. Johnsbury Academy, Jeju, we believe that learning extends far beyond the classroom, and we are proud to offer students a wide array of opportunities to explore their passions, develop leadership skills, and engage with the world. Our high school boasts 54 active student-led clubs spanning a diverse range of interests—from health, science, music, and math to diplomacy, speech and debate, economics, and language. Among these are specialized groups such as Model United Nations, National History Day, and 12 service-focused clubs that connect students with meaningful community engagement. Our commitment to global learning is also reflected in our robust international travel programs, which enrich students' academic experiences and cultural understanding. This year, students traveled to Dallas, USA for the Robotics Nationals, Philadelphia for Mock Trial, Niseko for Ski School, Taipei with the Drama Department, Hong Kong with the Art Department, Xian with the Global Language Department, and Bangkok for Model United Nations. These experiences deepen learning, promote cultural literacy, and help students see their studies in a global context—preparing them for lives of purpose and impact in an interconnected world.









Advanced Placement Classes

The Advanced Placement (AP) program at St. Johnsbury Academy, Jeju continues to grow both in size and success, reflecting our commitment to academic excellence and college readiness. Over the past three years, the number of students enrolled in AP courses has grown from 215 to 250, with projected enrollment for the 2024–2025 school year reaching 682 AP exams. This growth speaks not only to the increasing interest in rigorous academic opportunities but also to the outstanding support students receive from faculty. The total number of AP exams taken has surged from 351 in 2022 to 580 in 2024, demonstrating sustained momentum. Our students continue to perform at a high level, with 94.4% of all AP exams receiving a score of 3 or higher, and 83% earning scores of 4 or 5. In recognition of student interest and curriculum development, we are excited to introduce AP U.S. Government and Politics and AP Spanish Language and Culture to our offerings in the coming academic year.

2023-24 AP Exam Summary

Total Number of Test	**521**
Unique Students Who Took an AP Test	**232**
Number of Tests with a Score of 5	**294**
Percentage of Total Tests with a Score of 5	**57.0%**
Number of Tests with a Score of 4	**136**
Percentage of Total Tests with a Score of 4	**26.0%**
Number of Tests with a Score of 3	**60**
Percentage of Total Tests with a Score of 3	**12.0%**
Number of Tests with a Score Less than 4	**86**
Percentage of Tests with Score Less than 4	**18.0%**
Percentage of Tests with Score of 3, 4, or 5	**94.4%**
Percentage of Tests with Score of 4 or 5	**83.0%**

College Counseling

At St. Johnsbury Academy, college counseling is a deeply personalized and comprehensive process, supported by a dedicated team of five counselors who collectively held 2,049 individual meetings with students and parents this year. Our counselors met one-on-one with 1,927 students and held 122 meetings with parents, ensuring that each family received tailored guidance throughout the college planning journey. We hosted a college fair featuring over 110 colleges and universities, and were honored to welcome top institutions such as Dartmouth, Georgetown, Vanderbilt, Yale, University of Chicago, and Duke for individual presentations as part of the Global Education Consortium (GEC). Our monthly parent information sessions—11 in total—offered valuable insights into the college admissions process. In addition, all juniors and seniors participated in structured Seminar classes that focused on application strategies, essay writing, and college readiness. This year, 92 students applied Early Decision, with a 27% acceptance rate—an improvement over last year—including exciting new acceptances from Vanderbilt, Rice, and the University of Chicago, as well as three Ivy League admissions to Columbia and Cornell.

Selected College Acceptances

Albany College of Pharmacy and Health Sciences
Arizona State University (2)
Art Center College of Design
Austin College
Binghamton University
Boston University (2)
Carnegie Mellon University
Case Western Reserve University (7)
Columbia
Cornell University (2)
Emory University
Florida Gulf Coast University
George Mason University
George Mason University Korea
Georgia Institute of Technology
Grinnell College
Indiana University-Bloomington (2)
Iowa State University
Johns Hopkins University
Lancaster University
London School of Economics
Maryland Institute College of Art (4)
Maryland Institute College of Art (4)
Massachusetts College of Pharm & Health Sci (2)
Michigan State University (6)
New York University (2)
Northeastern University (7)
Northwestern University (2)
Occidental College
Ohio State University (3)
Otis College of Art and Design
Pratt Institute-Main (3)
Purdue University-Main Campus (7)
Rhode Island School of Design (2)
Rochester Institute of Technology
Rose-Hulman Institute of Technology
Rutgers University-New Brunswick (7)
San Francisco State University
School of the Art Institute of (3)
School of Visual Arts
Stony Brook University (2)
The Hong Kong University of Science and Technology (2)
The New School (3)
Pennsylvania State University (5)
Pitzer College
The University of British Columbia (4)
The University of Edinburgh
The University of Findlay
The University of Hong Kong (2)
The University of Texas At Austin
The University of Texas At Dallas
The University of Utah AC
Tufts University
University of Birmingham (2)
Univeristy of Cal;ifornia Berkeley
University of Chicago
University of Florida (2)
University of Georgia
University of Health Sci. & Pharm.--St. Louis
University of Illinois Urbana-Champaign (17)
University of Iowa
University of Manchester (2)
University of Maryland (3)
University of Massachusetts (5)
University of Miami (2)
University of Minnesota-(2)
University of Missouri-Columbia
University of North Carolina At Chapel Hill (2)
University of North Texas
University of Pittsburgh-Pittsburgh Campus
University of Rhode Island
University of Southern California (10)
University of St Andrews
University of Toronto (5)
University of Virginia (2)
University of Warwick
University of Wisconsin-Madison (3)
Vanderbilt University
Washington University In St Louis (3)
Wesleyan College






