



Annual Report
年度報告
2014-2015

core values and vision

vision

The vision of Morrison Academy is that every student will experience a quality, biblically-integrated education, so that each one will be equipped to impact the world dynamically for Christ.

願景

馬禮遜學校的願景是每一個學生都能體驗優質且結合聖經原則的教育，以期學生能主動且有效地為基督影響世界。

core values

Jesus Christ is central to Morrison Academy's values.

- To know the Truth
- To pursue excellence in student learning
- To educate the whole person
- To fulfill the Great Commission
- To partner with parents
- To be a caring community

核心價值觀

耶穌基督是馬禮遜學校價值觀的中心。

- 明白真理
- 在學生學習上追求卓越
- 全人教育
- 完成大使命
- 與家長配合
- 成為關懷的群體

Thank you to all who contributed to make this Annual Report possible.

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letter from the board chair

Barry Owen Board Chair

Morrison has been blessed this year with peace and progress, as we have continued the process of rebuilding facilities, and structuring policies in anticipation of new things to come. Each year the Board not only oversees the policies that govern Morrison, but also establishes long-range strategic plans to ensure the future stability of the school. The Board sets annual strategic goals, spends intentional time on reflection and professional development, and engages in discussion in order to make well-informed decisions.

In January 2013 Morrison authorized grades ten through twelve in Kaohsiung and Taipei. This year the Board has continued to monitor Kaohsiung campus' implementation of grades eleven and twelve. In Taipei, due to government regulations, a full high school will be implemented when Taipei moves to a new, larger campus. The Board has been diligently exploring properties and, in the last school year, has made great strides in securing property in Linko that will be large enough to add high school. Even though property is expensive in Taipei, the school has high hopes and is trusting God to provide.

In the last year, the Trustees took a significant amount of time for their own professional learning, to continue to mature and develop as a board. Morrison's Board spent time in job-alikes with board members of Christian Academy in Japan (a very similar school to Morrison). Time was spent in fellowship, in sharing common challenges and solutions, and in identifying our blessings. An entire day was spent in training focused on future trends in education. The board also worked

馬禮遜學校今年蒙受平安與祝福，也有一些工作上的進展，包括持續重建校園設施，以及為了迎接未來新事務而修訂學校政策。董事會每年不僅負責管理馬禮遜學校的政策，也建立長期的策略計劃，確保學校未來的穩定發展。董事會設定年度策略目標、特別花時間反省並進行在職訓練、也為了作出明智的決定而進行校務討論。

2013年一月，馬禮遜學校董事會授權在高雄和台北校區增加十到十二年級。今年，董事會繼續監督高雄校區新增的十一和十二年級。在台北，由於政府法規限制，在原校區增加十到十二年級困難重重，直到學校搬遷到一個新的、較大的校區之後才有可能。董事會一直很努力尋找可能的搬遷校地，直到上學年度才有極大的進展，與新北市政府簽訂林口土地租約，該筆土地足以讓學校增設高中部。雖然台北地區房地產價格昂貴，但學校相信上帝會提供我們所需。

去年董事會成員花了相當多時間進行自身的在職進修，繼續在董事的職份上成熟和發展。馬禮遜的董事會花時間和日本基督教學校的董事進行討論 (Christian Academy in Japan 是一所與馬禮遜非常類似的學校)。大家一起交流、分享共同面臨的挑戰和解決方案、並數算我們所得到的祝福。其中有一整天的

2014-2015 Board of Trustees

top row R-L: Barry Owen (Chiayi), Jeremy Hsu (Kaohsiung), Peter Dodd (Taichung), David Eastwood (Taichung), Don Bettinger (Hualien), Rob Riley (Taipei) **bottom row R-L:** Bev McCrary (Taipei), Cheryl Dunn (Kaohsiung), Melody Penney (Chiayi), Alicia Edwards (Taichung), Mark Dinnage (Hualien), Isomi Saito (Taichung)

on sharpening their rubric-using skills and thinking through their roles as both trustees and parents. These efforts have allowed the Trustees to keep abreast on current issues important to Morrison's continued development.

The Board also focused on the strategic sustainability of Morrison Academy. This has included using the "six hats" tool to discuss facilities finances. Last year, the Board approved capital campaigns for athletic facilities all three campuses, and has been pleased with the involvement of the community to make the campaigns successful. In looking at sustainability of the school, the Board also discussed the qualities of trustees.

The Board's ability to focus on strategic planning would not have been possible without the capable partnership and leadership of Superintendent Tim McGill, along with the support of the school's administrative team. Transitions in administrative staffing have been smooth, in large part due to Mr. McGill's wisdom and guidance. The Board is thankful to have found administrators that fit the school culture well. Mr. McGill's acumen in areas of education and facility development has allowed the school to run smoothly and efficiently, while preparing for the future.

The last school year was the end of the accreditation cycle for Morrison. Thus, the school engaged in a self-study and hosted an accreditation visit to all three campuses. The accreditation team commended the Board for "providing consistent and stable governance and leadership for the school, resulting in clear direction and strategic planning that aligns with the school's distinct mission and vision." Morrison was awarded a six-year accreditation term.

Morrison continues to be a stable and mature school, as evidenced by the results of the accreditation process. However, the school will not rest on its laurels. Rather, the Board will continue to look forward, preparing for the "next thing" that will enhance our children's education. Morrison is a place of change, with families and individuals coming and going, students graduating, and other students joining the Morrison family. However, we remain rooted to our foundational truths and God's faithfulness; and we anticipate his guidance and blessing for the exciting new changes on the horizon.

