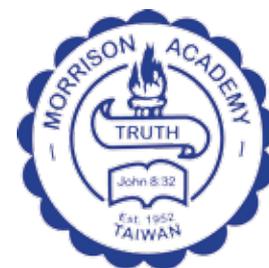




2005 • 2006 Annual Report

Professional Excellence





Tim McGill '73
Superintendent

Annual Report - Fall 2006

Laura Bush, the wife of the US President, recently concluded, “Teaching is the absolute profession; the one that makes all others possible.” Each of us can remember the exceptional professionals who taught us to begin a lifetime of learning. Likewise, the learners attending Morrison today will look back with appreciation for the professional educators and dorm parents who led them to become spiritual discerners, effective communicators, rational thinkers, life-long learners, ethical citizens and stewards of the quality of life.

Our mission statement recognizes that “quality education” is reliant on excellent personnel. This requires “an intentional recruitment and hiring of qualified Christian staff and a continuing development of academic and professional excellence.”

Like most other international schools superintendents, I go to teacher recruiting fairs every winter. However, most of the best candidates apply directly to Morrison because they want to be a part of a caring community that is dedicated to professional excellence. Over half of Morrison’s full time professionals have earned graduate degrees, seventeen more

Introduction

are currently in masters-level education programs, and almost all teachers are certified in their current field of instruction. All of our teachers and dorm parents are motivated by Christ's love for the world.

Morrison's budget and calendar also reflect the organization's commitment to pursuing excellence through professional development. All new expatriate personnel attend a two-week world-class training course in New York State before coming to Taiwan. Four days of professional development are provided during student vacations in addition to five days when students are released early. Last year forty-eight staff members attended regional conferences and seminars and six of these presented workshops. On another page of this report, Jeff Sheppard describes several other professional development initiatives.

All Morrison teachers and dorm parents would wholeheartedly agree that the pursuit of professional excellence includes caring for and cultivating the whole student. Our mission states, "Morrison strives to develop a school culture that is loving, nurturing and discipling." Carl Jung wrote, "One looks back with appreciation to the brilliant teachers, but with gratitude to those who touched our human feelings. The curriculum is so much necessary raw material, but warmth is the vital element for the growing plant and for the soul of the child." I am proud to be part of a team of professionals who are committed to excellence in their delivery of both the written, academic curriculum and the "warmth" of the unwritten curriculum.

Respectfully,
Tim McGill '73



A portrait of Jeff Sheppard, a man with a reddish beard and mustache, wearing a white dress shirt and a dark patterned tie. He is standing outdoors with a flag and greenery in the background.

Jeff Sheppard
Director of Curriculum and Instruction

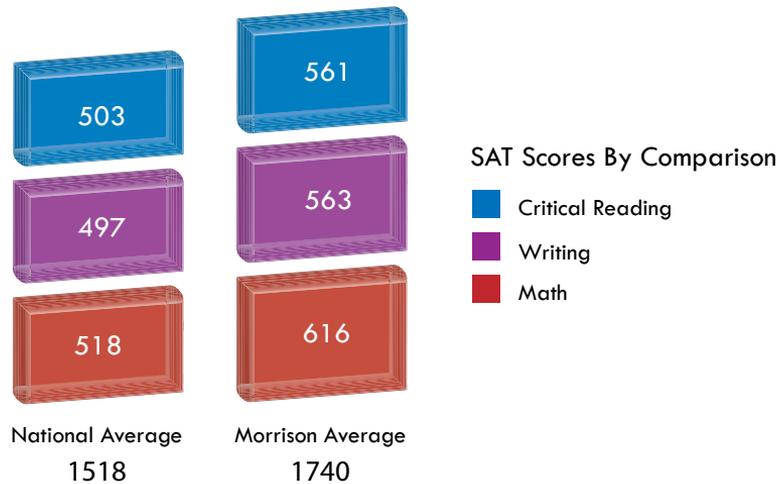
Providing Educational Excellence

Over the 54 years of its existence, Morrison has strived to provide a quality education for all students. Pursuing our best and working towards excellence has been an integral part of who we are as a school system. Over the past few years, we have built upon this rich tradition to enhance our curriculum and instruction. Using state of the art technology, focused embedded professional development, and the desire to work together in practical ways, Morrison is moving towards refining our curriculum and instruction to improve student learning.