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Teaching &Learning Highlights 2024-2025

Curriculum Roadmap

Create a shared understanding

At SJA Jeju, we have prioritized aligning our written, taught, and assessed curriculum across divisions to create a shared understanding of high-quality learning. Through ongoing curriculum review cycles, we continuously refine priority standards, transfer goals, and enduring understandings, ensuring that learning objectives remain relevant, rigorous, and well-articulated across grade levels. The transition from AERO to C3 standards in Social Studies reflects a shift toward a more thematic and inquiry-driven approach, fostering critical thinking, interdisciplinary connections, and deeper student engagement. Additionally, we are actively reviewing our math curriculum, focusing on vertical alignment, instructional strategies, and assessment practices to ensure that students develop a strong conceptual understanding and application of mathematical skills.

CHALK serves as a central tool

curriculum consistency. Faculty use CHALK to map curriculum, track standards, and align assessments, ensuring that our written and assessed curriculum remains cohesive across divisions. The system also promotes transparency and collaboration, allowing teachers to access shared resources, view vertical and horizontal curriculum alignment, and make informed instructional decisions.

Expanded the roles of grade- level leads

Recognizing the importance of sustaining institutional knowledge and instructional consistency, we have expanded the roles of grade-level leads and department heads to play a more active role in curriculum review and instructional oversight. These leaders work closely with faculty and administration to ensure that curriculum remains well-structured, effectively implemented, and aligned with student learning goals. Additionally, dedicated curriculum and instructional coaching roles have been introduced to provide targeted support, facilitate professional learning, and guide teachers in best practices.

Maintain the integrity

While faculty and leadership transitions have occasionally presented challenges, these structures help maintain the integrity of our curriculum and foster continuous improvement. With a clear focus on curriculum alignment, instructional consistency, and meaningful assessment practices, we are committed to delivering engaging, high-quality learning experiences that prepare students for academic success and real-world application.



Elevating Teacher Expertise

Fostering a culture of continuous growth

At St. Johnsbury Academy Jeju, we are dedicated to fostering a culture of continuous growth for our educators, ensuring that they have the tools and support they need to thrive in their teaching practice. A key element in this endeavor is our expanded coaching program, which includes both elementary and secondary instructional coaches for the first time this year. These coaches play a pivotal role in providing targeted, internal professional development that is closely aligned with our curriculum goals and teaching strategies.

Coaching Program

The coaching program is designed to support teachers in improving their instructional practices and enhancing student learning. Through personalized coaching cycles, teachers work collaboratively with coaches to set meaningful goals, analyze student data, and refine teaching methods. This process ensures that teachers receive the necessary support to address individual challenges and make adjustments to their practice that will directly impact student success. With a focus on both content-specific coaching and broader instructional strategies, the coaching program has become a cornerstone of our professional development efforts, helping our teachers refine their craft and deliver high-quality learning experiences.

Aligning our curriculum

We have also invested in aligning our curriculum across divisions to ensure that teaching practices, assessments, and learning goals are coherent and well-structured. Through ongoing curriculum review cycles, faculty members engage in data-driven discussions to refine priority standards, transfer goals, and assessments. These collaborative reviews ensure that the curriculum remains dynamic, relevant, and responsive to student needs, fostering an environment where teaching strategies are consistently updated based on evidence and student performance. By combining internal coaching with aligned curriculum work and targeted professional development, we continue to build a robust system of support for our teachers. This holistic approach not only helps in refining instructional techniques but also strengthens our collective understanding of best practices, ensuring consistency across divisions. The combination of curriculum alignment, real-time coaching, and professional learning empowers our faculty to implement research-based strategies in their classrooms. It also fosters a shared commitment to ongoing reflection and growth, as teachers work together to continuously improve their craft.



Professional Development

On going Professional Development

We recognize that ongoing professional development is key to maintaining high-quality instruction and fostering a culture of continuous learning. To support our faculty, we have invested in targeted, flexible, and innovative professional learning opportunities that enhance teacher capacity, improve instructional practices, and align with the school's strategic goals. We have supported both international and domestic professional development in key areas such as concept-based inquiry, Building Thinking Classrooms, restorative justice, literacy instruction, AP training, and more, ensuring that our educators have access to diverse, research-based learning opportunities that directly impact student success.

Providing accessible and differentiated PD

A key focus has been providing accessible and differentiated professional development that meets the diverse needs of our educators. Through platforms like EduSpark, Erin Kent Consulting, and Magicschool AI, teachers have access to on-demand, asynchronous and webinar-based training, allowing them to engage in professional learning at their own pace. This approach ensures that professional development is embedded in daily practice rather than being limited to in-person workshops. In-house teacher led Unconferences allow teachers to showcase their expertise and help colleagues develop new instructional and assessment practices throughout the year.