訓練，著眼於未來的教育發展趨勢。董事會也學習使用計分方式，並從自己是董事和家長的兩種角色來考慮事情。這些努力使董事能及時了解對馬禮遜持續發展的重要議題。

董事會亦專注於馬禮遜學校的永續發展策略，包括使用“六頂帽子”的模式討論學校設施的財務狀況。去年董事會批准了三個校區為體育設施所進行的募款活動，也很高興看到學校社群的參與，使活動成功。在學校的永續發展上，董事會還討論了董事會成員的特質。

如果沒有總校長 Tim McGill 的合作和領導，以及學校行政團隊的支持，董事會不可能專注於發展策略的規劃。行政主管的交接適應過程很順利，主要是由於總校長的智慧和協助。董事會非常感激能找到適合學校文化的主管來帶領各校。總校長在教育 and 設施發展領域的敏銳度使學校能順利而有效率地運作，同時也為將來的發展做準備。

上學年是馬禮遜學校前一期認證的最後一年，因此，學校進行了自我評鑑，也接待認證小組訪問三個校區。認證小組讚揚董事會「提供一致且平穩的領導，讓學校有清楚的方向和發展策略計畫，符合學校獨特的宗旨與願景。」馬禮遜獲得了為期六年的認證。

正如認證結果所顯示，馬禮遜一直是穩定而成熟的學校；然而，學校並不會以此品牌為滿足。相反地，董事會將持續往前，為提升孩子教育的下一個階段做準備。馬禮遜是一個改變的地方，家庭和個人來來去去、學生畢業、並有其他學生加入馬禮遜大家庭。但是，我們仍然堅定地相信我們的信仰宣言與上帝的信實，並期待當我們面對令人振奮的新挑戰時，祂仍會繼續帶領和祝福！

by the numbers

3

campuses

866 STUDENTS

Taipei 200

Taichung 466

Kaohsiung 211



31 NATIONALITIES

United States of America

Canada

South Korea

Australia/New Zealand

171 STAFF

Professional 135

Support 36

8 NATIONALITIES

8.9 YEARS

average stay of Morrison staff

NT\$ 5,375,566 

spent on curriculum resources

69,908 titles

in our libraries





report on our learners

Missy Basnett Director of Curriculum and Professional Learning

Proverbs 18:15 tells us that the intelligent mind acquires knowledge and the wise mind seeks knowledge. At Morrison Academy the “journey from knowledge to wisdom” has definitive connection with student learning. The acquisition of knowledge, including facts and information can be easily delivered to our students; but at Morrison we strive to help student go beyond that to be wise seekers of truth.

To guide students to wisely seek knowledge in a modern, fast-paced age, curriculum and instruction should be focused on the improvement of student learning through teaching 21st century skills and strategies: truth seeking combined with thinking deeply, solving problems, communicating clearly, learning about constantly changing technologies, and discerningly filter huge amounts of information. During the 2014-15 school year, this improvement of student learning at Morrison Academy was emphasized through our re-accreditation and curriculum review process.

Morrison is accredited jointly by Western Association of Schools and Colleges (WASC) and Association of Christian Schools International (ACSI). In April 2015, Morrison was re-accredited until 2021, after the process of a self-study, observations and validations by a visiting committee from WASC

箴言18:15 告訴我們「聰明人的心得知識，智慧人的耳求知識」，而馬禮遜學校今年的主題“知識到智慧之旅”則明確地與學生學習有關。我們可以很容易將知識（包括事實和資訊）傳授給學生，但在馬禮遜學校，我們更致力幫助學生進一步成為有智慧尋求真理的人。

為了引導學生在一個現代化，快節奏的時代能夠明智地尋求知識，課程和教學應著重於藉著教導21世紀的技能和策略，改進學生的學習，如：教導學生尋求真理並深入思考、

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在2014-15學年，馬禮遜學校藉著再次認證與課程審查過程，加強了學生的學習。

and ACSI and a final report detailing their findings. Here are only a few examples of the major strengths that were mentioned in the final report:

- “The Board of Trustees and the System Administrators Council (SAC) for providing consistent and stable governance and leadership for the school, resulting in clear direction and strategic planning that aligns with the school’s distinct mission and vision.”
- “The Administration and Faculty for their initial development and implementation of curriculum guides and system unit plans based on the Understanding by Design format and state/national standards that inform the instructional program at each grade level.”
- “The Faculty and Administration for promoting the use of high-yield instructional strategies, particularly in the areas of biblical integration and technology integration, to support teacher training and student learning.”
- “The SAC and the faculty for their commitment to a comprehensive differentiated professional development program aimed at improving student learning.”
- “The Administration and library media specialists for providing a strong, varied library collection and support, allowing both the faculty and students to have the resources needed for a successful academic program.”

解決問題、明確溝通、學習不斷改變的電腦科技、以及敏銳地過濾大量資訊。在2014-15學年，馬禮遜學校藉著再次認證與課程審查過程，加強了學生的學習。

馬禮遜是由WASC和ACSI所共同認證的。2015年四月，透過兩機構的評鑑委員會參閱並研究我們的自我評鑑報告、進行了許多面談、親自觀察確認、並提出詳細之最終報告等過程，本校再一次獲得認證，效期到2021年。以下只是部份評鑑委員在最終報告中所提及，本校的主要強項例證：

- 「董事會和行政主管提供一致且平穩的領導，讓學校有清楚的方向和發展策略計畫，符合學校獨特的宗旨與願景。」
- 「行政主管和教師根據 Understanding by Design（「重視理解的課程設計」）與美國之州/國標準，開始在每一年級發展並執行課程指引與系統單元計畫。」
- 「教師和行政主管推廣使用高效率的教學策略，特別是在聖經融合與科技融合方面，以支持教師訓練與學生學習。」
- 「行政主管與教師致力於全方位的在職進修，旨在提高學生的學習。」
- 「行政主管和專業圖書館人員提供極佳且多樣的館藏和支援系統，讓教師和學生都能獲得所需資源，使學術課程方案得以成功。」



Vision for Our Learners **學習者的願景**

A spiritual discerner
一個屬靈的辨識者

An effective communicator
一個有效的溝通者

A critical and creative thinker
一個批判與創意的思考者

A life-long learner
一個終身的學習者

A moral and ethical citizen
一個人格品德兼備的公民

A wise and responsible steward
一個明智與負責任的管理者

- “The SAC for the transition to Education Technology Coordinators (ETCs) in order to better assist the faculty in teaching and training best practices using the tools of technology in the classroom.”
- “The Board of Trustees and SAC for long-term and ongoing site planning that has enabled Morrison Academy to build fully functional and program specific school facilities that enhance the learning opportunities for students.”