During the 2005-06 school year, the administration created a structure of focused, embedded professional development to provide our teachers a time to discuss issues related to classroom instruction as well as stay abreast of current research in education. These weekly collaborative meetings, along with the prescribed half and full days set aside for professional development, have created opportunities for dialog, sharing, and a building of a common vision for where Morrison can be in the future. The addition of curriculum coordinators at each site has enhanced this structure by giving teachers a much needed support mechanism for provided quality education.

Curriculum

During this past year, we also began our 5-year professional development plan by studying the issue of being a school focused on using standards to provide students with the best education possible. In the upcoming years we will build off this study and begin to link individual classroom lessons to standards (articulated learning outcomes) and their appropriate assessments as well as begin the creation of a curriculum map that will provide an overview of Morrison's curriculum.



Evidence of Morrison's quality education is demonstrated in two distinct ways. First is our long-standing joint accreditation between the Western Association of Colleges and Schools (WASC) and the Association of Christian Schools International (ASCI). Morrison was one of the first schools in the world to be reaccredited in 2004 using the ASCI "Accreditation by School Progress" protocol proving that our education is highly rigorous without compromising a strongly Christ-centered commitment.

The second evidence can be seen in our continued success in academic

testing. Morrison continues to score well above the average among both US and international schools on the Iowa Test of Basic Skills, while our average high school graduate scores more than 150 points higher than the US national average on the SAT I. In relation to our Advance Placement program, during the past two years 90% of our students on average have scored a 3 or higher giving them eligibility in earning college credit. Morrison's average score on the examinations we provide courses for is 4.08 compared to the US national average of 2.95 for those same examinations.



During the upcoming year we will be adopting a new Math curriculum as well as begin the curriculum review process for both Social Studies and Science. All of our curriculum taskforces are dedicated to both a thorough review of current curriculum and the study of current educational research to enhance and improve each subject area. Along with this, our staff will be learning to use an ample array of new technologies including an on-line educational interface called Moodle, in-class video projectors and electronic smart boards in an effort to create a learning environment that is structured, but flexible.

If you have any questions regarding the professional development or curriculum at Morrison, please feel free to contact me (curriculum@mca.org.tw) or your campus principal.