Dedicated training initiatives

Additionally, we have prioritized curriculum alignment and data-driven instruction through dedicated training initiatives. Virtual CHALK training has helped faculty refine their curriculum documentation, ensuring consistency across divisions, while MAP data analysis workshops provide teachers with strategies to use assessment data to inform instruction and support student growth. These training sessions play a critical role in ensuring that teachers are equipped with the tools to align learning experiences with student needs.

Hosting on-site conferences

Beyond external learning opportunities, we are also committed to bringing high-quality professional development directly to SJA Jeju by hosting on-site conferences and training sessions. Events such as KISCA (Korean International School Counselor Association), Model United Nations (MUN), and NEASC training workshops have provided valuable learning experiences for our faculty and the broader international school community. We aim to expand these offerings in the future, solidifying our role as a hub for professional development in the region. By fostering a culture of shared learning, we ensure that our teachers remain at the forefront of best practices while strengthening professional networks across international education.







Shared Academic Vision

At St. Johnsbury Academy Jeju, our shared academic vision is rooted in collaboration, alignment, and a commitment to high-quality learning experiences across all divisions. We have strived to ensure that students, teachers, and administrators work toward a unified approach to curriculum, instruction, and assessment, fostering a consistent and coherent educational experience from early childhood through high school.

Strengthening alignment across divisions

A key focus this year has been on strengthening alignment across divisions, particularly in defining common assessment practices, shared instructional strategies, and a unified understanding of learning expectations. Faculty members across the elementary, middle, and high school have engaged in cross-divisional conversations, reviewing and refining approaches to formative and summative assessments, student reflection, and feedback mechanisms to create greater consistency and transparency in measuring student growth.

The House System

The House System, which began in the Middle School and has now expanded school-wide, plays a crucial role in reinforcing school identity, character development, and student engagement. Houses provide a structured framework for student leadership, cross-grade collaboration, and positive reinforcement, while also promoting the Habits of a Hilltopper—key attributes that guide student growth in character, inquiry, and community. Through house competitions, mentorship programs, and student-led initiatives, the House System ensures that students experience a sense of belonging and purpose that extends beyond the classroom.

Capstone Projects

Additionally, our capstone projects in Grades 5, 8, and 12 serve as culminating learning experiences, allowing students to demonstrate their understanding through inquiry, research, and interdisciplinary application. These projects reflect our commitment to deep learning, critical thinking, and student agency, ensuring that graduates leave SJA Jeju with the skills necessary to navigate complex challenges in higher education and beyond.

As we continue to refine our approach, we remain committed to enhancing alignment, strengthening school traditions, and fostering a shared academic identity. By working together across divisions, we are building a strong academic foundation that supports students' intellectual, personal, and social growth, ensuring they are well-prepared for future success.




BOYS' DORMITORY

ST JOHNSBURY ACADEMY JEJU

Campus Operations Highlights 2024-2025

THE BUSINESS OFFICE

The smooth operation and continued success of St. Johnsbury Academy Jeju is driven by the unwavering commitment of our dedicated Business Office staff. Their dedication to the school's mission and long-term sustainability ensures that we are able to offer a world-class educational experience to our students year after year.

The Business Office is structured around five key teams, each playing an essential role in supporting our operations:

- Finance & Management
- Human Resources
- Facilities & Operations
- Procurement & Student Services
- Information & Computer Technology (ICT)

Each of these teams provides the operational backbone necessary to empower our teachers and students to thrive. The 2024-2025 school year has been one of growth, hard work, and dedication. Our staff has consistently gone above and beyond to ensure the safe, secure, and effective operation of SJA Jeju.

Appointment of Mr. Scott Jeong

We are also pleased to announce the appointment of Mr. Scott Jeong as the Director of Business Administration. Mr. Jeong brings a wealth of experience in finance, business administration, and strategic leadership. Holding an MBA from the University of Southern California and a Bachelor of Science in Business Administration from the University of California, Berkeley, he has worked across various industries, including real estate development, investment management, and manufacturing. His expertise in financial analysis, resource allocation, and compliance will be pivotal in supporting our mission of delivering a top-tier education while ensuring the financial sustainability of the school.

Finance & Management

The Finance & Management team has once again delivered exceptional results. This year, we are proud to announce that SJA Jeju has maintained an unqualified audit opinion, affirming the school's continued commitment to financial transparency and adherence to internationally recognized financial practices. The team consistently ensures compliance with JEINS and Korean government regulations, guaranteeing the smooth operation of our financial processes.

Additionally, the Finance & Management team remains committed to continuous improvement, providing ongoing training for divisional staff on our groupware budget system each fall. They diligently monitor revenues, expenses, and cash flow to safeguard the financial health of the school.

One of the team's standout achievements this year was the seamless coordination of the JDC Fall English Camp, which attracted over 400 students from across Jeju Island. This event was widely praised by JEINS, JDC, and the POE, and the Finance & Management team played a pivotal role in ensuring its success.



THE BUSINESS OFFICE

Procurement & Student Services

The Procurement & Student Services team provides vital support to both academic and operational staff. From sourcing supplies, textbooks, and academic materials, to organizing transportation, catering, and school trips, this team ensures the smooth operation of day-to-day activities.

By working closely with all departments, the team ensures that purchasing is handled with efficiency and accountability. Additionally, they manage services such as medical support and uniform contracts, ensuring that the needs of our students are met while maintaining high standards of service.