Also in 2014-15 school year, Morrison reviewed three important curricular guides. In the science curriculum, The Next Generation Science Standards were added in Kindergarten through 8th grade to actively engage students in scientific and engineering practices. In physical education and health, revisions were made to continue the emphasis on being wise and responsible stewards of our bodies by improving upon physical fitness and making healthy choices. The guidance curriculum provides a proactive and preventative program to help students mature spiritually, emotionally, academically, physically and socially. All three of these curriculum guides provide rigorous learning benchmarks and biblical integration.

The re-accreditation and curriculum review cycles accomplished in 2015, contributed to the constant pursuit of excellence in student learning at Morrison Academy.

- 「行政主管支持電腦教師的角色轉換，訓練其他教師在課堂上使用電腦科技工具，並在教學上提供更多的協助。」
- 「董事會和行政主管有長期和持續的校區更新計畫，使馬禮遜學校能建設具有完整功能，且符合特殊教學方案的設施，以增加學生的學習機會。」

此外，馬禮遜學校也在2014-15年重新檢討了三項重要的課程指引。科學：從幼稚園到八年級增加了“下一世代科學課程標準”，使學生能主動參與科學與工程的實作。體育和健康教育：更新指引內容，繼續強調成為明智且負責任的管理者，藉著改善體適能和做健康的選擇來照顧我們的身體。輔導：提供積極和預防的課程內容，幫助學生在靈性、情緒、學術、身體、和社交各方能愈來愈成熟。以上三項課程指引都提供了嚴謹的學習標準，也融合了聖經的教導。

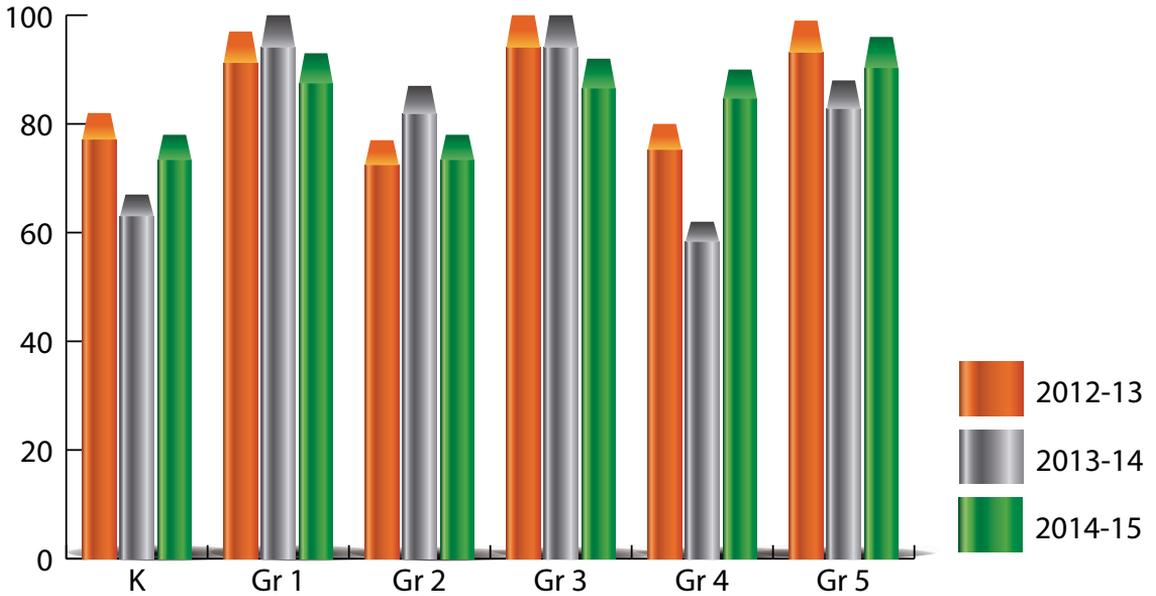
2015年所完成的再次認證和課程檢討，都有助於馬禮遜學校持續追求在學生學習方面的卓越表現。





reading common assessment (K-5)

Morrison administers an annual Reading Assessment for grades K-5. This reading assessment is given to students at the end of the year and assesses students' reading engagement, oral reading fluency, and comprehension level. Percentages are based on the number of students reading at or above grade level.