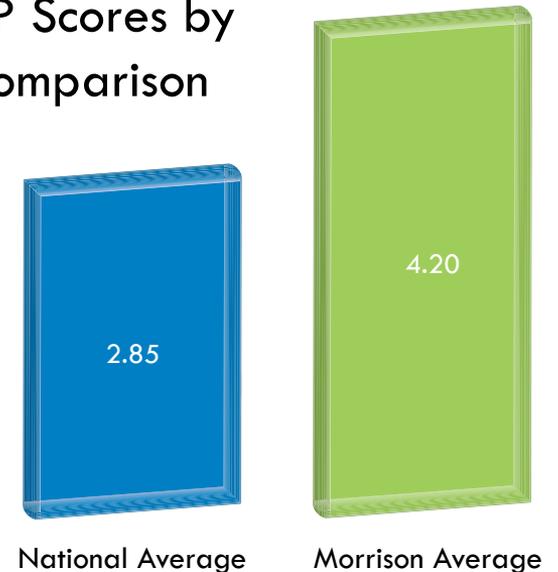
ITBS Scores

Year	Percentile
2002	79
2003	77
2004	80
2005	80
2006	79

AP Courses 2006

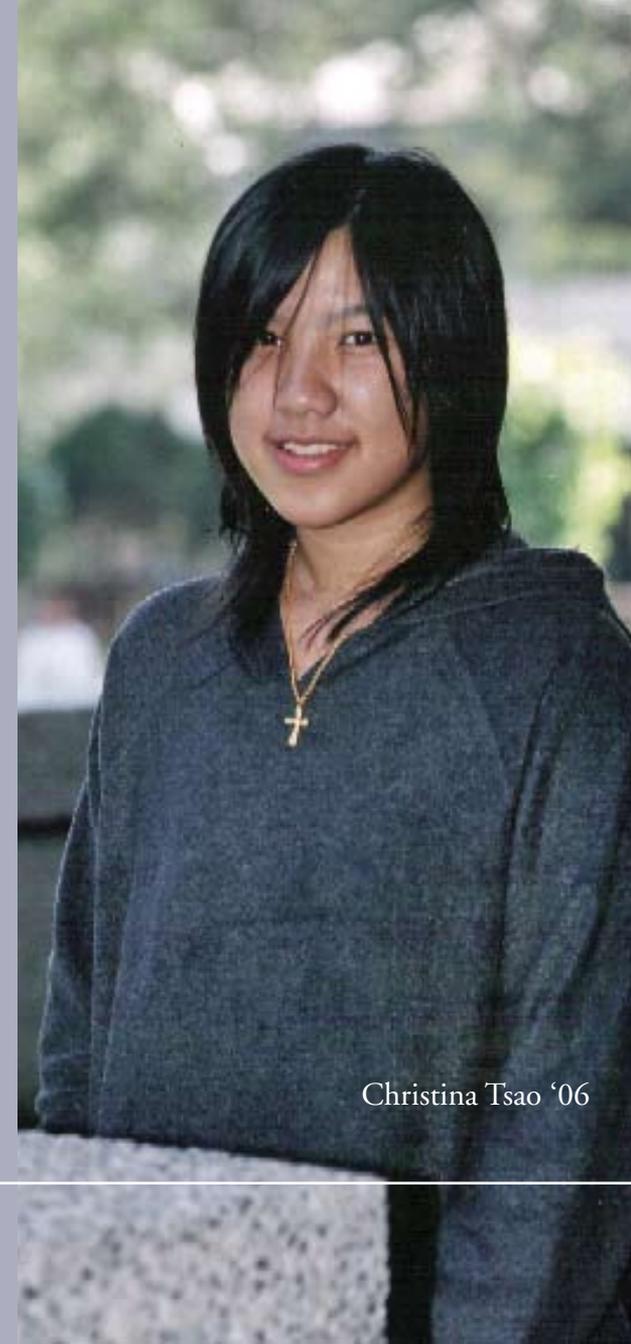
	46	
Number of 5's	22	48%
Number of 4's	13	28%
Number of 3's	9	20%
Number of 2's	2	4%
Number of 1's	0	0%
Morrison Average on all Exams	4.20	
National Average on same exams as above	2.85	

AP Scores by Comparison



I think my Morrison experience can be described as flourishing. My Morrison experience taught me things spiritually, mentally, and intellectually, and it has also helped me be more independent. As I continue in my studies I am thankful Morrison taught me the basics I've needed to know to survive in university. Even though university is quite challenging at times, I cannot deny that Morrison has prepared me well for it. Some people in my university don't even know how to write with apostrophes (so thanks Mr. Holton and Ms. Lawson). Mentally, Morrison has helped me transition smoothly into university. I remember meeting up with this American exchange student who could not get over the fact that she was in New Zealand. Every time we went out or talked she would complain to me about how she hated living here and how she just couldn't change her attitude. I felt really blessed to have been taught in a healthy multi-cultural setting. Classes like Senior Topics and food management gave me valuable experience to cope with different culture.

Most importantly I think Morrison has really taught me about Christ and how to grow in Him spiritually. When I was at Morrison during middle school, I felt really pressured to become a Christian. I felt I was forced to go to Bible classes and some of my friends felt that it was very inappropriate. Looking back I see the value in all those classes. They built me up and taught me to become a more confident and loving person. After leaving Morrison, I've actually grown closer to God because at college, if you don't live with your parents, you basically don't have anyone to rely on. But you know? When God is the only thing you have left, you realize He's the only one you need. I'm looking forward to growing stronger in Him. I think my experience at Morrison has really brought me closer to God and helped me grow in many aspects of my life.



Christina Tsao '06

Reflection

Michele Law
Director of Operations



Total Revenue for 2005-2006 school year was NT 264 million. Tuition and fees comprise 97% of that income. Other revenues were derived from the rental of school facilities, investment of contingency reserves and the Annual Fund donation. The Annual Fund donation from parents, alumni, and faculty provided enhancements for playgrounds, computer labs and music programs, as well as financial aid for several needy families.