Information & Computer Technology(ICT)

In today's increasingly digital world, the role of technology in education is critical. The ICT team is central to the success of SJA Jeju, supporting both academic and operational needs. This year, the team successfully upgraded and replaced the school's network infrastructure, aligning it with best practices for educational technology.

From troubleshooting daily technical issues to assisting teachers in integrating technology into the classroom, the ICT team's expertise is indispensable. They also ensure that the school's technological resources are reliable, secure, and fully functional, helping both faculty and students in their educational endeavors.

LOOKING AHEAD

As we move into the 2025-2026 school year, we remain committed to building on the successes of the past year. Our Business Office staff continues to demonstrate remarkable dedication, ensuring that SJA Jeju remains a leader in providing an outstanding educational experience. Together, these teams are shaping the future of our school, making a lasting impact on the lives of everyone who walks through our doors.

We look forward to another year of growth, collaboration, and continued success.






GRIT
CARING
JOHNSBU
ADEMY JEJ
SJAMUN
CLUBS and ORGANIZATIONS

ST JOHNSBURY ACADEMY JEJU

Admissions &Marketing Highlights 2024-2025



ADMISSIONS OVERVIEW

Admissions & Marketing: Driving Growth and Visibility

The Admissions and Marketing Department has been pivotal in advancing St. Johnsbury Academy Jeju's growth and visibility over the past academic year. Our efforts have focused on localising advertising in Korea through events and social media and enrollment strategies, strengthening brand awareness, and fostering further engagement among our potential applicants.

As we enter our eighth year of operation in the 2024/25 academic year, we are steadily approaching full capacity. Our graduating classes continue to expand, with students gaining admission to prestigious Korean and international universities. This year, we celebrate our largest Grade 12 graduating class, with 98 students set to receive their diplomas.

Expanding Alumni Engagement

The upcoming 2025 graduation marks our second cohort of university graduates, providing an exciting opportunity to strengthen our alumni network. Following the strong alumni presence of SJA Vermont, we aim to establish lasting connections with our graduates to create a dynamic support system benefiting both former and current students. This initiative will also inspire current students, offering insights into career pathways and how their SJA education, coupled with university experiences, has shaped their futures.

Expanding Alumni Engagement

Enrollment (round one and rolling) for the 2024/25 academic year has been consistent throughout the year, with successful student replacements leading to a higher total enrollment in January 2025 compared to December 2024. This was not an easy task, but due to the support of the Principals in each division, we could make offers in a timely manner, increasing acceptance rates. This is still a challenge as we advance, replacing spaces, but we are working towards replacing all available spaces with qualified students.

Enrollment & Recruitment Success

Recruitment for the 2025/26 academic year began swiftly in Autumn 2024, with the first round of applications concluding in December 2024. By the end of January 2025, all successful Round 1 applicants had received their offers. Elementary admissions, in particular, progressed smoothly, with successful onsite assessments. For PK3/4 applicants, a group assessment was conducted in collaboration with Early Childhood teachers, followed by an Elementary school tour for parents and children. This process resulted in a high acceptance rate.

Looking Ahead

Additional spaces have been offered across all grade levels for the 2025/26 academic year. We now await re-enrollment confirmations in March 2025, further shaping our enrollment outlook for the upcoming school year.



2024-2025 Nationalities



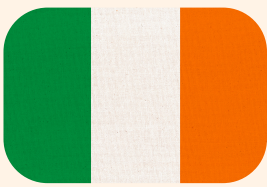


















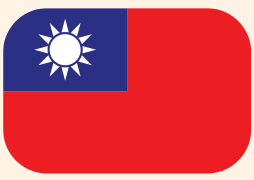


Nationalities at SJA Jeju

This year we increased our student diversity to 15 nationalities and growing. Currently, South Korea is the largest ethnic group at the school, with other students attending from the following countries:

United States
China
UK
Colombia
Brazil
Mongolia
Taiwan
Canada
Guyana
Russia
Ghana
Ireland
Sierra Leone
Ecuador
Australia











Events - Marketing & Admissions

We are proud to celebrate the achievements of our Admissions and Marketing team this school year. Their dedication and efforts have resulted in the admission of additional international students, further enriching our vibrant and diverse student body, which now represents 15 nationalities.

Information Sessions

Our Admissions and Marketing initiatives, including in-person information sessions in Seoul, Daegu, and Busan and designated testing days in Seoul, have showcased the unique educational experience at SJA Jeju. These initiatives have generated heightened interest and strengthened our school's local and global presence. We have had 13 events throughout the past academic year attended by all our principals and the Head of School.







Current Initiatives

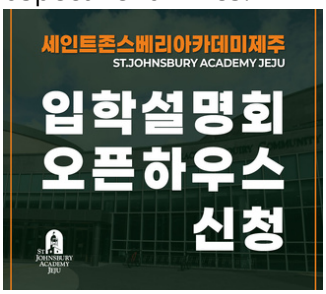
We have significantly increased our brand presence by leveraging digital platforms, Social media partnerships, and community events.

Community engagement through social media updates and student spotlights have fostered a stronger sense of connection within our school community and beyond.

Collaborative partnerships with educational consultants, the EMA and international o… netwo… …y to prospective families.