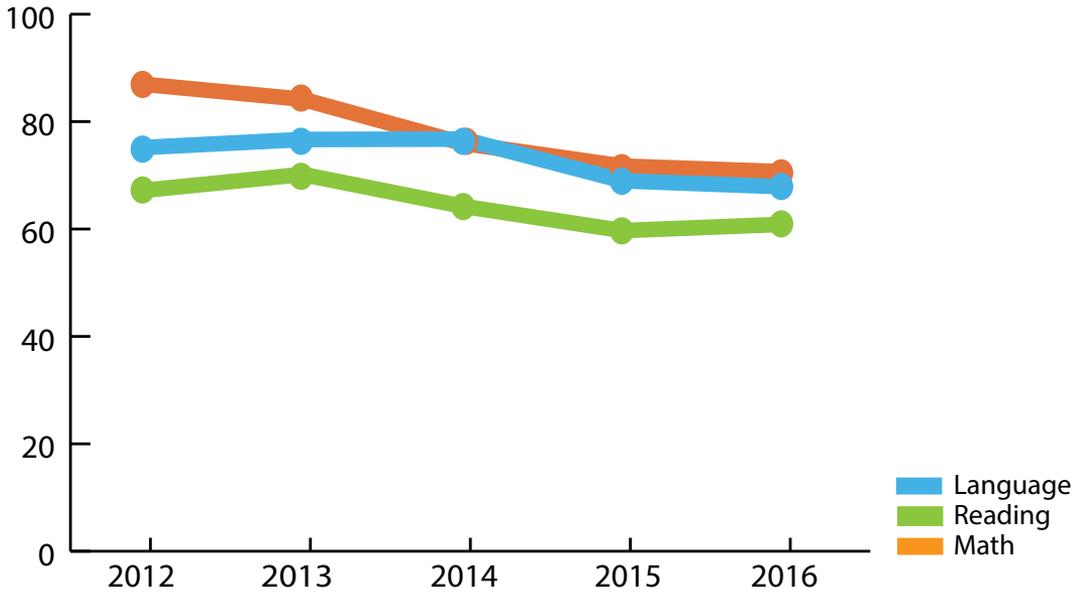
Students that accept themselves as a valued creation of God.

80 %

**學生相信他們自己是神所造，
而且是有價值的。**

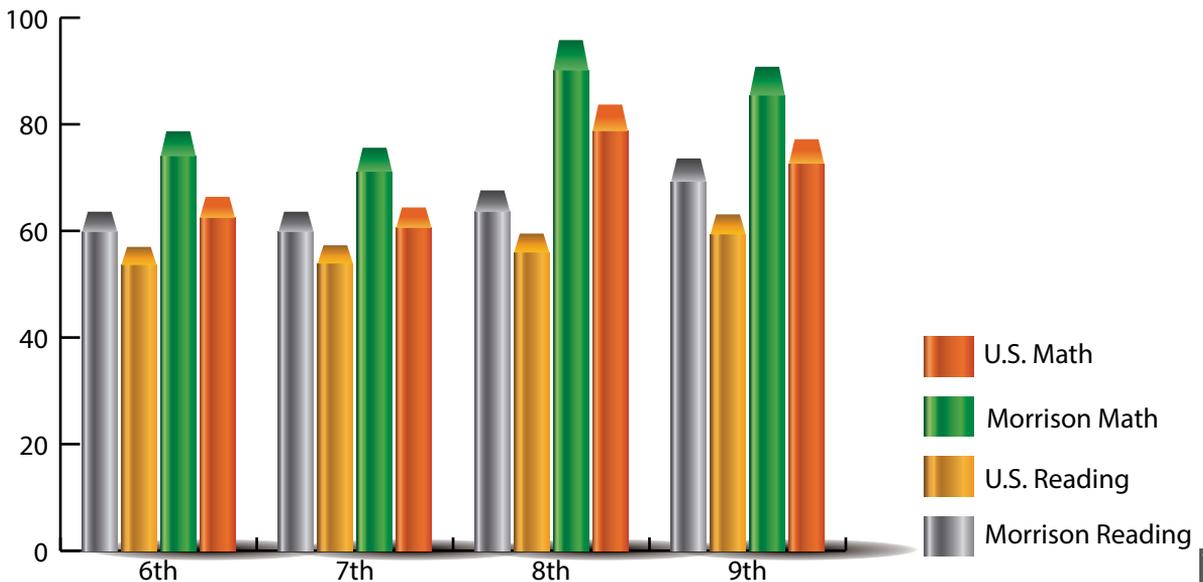
ITBS averages (gr. 1-5)

The ITBS (Iowa Test of Basic Skills) standardized tests for students Grades 1-5 measure vocabulary, reading, and math skills content. A percentile of 60-76 is considered high average, and a score of 77-95 is considered high.



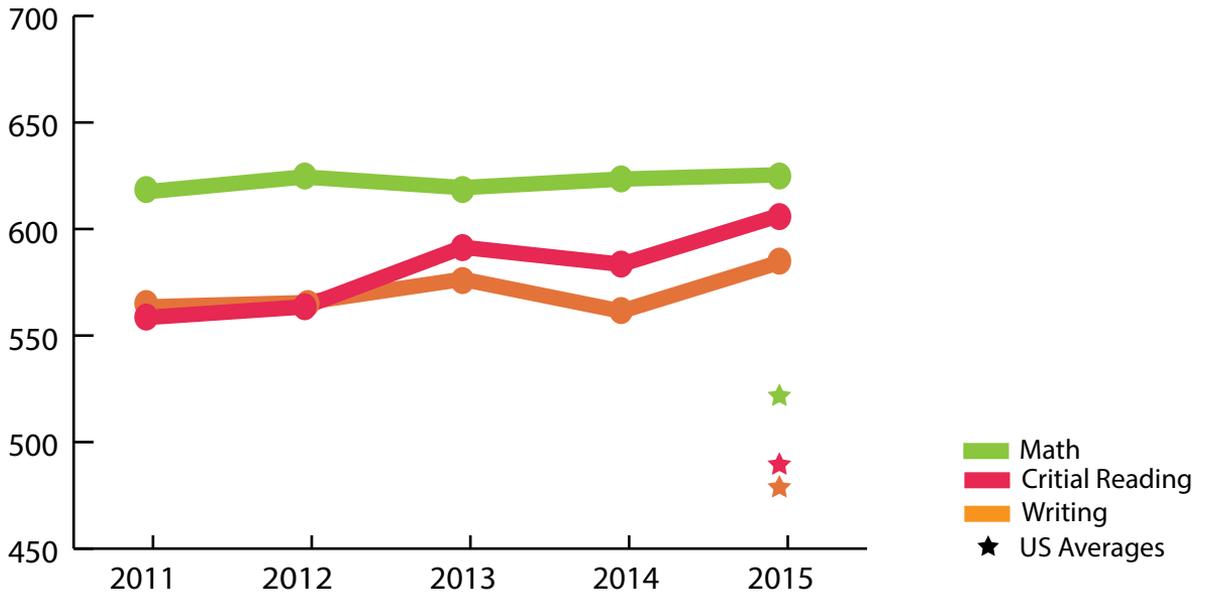
stanford 10 online averages (gr. 6-9)