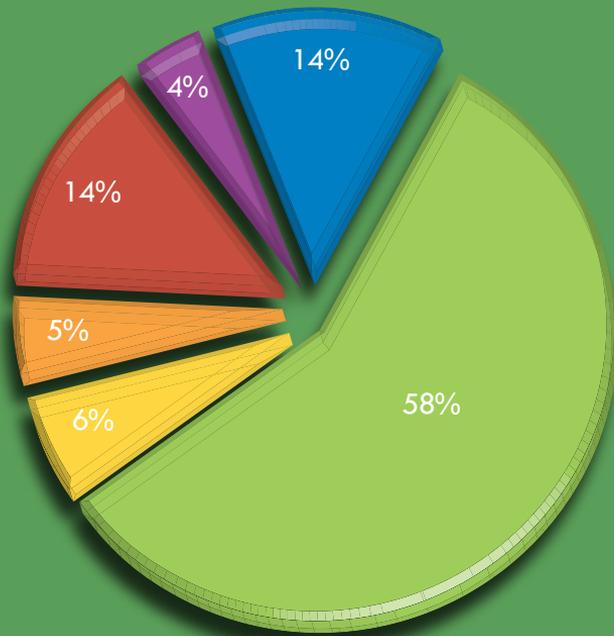
Morrison continues to dedicate almost all of its resources toward providing quality education to its students. Approximately 86% of its expenditures are used for students in the form of faculty and staff salaries and benefits, instructional and administrative costs, operation and maintenance of the buildings, grounds and equipment. About 14% of the income was reserved in the Building fund in preparation for the campus facility upgrade.

The Morrison Board of Trustees is committed to providing quality facilities on every campus. The administration continues the lobby to the Taipei government for a grass playing field for the Taipei Campus. The Kaohsiung campus has enhanced its playground equipment and tennis courts. The Taichung Site Plan has been updated. It includes the Elementary and Middle school, Administration and Library; Student Dorm and Faculty Housing. The total budget of the site plan is NT450million.

Since the institution of the Building Fee in 2005-2006 school year, we have reserved NT15 million in the Plant and Development Fund for the

construction of the site plan. The reserve in the operation income also contributes to the Building Fund. We plan to begin construction in January 2008.

One of Morrison's financial objectives is to provide quality programs and services which are necessary to accomplish its educational goals within the limitations of the Academy's financial resources. Morrison continues to be highly ethical in fundraising and a good steward in spending. Our financial staff, accountant, auditor and Board of Directors is dedicated to integrity in its accounting and reporting. If you would like to find out more about Morrison's financial operations, or request an annual or audit report, please contact me.



2005-2006 Revenue

Tuition & Fees	NT\$257,755,251	97%	
Donation	\$2,943,941	1%	Annual Fund
Facility Rental	\$2,173,263	1%	Summer Conference + Facility Rental
Investment	\$1,639,400	1%	

2005-2006 Expenditure

Instruction	\$15,225,629
Administration	\$12,182,472
Operation	\$36,356,702
Equipment & Property	\$11,060,238
Building Fund	\$37,256,887
Personnel	NT\$152,429,927



Bruce Moore
Director of Development

It's a pleasure for me to share this Annual Report with alumni and friends of Morrison Academy. It serves as a record of our achievements and challenges during the past year. By way of tangible data, this is a very good time in the life of Morrison Academy. Those of us here now are privileged to be the recipients of the sacrificial work of our predecessors. In Mitch Albom's book, *The Five People You Meet in Heaven*, he says:

"We move through places every day that never would have been if not for those who came before us."

Truly, we are indebted to the members of the Morrison constituency who have given so much in the past to ensure the present. Those of us here now are motivated in large measure to ensure the future for the generations to come.

I would like to say we are extremely grateful for the support of the entire Morrison Academy constituency in the past 53 years and more specifically this past academic year.

Some of the giving highlights in the Morrison system for 2005-06 are:

1. The Annual Fund raised close to NT \$3,000,000
2. Other giving for Academic and Scholarship programs exceeded NT \$2,000,000
3. Christmas Projects and other Charitable Giving exceeded NT \$1,493,000

Development

In the wake of an uncertain economy, war and many other issues of concern, the Morrison Academy constituency continues to provide wonderful financial and other means of support, allowing the school to maintain the quality of its instructional programs.

During the last several years I have witnessed many improvements to our campuses and programs that would not have been possible without the support of a very loyal group of Morrison family and friends. In the future, it will become increasingly important to involve our supporters in the life of the school in a variety of ways. It is my hope and prayer that the development office will continue to meet the needs of both the school and our constituency as we work together to support the mission of Morrison Academy. Thank you for your commitment to the mission of Morrison Academy.