Looking Ahead

Building on this year's successes, we are committed to broadening our reach further. Our upcoming initiatives include:

Expanding our presence through additional in-person events both domestically and internationally, hosting more immersive on-campus experiences for prospective students and parents, and strengthening our digital marketing strategies to connect with a wider global audience.
The dedication and professionalism of our SJA Jeju Admissions team have played a crucial role in positioning SJA Jeju as a premier choice for international families seeking a world-class education. We are confident that their continued efforts will grow our global and local student community even further.


HILLTOPPERS
12
SJA JEJU
9
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ST JOHNSBURY ACADEMY JEJU

Athletics & After-School Activities 2024-2025

Athletics Overview

St. Johnsbury Academy Jeju offers a comprehensive athletics program with 24 varsity sports at the highest competitive level and 23 middle school sports. We have expanded our offerings over the past three years and anticipate maintaining this number of programs moving forward.
Our athletic program is structured into three seasons—fall, winter, and spring—providing students with multiple opportunities to participate in sports throughout the year. During the 2023-2024 school year, over 450 middle and high school students took part in athletics, representing approximately 67% of our student body.



Offers a comprehensive athletics program



St. Johnsbury Academy Jeju offers a comprehensive athletics program with 24 varsity sports at the highest competitive level and 23 middle school sports. Over the past three years, we have expanded our offerings, and we anticipate maintaining this number of programs moving forward.
Our athletic program is structured into three seasons—fall, winter, and spring—providing students with multiple opportunities to participate in sports throughout the year. During the 2023-2024 school year, over 450 middle and high school students took part in athletics, representing approximately 67% of our student body. Additionally, this past year, we introduced Elementary Athletics, offering competitive sports opportunities for students in grades 4 and 5. The elementary program consists of three official seasons, competing against other GEC schools. In Season 1, students compete in Cross Country and Soccer; in Season 2, they participate in Basketball; and in Season 3, they engage in Volleyball. Both students and parents have embraced these competitions, further enriching our school's athletic culture.



Season 3 2023-2024



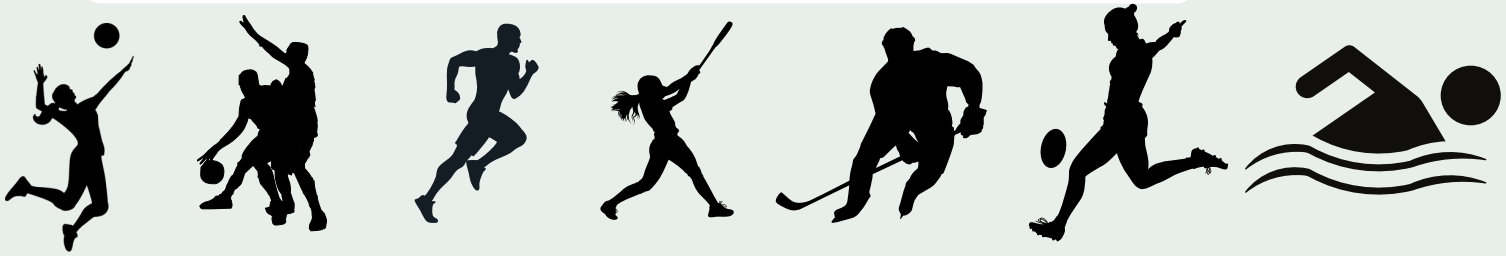
During Season 3, we offered a variety of sports for both middle and high school students. Middle school students had the opportunity to participate in boys and girls basketball, boys and girls tennis, and boys and girls golf. At the high school level, we offered girls soccer, boys soccer, track and field, boys baseball, lacrosse, and badminton. Additionally, track and field was available as a mixed-gender sport.



Season 3 Highlights:

•Our high school lacrosse team achieved an impressive 4th place finish in the national tournament.
•We officially introduced middle school tennis for both boys and girls, as well as middle school track and field, expanding opportunities for younger athletes.
•We proudly hosted the first-ever KISAC Track and Field Meet, further strengthening our school's presence in athletics.
•Our VEX V5 Robotics team qualified for the World Championships in Dallas, Texas, USA, where they not only gained invaluable experience but also earned the Sportsmanship Award.
•We successfully hosted our 2nd Annual Athletic Banquet, where we introduced a Varsity Lettering System and recognized our student-athletes with numerous awards for their achievements.
These milestones reflect the continued growth and success of our athletic and extracurricular programs, and we look forward to building on this momentum in the coming years.



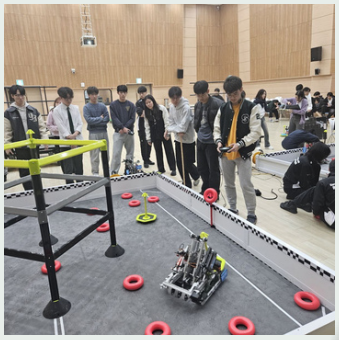


Athletics Overview

Season 1 2024-2025

During Season 1, we offered a diverse range of sports for both middle and high school students. Middle school students had the opportunity to participate in boys and girls soccer, robotics, baseball, and ice hockey. At the high school level, we offered boys and girls volleyball, robotics, ice hockey, and boys and girls tennis. Additionally, we had mixed-gender competitions in badminton, swimming, and cross country.
Season 1 Highlights:
This season, we also participated in a new event, the Korean Classic, for boys and girls varsity volleyball. Hosted by schools on the mainland, this tournament provided our student-athletes with valuable competitive experience.
Additionally, we co-hosted our annual JIT Volleyball Tournament with KISJ, where our boys team placed 2nd and our girls team finished 6th.
This year, we also introduced the JIT Tennis Tournament, welcoming teams from mainland Korea to compete. Looking ahead, we plan to expand this event to include international competition, further enhancing the level of play and exposure for our student-athletes.