Stanford 10 Online Standardized Achievement Testing is administered online to secondary students in the areas of reading and mathematics. It is a multiple-choice assessment that helps educators determine student achievement in real time. The scores below are from the test administered during the Spring of 2015.



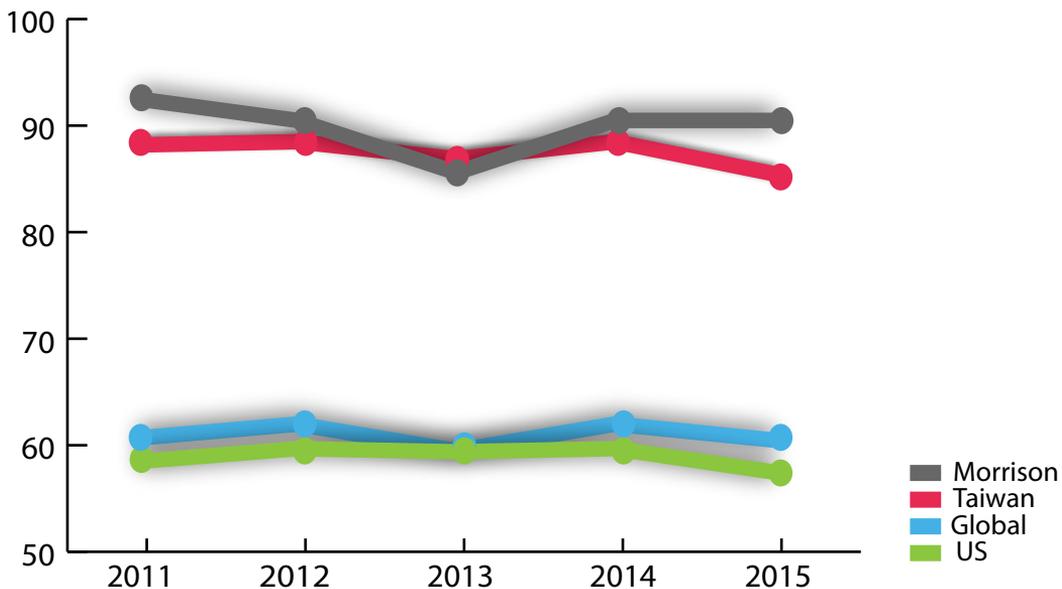
SAT averages (gr. 11-12)

The Scholastic Aptitude Test (SAT) is comprised of three parts: reading, writing, and math, and is taken by Juniors and Seniors to submit with their college application. The SAT helps colleges determine students' readiness for college-level work. Each SAT subject has a maximum of 800 points.



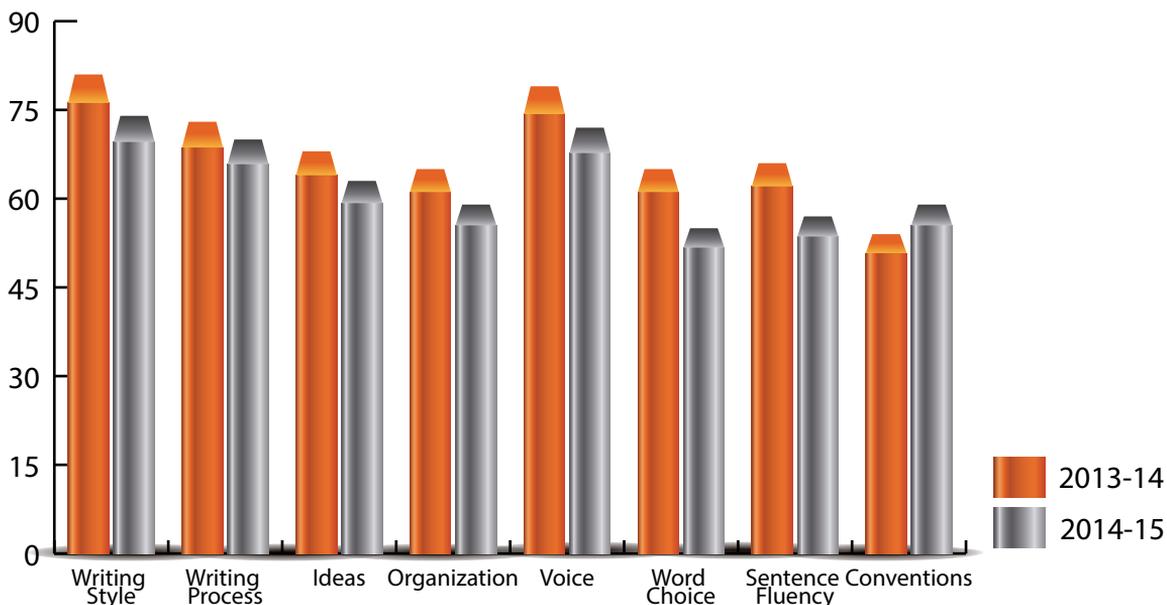
AP exam passing percentages

The Advanced Placement (AP) program offers college-level courses. Students take an annual comprehensive exam in the spring. A passing test score allows students to receive college credit at most U.S. colleges and universities.