Bruce Moore
Director of Development

2005-2006 Annual Fund Expenditure

All Figures in NTD

Taichung Campus		Taipei Campus		Kaohsiung Campus	
Library	\$384,371	Stage Enhancement	\$140,000	Library Books	\$103,968
Projectors and Monitors	\$698,671	Projectors	\$105,000	Projectors and Software	\$346,207
Music Instruments	\$378,051	Financial Aid	\$30,380	Financial Aid	\$59,110
Commons Renovation	\$363,751	Accrued to 2006-07	\$28,420	Musical Instruments	\$81,420
Financial Aid	\$225,097				
Total	\$2,049,941	Total	\$303,800	Total	\$590,705

Dorm Parents Terry '83 and Sharon '82 McGill with Family



Generations

Our sons James, Mark and Josh McGill just completed another year at Morrison Academy. They went to school everyday in the same classrooms that we did when we studied at Morrison back in the 1970's. They have had the opportunity to learn soccer and swim in the same pool as we did. We love the fact that we are sharing our rich personal history with our children. We feel blessed that our children get to experience what we did.

Morrison's excellent staff shaped who Sharon and I are today. Sharon and I lived in the Morrison dorms during our high school years. We were not with our parents each night. Our role models were the staff and community of Morrison Academy. These people have consistently, through the past 50 years, worked hard, not for monetary gain, but for the purpose of preparing young people to live effective lives in a complicated world. We feel privileged to join the ranks of these heroes of the past.

Morrison has always had varied demographics. This presents an opportunity to live in an environment that forces one to engage in activity with people who maintain differing patterns and ideas. The end result is flexible people who are able to adjust and interact in ever changing environments and social groups.

It is common in this world for children to have to focus on one or two areas of extracurricular activity. Morrison has a relatively small student body, yet maintains, through the merit of its capable and industrious staff, a broad program of activities. Sharon and I were each able to participate in student leadership, drama, sports, and music. At times we had to make difficult choices. We learned to handle pressure while being involved in multiple activities simultaneously.

We are excited for our kids because there is a consistent drive towards excellence in programs, curriculum and facilities. This attitude is sought at each campus at all levels. We are so blessed that our children can spend their developing years of life in this institution learning character and discipline from caring people.



Robert Turner
Director of Boarding



“The Boarding Division strives to create a comfortable, homelike, Christian environment by providing positive loving care, such as would be found in a Christ-centered home.” This philosophy is the driving force behind the change and growth in the Morrison dorms. Just take a walk through the dorms to find that they reflect a “family” feel. The attention taken by dorm parents gives each student a place that allows them to find a haven away from the pressures at school.

There are presently five dorms at Morrison. Each dorm has up to 16 students, both guys and girls, primarily from 10th through 12th grade with a few students in middle school. Students come from between an hour to a days travel away. Most dorm students transfer from Morrison campuses in Taipei and Kaohsiung. Recently there has been an increase in the number of students coming from places like China, Mongolia, and Hong Kong. Currently, seventy percent of boarding students are children of missionaries.

Gone are the days of missions requiring a single or couple to dorm parent, to “do their time.” Gone are the days of requiring that the job of parenting dorm kids comes second to the primary job of teacher or missionary. Morrison places such high priority on the job of dorm parents that both the husband and wife couple are paid full time salaries and are not required to work outside of their dorm parent duties. Morrison only takes couples as dorm parents who have been married at least 2 years, and who see the job as a ministry to students and their parents.

Boarding Division

Morrison's commitment to professional excellence in the boarding program serves as a model for other schools in Asia. The desire for professional excellence pushes the dorms to consider new ways to better care for students. The construction of the new dormitories in 2008 allows us to explore the possibility of eating the evening meal in individual dorms. Changing the look and feel of the evening meal in each dorm from the present cafeteria style will be possible with the new structure. The homelike philosophy has also led to numerous renovations to current dorm facilities. In 1995 the decision was made to make the dorms "family style," not only mixing the ages, but also putting both a girls and guys hall in each dorm. Both the dorm parents and the students find that the atmosphere enhances courtesy, sensitivity and more maturity than the single focus of one group of same-age, same-sex kids. In an effort to foster healthy male/female relationships no dating is allowed between students who live in the same dorm.

Morrison has continued to become more professional in its approach to the role of dorm parents. The screening process to become a dorm parent is more rigorous than any other position in the Morrison system. Dorm parents are also involved in required professional development in areas such as communication, recognition and care for different issues pertaining to teens, conflict management, and health and first aid. Dorm parents' goals are specific both to them and to the professional practice issues. Collaborative staff meetings that focus on professional development are held with all dorm parents as a group. Individual couples also meet with the Boarding Division Supervisor on a weekly basis. The 360 degree evaluation process includes student and parent surveys and a professional performance rubric.

As a result of this pursuit of professional excellence, Morrison's boarding program has also been accredited by ACSI since 1989. Our vision is to positively impact students in life situations so that they can positively impact their world.





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