Season 2 2024-2025

During Season 2, we offered a range of athletic and extracurricular opportunities for both middle and high school students. Middle school students could participate in girls and boys volleyball, robotics, and ice hockey, while high school students had the opportunity to compete in boys and girls basketball, ice hockey, and robotics. Additionally, swimming and table tennis were offered as mixed-gender sports.

Season 2 Highlights:
•We co-hosted the inaugural JIT Basketball Tournament with KISJ, welcoming both international schools and teams from mainland Korea.

•We established the KISAC League for VEX V5 Robotics, providing our robotics teams with valuable competition experience before the national championships. Additionally, we hosted the first-ever KISAC Robotics Tournament, introducing this event to the KISAC calendar.

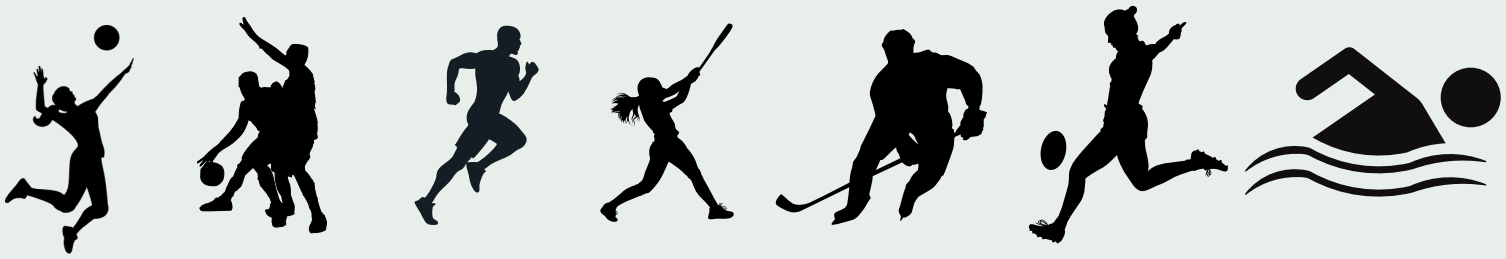
•We were proud to host the Korean National VEX V5 Competition, bringing together schools and organizations from across Korea. One of our teams once again qualified for the VEX V5 World Championships in Dallas, Texas, USA.

•Our swim team traveled to Phuket, Thailand, to compete in an international meet. A standout moment from the competition was one of our U12 swimmers receiving the Outstanding Swimmer award in her age group.
This season marked significant growth in our athletic and robotics programs, providing our students with more opportunities for high-level competition and international exposure.









Athletics Overview







What is working well for Athletics

Program Growth & Branding

This year, we have made significant strides in strengthening the identity and presence of our athletics program. Our branding efforts include custom equipment, such as volleyball systems, as well as logos placed on our courts and fields, enhancing the professional look of our facilities. Additionally, we have introduced new chairs to improve the overall experience for both athletes and spectators.

Expanded International Opportunities

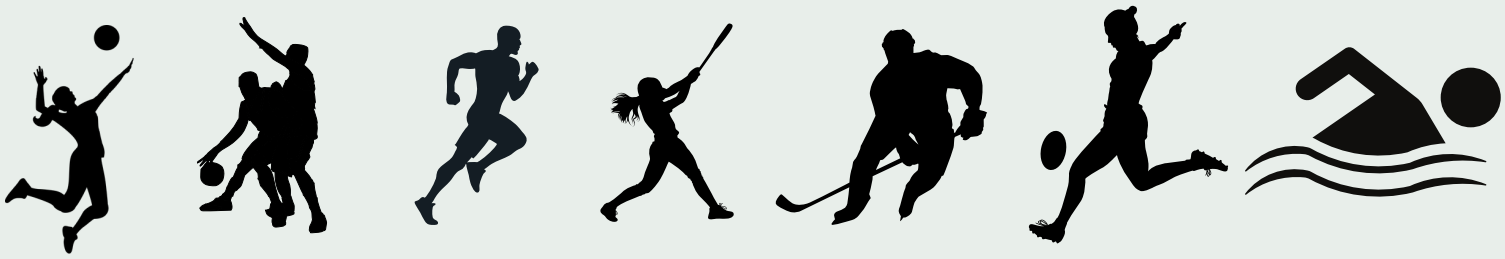
We have increased the number of international tournaments our teams participate in, providing student-athletes with greater exposure to high-level competition. This year, we traveled to Bangkok, Phuket, Taiwan, the USA, and Japan, expanding our reach and elevating the experience for our athletes.

Culture & Student Engagement

Our students are developing a deeper understanding of the expectations and norms of athletics. They are demonstrating greater dedication, commitment, and pride in their respective sports, contributing to a stronger athletic culture on campus.
A key factor in this growth is our Sports Council, which consists of 80 student members, including 12 in leadership positions. This group plays a vital role in supporting our events, capturing photos, and managing our athletics social media presence.
We have also seen a noticeable increase in school spirit, with students enthusiastically attending major athletic events on campus, fostering a more vibrant and engaged community.

Facility Improvement

Our brand-new soccer pitch has been a fantastic addition to our campus. This state-of-the-art field has significantly benefited PE classes, After-School Activities (ASAs), athletics, and other school events, further enhancing our sports facilities and overall student experience.



After-School Activities: Continued Growth & Expansion

The After-School Activities (ASA) program continues to thrive, maintaining a strong and diverse selection of opportunities for students. This past year has mirrored the success of the previous year, with over 450 ASAs offered throughout the year. At the high school level, we continue to see strong engagement, with more than 70 student-led ASAs, while the middle school is beginning to see the development of its own student-led initiatives, fostering leadership and independence among younger students.

Expansion of Elementary School Athletics

One of the most significant developments this year has been the expansion of Elementary School (ES) Athletics, which now includes competitive events against other GEC schools. This initiative has been a tremendous success, providing young athletes with structured competition and valuable experience. Additionally, parents have expressed great enthusiasm and support, enjoying the opportunity to watch their children compete in an organized setting.

Looking Ahead

Looking ahead, we are actively working to expand technology-focused ASAs at the elementary level. Starting next year, we plan to introduce VEX Robotics at a younger age, allowing students to develop problem-solving, engineering, and teamwork skills early on. This initiative aims to bwithin our ASA program, preparing students for more advanced opportunities as they progress through school.

As we continue to develop and refine our after-school offerings, our goal remains to provide a well-rounded and engaging experience for all students, balancing academics, athletics, leadership, and creative exploration.

Introducing Co-Curricular Acitivities

A New Approach to After-School Programs

Starting next year, we will be rebranding our After-School Activities (ASAs) as Co-Curricular Activities (CCAs) to better align with our vision of integrating extracurricular learning with academic development. As part of this transition, we will establish a structured set of CCAs for each grade level, allowing us to systematically track engagement, evaluate effectiveness, and implement improvements that will benefit our school community.

For Middle and High School

For middle and high school students, we are also looking to expand the academic focus of CCAs, ensuring that students have opportunities to explore a variety of interests beyond traditional extracurricular activities. In addition to athletics and student-led clubs, we will offer dedicated academic clubs such as Mock Trial, Math Club, Model United Nations (MUN), and Drama, providing students with structured environments to develop critical thinking, leadership, and problem-solving skills.

To introduce students to the new CCA structure and help them explore their options, we will be hosting a CCA Fair. This event will allow students to visit different booths, learn about the various CCAs available, and make informed decisions about their participation. By fostering greater awareness and engagement, we hope to create a more enriching and purposeful after-school program that supports both personal and academic growth.











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Residential Life Highlights 2024-2025



The Evolution of CASP

Over the past year, our CASP (College Application Support Program) has undergone significant development to provide students with enriching experiences that foster leadership, collaboration, and personal growth. One of the most notable changes has been the transition to internally run activities, with the exception of our Equestrian course, which requires specialized instruction. This shift has allowed us to tailor programs more closely to student interests and ensure that CASP remains meaningful.

Expanding Student Leadership

A key focus has been expanding student leadership opportunities within CASP. Activities such as Soccer, Basketball, Dorm Curiosity Lab/Vega Space, and EcoCraft Studio are now entirely student-led, allowing participants to take ownership of their learning experiences, with proctors and faculty acting more in a supporting role.

This model strengthens leadership skills and fosters a stronger sense of community within the dormitory. Moving forward, we aim to expand these opportunities, encouraging proctors to mentor students in designing and leading activities, particularly in ways that support younger students and contribute to dorm culture. Creating a unique time slot that affords students roughly 60 hours of leadership opportunities per year through the program.

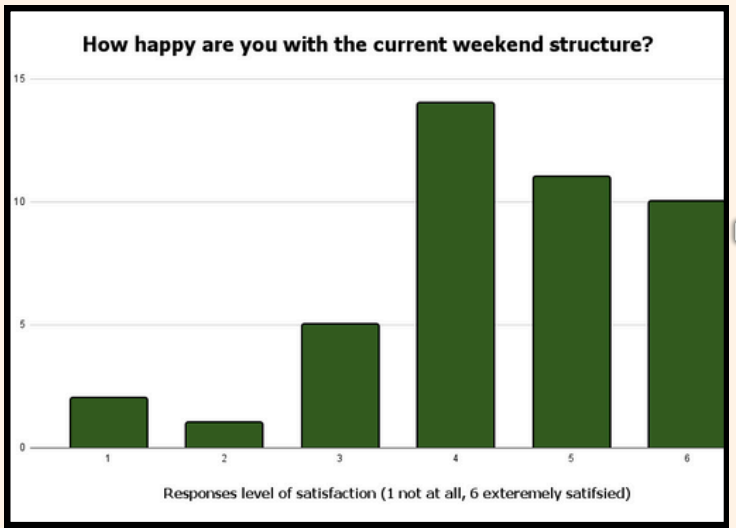
While this suggests overall positive engagement, we recognize that improvements can still be made. The accompanying data visualization below highlights the distribution of student satisfaction levels, offering insights into areas that may require further enhancement.

How CASP can better serve students

As CASP evolves, we continue to emphasize transparency, student engagement, and parental involvement. Regular surveys, feedback sessions, and student reflection logs provide valuable insights into how CASP can better serve students. One key takeaway from feedback this year has been the importance of aligning CASP activities with student interests while ensuring sufficient time and resources for meaningful participation.

We are looking to improve the duration and scheduling of CASP activities. Initial feedback suggests that the timings and duration may need to be reevaluated We plan to reassess the scheduling structure in consultation with students and faculty to ensure that CASP activities remain engaging, productive, and meaningful.

By listening to student and parent feedback, we aim to continuously refine and improve CASP, ensuring it remains a valuable, student-driven program that enhances the boarding experience.



Parent/ Student Satisfaction

4.42 out of 6

Dorm Student College offers

This year, our Grade 12 dorm students have achieved remarkable success in their university applications, securing offers from some of the most prestigious institutions in the United States. We started the academic year with 15 Grade 12 students, though naturally, some transitioned out after Semester 1. Despite these changes, the Residential Life cohort has demonstrated outstanding academic performance, leadership, and resilience—qualities that have clearly been recognized by top universities.

The most notable acceptances

Among the most notable acceptances, our students received offers from the University of Chicago and Cornell University, two of the most selective and globally respected institutions. In addition, students secured places at Case Western Reserve University, Purdue University, the University of Illinois Urbana-Champaign (UIUC), and Northeastern University, all of which are highly ranked for their strong programs in research, business, and engineering.

Offers from leading Universities

Several of our students also received offers from leading national universities known for their excellence across multiple disciplines. These include the University of Miami, Ohio State University, the University of Maryland, the University of Massachusetts Amherst, the University of Minnesota, the University of Pittsburgh, Rutgers University, and Michigan State University. These schools are recognized for their competitive academic programs and student support systems, making them excellent choices for our graduates.

Pursuing specialized education

For students pursuing specialized education, we are particularly proud of those admitted to Grinnell College, a highly regarded liberal arts institution, and Rose-Hulman Institute of Technology, one of the top-ranked undergraduate engineering schools in the U.S. These institutions offer unique, tailored academic experiences that will serve our students well in their future careers.

The creativity and artistic talent within the dorm community have also been acknowledged by some of the best art and design schools in the country. Offers from Pratt Institute, Art Center College of Design, Maryland Institute College of Art (MICA), Otis College of Art and Design, Savannah College of Art and Design (SCAD), and the School of the Art Institute of Chicago (SAIC) showcase the exceptional abilities of our students in creative fields. Lastly, we are pleased to see students receiving offers from the University of California, Santa Cruz, a well-regarded institution with strong programs in the sciences, humanities, and arts.

Residential Life Program's Sucess

This year's university acceptances represent the most successful cohort to come through the Residential Life program, highlighting the academic discipline, leadership opportunities, and structured support systems that the dorm experience provides. By promoting a balance between study, rest, and student leadership through programs like CASP, we have created an environment that enables students to reach their full potential. We are incredibly proud of our students.

Dorm Leadership = Student Ownership

The Dorm Leadership Program

The Dorm Leadership program has grown significantly over the past year, strengthening student voice, engagement, and ownership in dorm life. Each grade now has representatives for both the Girls' and Boys' dorms, and we have established a clear structure for regular meetings. These include consistent meetings with Head Proctors and monthly meetings with the Director of Residential Life, ensuring that student concerns and ideas are heard and acted upon.

One of the most impactful aspects of Dorm Leadership has been student-driven decision-making, where students propose and implement changes that directly affect their dorm experience. This allows them to take responsibility for both rewards and sanctions, promoting a sense of fairness and ownership over dorm policies.

These changes highlight how student involvement in rule-setting leads to better engagement, increased accountability, and a stronger dorm culture. Discipline and reward systems work best when students understand, support, and engage with them. The Dorm Leadership team has been instrumental in advocating for positive changes and fostering a more collaborative and respectful community where students feel their voices are valued.

Moving forward, we will continue to strengthen student participation by providing more opportunities for leadership, structured discussions, and decision-making within the dorms. By empowering students, we ensure a dorm environment that is built on respect, responsibility, and shared ownership.

Student-Led Changes in Dorm Policies

The Middle School (MS) Dorm Leadership Team has successfully advocated for:

- Extended Off-Campus Time: GEC time now extends until 5:30 PM on weekdays to accommodate students' ASA attendance requirements (Monday to Thursday). Previously, MS students couldn't utilize their off-campus time during the week, but after presenting their case, this policy was successfully adjusted.
- Increased Independence for Grade 8: G8 students can now go off-campus independently with one-time parental permission, fostering greater independence and responsibility.
- The High School (HS) Dorm Leadership Team has introduced improvements to the rewards system, ensuring a more balanced and student-centered approach:
- New Morning Rewards: Instead of simply avoiding lates, students can earn up to 2 plus points per day for leaving their dorm 10 minutes early in the morning.
- Adjusted Breakfast Policy: Previously, G11 and G12 students received "miss meals" for being late to breakfast. Dorm Leadership successfully advocated to remove this sanction, recognizing that older students should have greater autonomy over their morning routines.







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Where Good Becomes Great