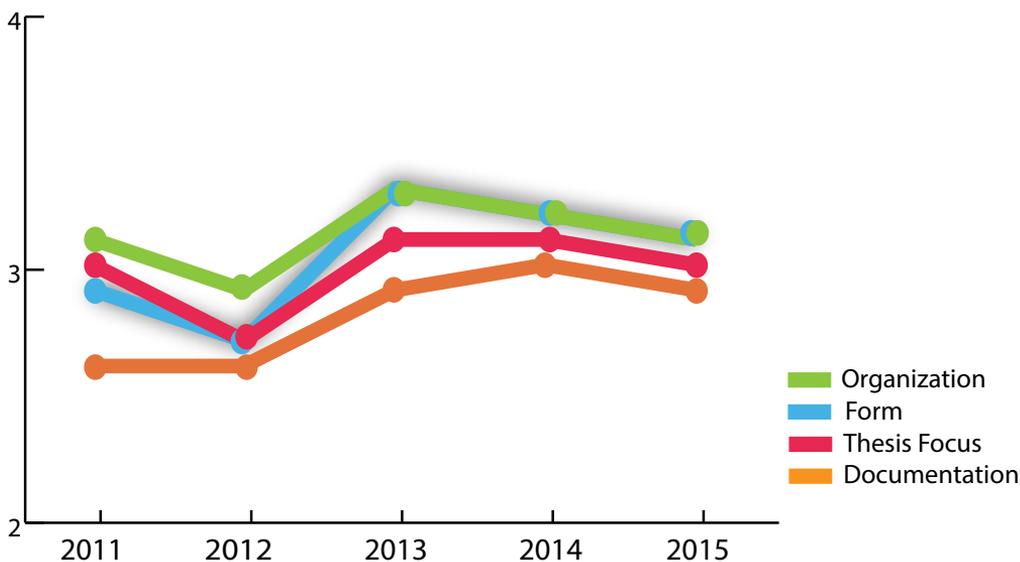
writing common assessment (gr. 1-8)

This assessment gives students an opportunity to provide a writing sample in response to grade-specific prompts. The assessment informs teacher and the accreditation agencies of student learning of essential Morison benchmarks. Percentages are based on the percentage of students writing at or above benchmark.



research paper (gr. 11)

In the high schools, the Juniors (grade 11) complete a Junior Research Paper which provides students with an experience in academic research coupled with relevant world problems. The following skills are emphasized in this paper: note-taking, outlining, documentation, sentence fluency, and writing to engage an audience. Each emphasis is graded on a 4-point rubric.



college acceptances

In the last three years, 90% of Morrison graduates have continued their education at four year universities, 2% have attended two year colleges, and 8% have either taken a gap year, joined the military, or joined the workforce.

Asbury University, KY
Auburn University, AL
Azusa Pacific University, CA
Baylor University, TX
Bethel University, MN
Biola University, CA
Boston University, MA
Brock University, ON, Canada
Brown University, RI
California Baptist Univ., CA
California State Univ., Long Beach, CA
California State Univ., Fullerton, CA
Calvin College, MI
Capitol University, OH
Case Western Reserve University, OH
Claremont McKenna College, CA
Columbia University, NY
Columbus State Community, OH
Crown College, MN
Dallas Baptist University, TX
Danville Area CC, IL
Emerson College, MA
Emory University, Oxford College, GA
Emory University, Atlanta, GA
Fashion Inst. Of Technology, NY
Georgetown University, DC
Gordon College, MA
Grand Valley State Univ., MI
Greenville College, IL
Griffith University, Australia
Hankuk Univ. of Foreign Studies, KOR
Hunter College of the CUNY, NY
John Brown University, AR
Johns Hopkins University, MD
Judson University, IL
LeTourneau University, TX
Liberty University, VA
Manipal University, India
Massachusetts Institute of Technology, MA
McGill University, Quebec, Canada
Moody Bible Institute, IL
Multnomah University, OR
National Taiwan University, Taiwan
Northwest Nazarene University, ID
Northwestern University, IL
Nyack College, NY
Oklahoma Baptist University, OK
Ozark Christian College, MO
Pennsylvania State U, Univ. Park, PA
Pepperdine University, CA
Purdue University, IN
Rhode Island School of Design, RI
Rice University, TX
Rutgers, The State University, NJ
Ryerson University, ON, Canada
San Diego Mesa College, CA
San Diego State University, CA
Savannah College of Art, Hong Kong
Schiller International University, Paris
School of Visual Arts, NY
Seattle Pacific University, WA
Seattle Univeristy, WA
Shanghai Jiao Tong University, China
Simon Fraser University, BC, Canada
Simpson University, CA
South Dakota School of Mines, SD
Spring Arbor University, MI
Stanford University, CA
Stony Brook University, NY
Taylor University, IN
Trinity International University, IL
Tufts University, MA
University of British Columbia, Canada
University of California - Berkeley, CA
University of California - Davis, CA
University of California - Irvine, CA
University of California - Riverside, CA
University of California - San Diego, CA
University of California - Santa Cruz, CA
University of Chicago, IL
University of Heidelberg, Germany
University of Illinois at Chicago, IL
University of Illinois - Urbana, IL
University of Kentucky, KY
University of Michigan, MI
University of Regina, Canada
University of Richmond, VA
University of Rochester, NY
University of San Diego, CA
University of Southern California, CA
University of Sydney, Australia
University of the Arts London, UK
University of Toronto, Ontario, Canada
University of Virginia, VA
University of Washington, WA
University of Waterloo, Canada
Washington University in St. Louis, MO
Wellesley University, MA
Western University, ON, Canada
Wheaton College, IL
Whitworth University, WA
Willamette University, OR
York University, ON, Canada





report on finances

Matt Sawatzky Director of Finance

You can tell what a person values by how they spend their money. The same is true for a school. Morrison places a high value on providing quality education for its students and spends its resources toward that end. More than 90% of its expenditures are allocated among instructional materials and technology, faculty and staff benefits, professional and curriculum development, administration, and facility operations. Furthermore, Morrison has been on a journey of ensuring that each campus is fitted with renewed facilities that will support the best possible environment for student learning now and in the years to come.

For decades, Morrison has maintained a track record of healthy and stable financial operations, and 2014-15 was no different. The actual enrollment of 866 students met our projection and we ended the academic year well within budget. All funds remaining after expenses at the end of the year were transferred into the Board's building fund, earmarked for further campus construction. Morrison is committed to good stewardship of its resources and a high level of transparency in its recording and reporting, and is audited annually by an independent firm.

你可以從一個人如何運用金錢來判斷他看重什麼，這個邏輯也適用在學校。馬禮遜學校非常看重為學生提供優質的教育，也將其資源用於此一目的。超過 90% 的支出用在教學材料和科技、教職員工的福利、專業進修與課程發展、行政費用、以及設施運作。此外，馬禮遜學校一直努力確保每個校區都有新的設備，提供學生從現在到未來幾年最好的學習環境。

幾十年來，馬禮遜學校一直維持健康且穩定的財務運作，2014-15學年度也不例外。實際註冊學生人數 866，達到我們的預期，學年度結束時財務收支也在預算數字內。收入扣除支出後，所有結餘移轉至董事會的建設基金，專款用於未來的校園建設。馬禮遜致力於成為其資源的良好管理者，所有記錄和報告均高度透明化，並且每年由獨立會計師事務所審查。

馬禮遜學校的三個校區都有持續更新的高品質設施，以提供優質的教育。在這一年中，馬禮遜學校終於在新北市林口區尋覓到一塊可以租賃的土地，也在2015年十月簽訂租約。這塊約7000坪的土地面積超過目前台北校區的十倍，將興建最先進的設施，也有足

Morrison's quality education is supported by the ongoing development of high-quality facilities on each of its three campuses. During the year, Morrison pursued a property for lease in the Linko district of New Taipei City and was granted the lease in October 2015. The 7,000-ping site (23,000 m²) is more than ten times the size of Taipei's current campus and will house its new state-of-the-art facilities with adequate space for outdoor athletics. This project will be funded by a possible sale of ancillary Taichung property as well as building fees and capital campaign fund-raising.

Morrison operates with a long-term approach, whether equipping students with the building blocks to become lifelong learners, or using durable construction materials to ensure facilities will serve future generations of Morrison students well. If you have not done so already, partner with us in sharing the same values that we treasure.

Should you have any questions about Morrison's reporting or want more information about the school's financial matters, please contact the Director of Finance at sawatzkym@mca.org.tw.

夠的室外運動空間。興建新校舍的經費可能藉由出售台中校區部份土地以及建設費和募款活動籌措。

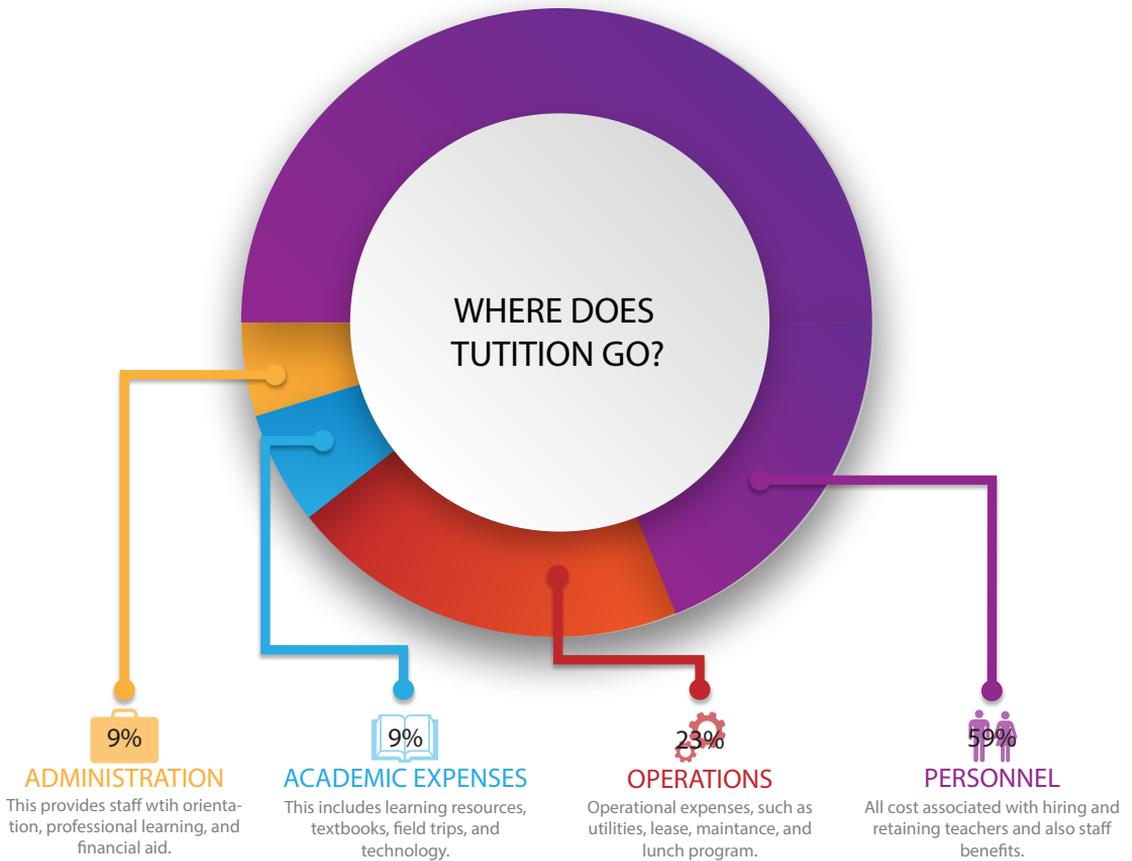
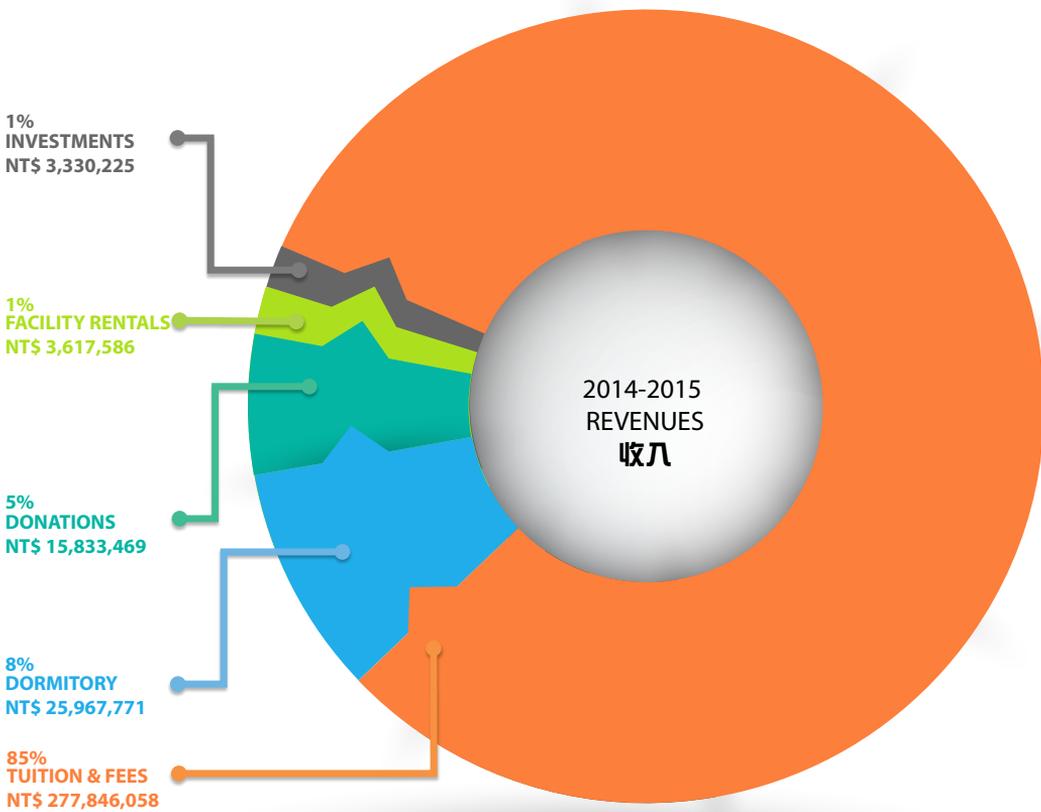
馬禮遜學校的校務運作採長期永續的方式進行，期望能裝備學生成為終身的學習者，亦使用耐用的建築材料，確保學校設施能夠繼續服務未來世代的馬禮遜學校學生。期盼您能與我們合作，一起分享我們所看為寶貴的價值觀。

如果您對於馬禮遜學校的財務報告有任何問題，或想更多了解，請以電子郵件與總務長聯絡：sawatzkym@mca.org.tw.

Morrison places a high value on providing quality education for its students and spends its resources toward that end.

馬禮遜學校非常看重為學生提供優質的教育，也將其資源用於此一目的。







LOOK WHO GOD IS TRANSFO



report on donations

Matt Sawatzky Director of Finance

On the Taichung campus, funds raised from a capital campaign throughout the year as well as increased building fees starting from the Fall 2015 semester enabled construction to begin on a new competition swimming pool as well as relocation and overhaul of the track and soccer field. The Kaohsiung (MAK) community also gave generously toward its capital campaign in order to renovate the school's track and widen its soccer field, which were both completed in time for the 2015-16 school year. On the Taipei campus, the community united in helping to renovate the gym floor. Both Taichung and Kaohsiung campuses will be installing solar panels that will serve as a renewable energy source and provide learning opportunities for students.

台中校區全年所推動的募款活動和自 2015 年秋季開始增收的建設費，使學校可以興建新的比賽級的游泳池以及整修田徑足球場。高雄馬禮遜學校社群也慷慨地支持募款活動，翻新學校的跑道，也將足球場擴大，兩者都在 2015-16 學年度開學前完成。台北校區亦募資翻新體育館地板。台中和高雄校區均將安裝太陽能電板，成為可再生能源，並提供學生學習的機會。



HSIN CHU COUNTY
JHAO DON
ELEMENTARY SCHOOL
NT\$ 50,000

WORLD VISION
FOR NEPAL
NT\$ 55,000

KIDS INT'L MINISTRIES
NT\$ 245,425

ONE DAY'S WAGES
NT\$ 177,249

GOSPEL for ASIA
NT\$ 191,760

FIRST LOVE
INT'L MINISTRIES
NT\$ 453,400

GRACE INT'L
SCHOOL
NT\$ 762,500

2014-2015
DONATIONS FOR
CHARITABLE ORGANIZATIONS
馬禮遜為慈善團體募款分析

how giving is used

*million NT

NEW CONSTRUCTION:

FUNDRAISING:



CONSTRUCTION:



FACILITY UPGRADES

FUNDRAISING:



CONSTRUCTION:



