



Executive Summary for School Name

The Executive Summary (ES) provides the school with an opportunity to describe its vision in narrative form, as well as its strengths and challenges, within the context of continuous improvement. Use this template to complete the responses to the various questions below. The responses should be concise, descriptive, and tailored to the specific section.

Description

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and the broader community. What unique features and challenges are associated with the community/communities the school serves?

William T. McFatter Technical College and High School, located at 6500 Nova Drive in Davie, Florida, is one of the most unique institutions within Broward County Public Schools. Positioned in the heart of the South Florida Education Center, the school benefits from proximity to several higher education partners while serving both high school students and adult learners on a shared campus. Its dual structure as both a full-time technical college and a magnet high school gives it a distinctive place within the district, blending rigorous academic preparation with hands-on career and technical education.

The high school is intentionally small, with an enrollment that averages around 600 students across grades nine through twelve. Each class cohort ranges from 146 to 157 students, enabling the school to maintain a personalized and community-focused learning environment. The student-teacher ratio of approximately 13.5 to 1 reflects the school's commitment to maintaining close instructional support and academic oversight. This smaller size contrasts sharply with most comprehensive high schools in Broward County, which often serve student populations of 2,000 or more. McFatter's design allows it to operate more like a college preparatory program embedded within a technical setting, where each student not only fulfills academic graduation requirements but also selects a technical program of study by junior year.

The demographics of the high school reveal both the diversity of the broader Broward County community and the inclusivity of the school's lottery-based admissions process. In the 2023-2024 school year, the student body consisted of 286 Hispanic students, 142 White students, 120 Black students, 34 Asian students, 14 students identifying with two or more races, and small representations of Native Hawaiian, Pacific Islander, American Indian, and Alaska Native students. This diverse makeup is consistent with the county itself, which has long been characterized by multiculturalism and significant immigrant populations. Economically, the school also serves a broad spectrum, with 265 students qualifying for free or reduced-price lunch, and 188 of these students being directly certified through state eligibility criteria. Gender distribution is slightly male-leaning, with 342 boys and 257

girls enrolled.

Staffing at McFatter reflects its dual academic and technical mission. In 2023–2024, the high school employed 44.34 full-time equivalent teaching staff members, supporting 599 enrolled students. While detailed demographic data for faculty are not disaggregated at the site level, the staff as a whole reflects the district’s effort to balance subject expertise, technical certification, and instructional leadership to meet the needs of both high school and adult learners. Teachers at McFatter are expected to be flexible, as many courses require integration of advanced academic content with technical competencies. The absence of on-site athletics, replaced by opportunities to access extracurricular activities through neighboring schools or within the technical college, further emphasizes the distinctive identity of McFatter as a magnet campus where academic rigor and technical preparation are prioritized over traditional high school programming.

The surrounding community of Davie provides additional context for the school’s identity. Davie itself has a population of just over 106,000 residents, with a median household income of \$87,171 and a median age of 37.2. The larger Davie County Census Division encompasses over 220,000 residents and boasts a median household income of more than \$107,000. Nearly half of adults in this broader region hold a bachelor’s degree or higher, underscoring the community’s relatively high educational attainment compared to national averages. Still, within this affluence lies diversity: McFatter’s free and reduced-price lunch numbers illustrate that not all families in its catchment area enjoy the same level of financial stability. This duality—a middle-to-upper-middle income community on average, but with many students coming from households facing economic challenges—creates an environment where equity and access are key drivers of the school’s mission.

In the last three years, McFatter has experienced both continuity and change. Enrollment has remained stable at around 600, consistent with the school’s design to cap grade-level cohorts at approximately 150. However, structural and support-related adjustments have been made to strengthen access for students. In 2022, for example, the school introduced an after-school activity bus to eliminate transportation barriers and enable students to participate in clubs, tutoring, and enrichment opportunities. This relatively small logistical change speaks volumes about the school’s commitment to equity, particularly given that many students travel to McFatter from across the county through a lottery admissions system. At the same time, the school has sustained its reputation for excellence. In 2025, it was again recognized in U.S. News & World Report’s rankings of best high schools, a reflection of consistently high performance on state and national assessments as well as strong college readiness indicators.

The dual campus model remains one of McFatter’s defining features. Students navigate both a rigorous honors- and Advanced Placement–driven academic core and a career and technical education track, often in areas such as nursing, information technology, digital design, or culinary arts. The shared campus with the technical college creates opportunities for early exposure to industry standards, certifications, and workforce preparation that are difficult to replicate in traditional settings. However, this model also presents challenges. Lab space, scheduling conflicts, and resource allocations must be carefully managed between high school students and adult learners. Some programs are in higher demand than others, and administrators must balance interest with capacity in a way that maintains equity of opportunity.

The absence of athletic programs is another unique feature of McFatter’s identity. For some students, this might appear to be a limitation, given the central role athletics often plays in high school life. However, McFatter counters this by offering a robust set of student organizations, clubs, and enrichment activities that focus on leadership, career preparation, and cultural engagement. The recently added activity bus service is one example of how the

school addresses challenges tied to its structure. Students who wish to pursue athletics can also do so at neighboring schools through cooperative arrangements, although this requires additional coordination for families. As a school, McFatter embodies both the opportunities and challenges of serving a highly diverse, high-achieving, and technically integrated student body. Its small size is both a strength and a constraint: the intimate learning community allows for personalized instruction and close staff-student relationships, yet program demand often exceeds availability, and the school must continuously balance inclusivity with selectivity. The surrounding community's relative affluence provides a strong base of parental support and high expectations. Still, the socioeconomic range among its students necessitates additional scaffolds to ensure equitable outcomes for all. Transportation, program capacity, and sustaining rigor across a diverse student body remain central challenges. Ultimately, McFatter Technical College and High School stand as a model of innovation within public education. Its dual identity as both a high school and a technical college positions it to prepare students not only for university but also for immediate entry into the workforce with industry-recognized credentials. Its steady enrollment, stable staffing, and consistent national recognition demonstrate resilience and effectiveness. At the same time, the school's adjustments in recent years, such as expanding transportation options and carefully managing shared program capacity, illustrate an ongoing commitment to removing barriers and ensuring that its diverse student population can fully benefit from the opportunities the school offers. McFatter's story is one of balancing excellence with equity, tradition with innovation, and small-scale intimacy with districtwide impact. This narrative reflects both the character of the community it serves and the aspirations of the students who walk its halls.

Purpose

Provide the school's purpose statement and any ancillary content, such as its mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

William T. McFatter Technical College and High School operates with a clear sense of purpose that is evident in both its guiding statements and its daily practice. The school's vision is to be a world-class institution that changes lives through innovative education. Its mission reinforces this vision by committing to promoting excellence in academic, career, and technical studies, thereby preparing students to compete in a global workforce. These statements are more than words on a page; they reflect the school's core belief that every student deserves an education that is rigorous, relevant, and responsive to individual needs.

Embedded within this mission and vision are values that guide the school's culture and programming. McFatter places a premium on excellence, ensuring that every student is engaged in challenging coursework that prepares them for college and beyond. The school values relevance, intentionally linking academic content with career and technical training so that students graduate with skills that translate directly to future opportunities. Equity and access also shape the school's beliefs, as demonstrated by its lottery-based admission process, its emphasis on personalized support, and its small learning community structure, which is designed to ensure that no student is overlooked. In addition, McFatter embraces innovation, integrating technology into classrooms and technical labs to help students develop the adaptability and digital literacy necessary in today's workforce. Ultimately, the school prioritizes partnership, acknowledging that success is fostered through collaboration among students, teachers, families, industry leaders, and the broader community.

McFatter embodies its purpose most visibly through its integrated program offerings. Students spend their first two

years focused on a rigorous college-preparatory core, completing honors and Advanced Placement coursework that meets state graduation requirements and university admission standards. In their junior year, every student selects a technical program of study—ranging from nursing and pharmacy technician training to digital design, information technology, or culinary arts—and devotes a substantial portion of their coursework to mastering that specialization. By graduation, students leave with not only a high school diploma but also industry-recognized credentials and college-ready transcripts. This dual structure ensures that graduates are equipped for multiple pathways: immediate entry into the workforce, further technical study, or enrollment at a four-year university.

Expectations for students are intentionally high. McFatter’s culture emphasizes mastery over mere completion, encouraging students to engage deeply with content and demonstrate their learning through projects, certifications, and performance assessments. Academic rigor is paired with real-world relevance, allowing students to see the connection between classroom lessons and their future careers. The school also cultivates habits of innovation and problem-solving, embedding technology into instruction and challenging students to think critically and creatively. In return, students are expected to take ownership of their learning, approach challenges with resilience, and make positive contributions to their school community.

The school’s small size further supports these expectations, enabling faculty and staff to personalize guidance and foster meaningful relationships with students. Teachers serve as mentors and coaches, ensuring that students receive the academic and social-emotional support needed to thrive. Partnerships with local businesses, higher education institutions, and community organizations expand the learning environment beyond the campus, exposing students to authentic professional experiences. These practices embody McFatter’s belief that education should be transformative, preparing students not only for tests and transcripts but for purposeful lives.

In sum, McFatter Technical College and High School lives its purpose by blending rigorous academics, career-focused technical training, innovative use of technology, and a culture of equity and personalization. Its mission and vision come to life each day through program offerings, high expectations, and community partnerships that ensure students graduate prepared to excel in whichever path they choose. By holding firm to its values of excellence, relevance, equity, innovation, and partnership, McFatter continues to fulfill its purpose of changing lives through education.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Over the last three years, William T. McFatter Technical College and High School has continued to distinguish itself as one of the strongest performing schools in Broward County. The school has consistently maintained its standing as a top-tier magnet high school, recognized both locally and nationally for its academic excellence and innovative technical programs. Its reputation for quality has remained so strong that many families choose to enroll multiple children, a reflection of the confidence and trust placed in McFatter’s programs. Student achievement has been a consistent highlight, with numerous honors and recognitions in specialized areas such as health sciences, where students have excelled in competitions like HOSA, and in academic domains where students regularly earn distinctions and high honors. The breadth of the school’s technical offerings—from applied cybersecurity and digital design to nursing, culinary arts, and welding—demonstrates its commitment to preparing students for a diverse range of postsecondary opportunities. The school’s integration of technology in every classroom and technical lab,

coupled with an emphasis on project-based learning, further underscores its achievement in aligning rigorous academics with workforce relevance.

Transparency and accountability have also been hallmarks of McFatter's growth in recent years. The School Improvement Plan (SIP) is used as a living document, guiding measurable goals and fostering active engagement through the School Advisory Council. A recent SIP target, for example, sought to increase learning gains in English Language Arts from 71 to 74 percent by 2026. This commitment to continuous monitoring reflects the school's understanding that excellence must be intentionally sustained, even when overall performance is already high. The school has also addressed logistical barriers to equity by implementing an after-school activity bus, ensuring that students from across the county have access to enrichment, clubs, and tutoring. These adjustments illustrate McFatter's ongoing responsiveness to the needs of its students.

Yet, alongside these achievements, the school has recognized several areas of improvement. Incremental academic growth remains a challenge, particularly in English Language Arts, where sustaining gains across all student subgroups requires targeted intervention. Equity of access, particularly in terms of transportation and extracurricular participation, continues to present challenges for students who travel long distances to attend McFatter. The unique structure of the campus, shared between a technical high school and a technical college, also creates pressure points in managing program demand, scheduling, and lab capacity. High-interest programs can quickly outpace available resources, requiring administrators to balance student interest with physical and staffing limitations. Furthermore, while McFatter's integration of technology is a clear strength, ensuring that tools, equipment, and faculty skills remain current requires ongoing professional development and investment. Finally, the absence of on-site athletics means that the school must work harder to provide a full spectrum of extracurricular experiences. Although the activity bus has improved access, this remains a priority for growth.

Looking forward to the next three years, McFatter has set ambitious yet targeted goals that reflect its commitment to equity and excellence. Chief among these is the aim to raise student learning gains in English Language Arts, while also sustaining growth in mathematics and technical fields. Closing achievement gaps will remain a central focus, with expanded supports such as tutoring, differentiated instruction, and wraparound services designed to ensure that all students, including those from historically underserved backgrounds, experience meaningful growth. Equally important is the expansion of student engagement opportunities; the school will continue to build on its transportation solutions while exploring new partnerships, virtual club models, and innovative extracurricular programming to broaden access.

The school also intends to strategically manage program capacity by aligning resources and investments with student demand and regional workforce needs. This may involve strengthening high-demand pathways, such as cybersecurity and health sciences, while adapting or phasing out programs with lower enrollment. Technology renewal and professional development will be critical, as McFatter must continue to equip both its staff and students to thrive in an evolving digital landscape. At the same time, partnerships with industry and higher education will deepen, ensuring that technical programs remain relevant and that students are connected to real-world experiences and credentials. Finally, McFatter will place greater emphasis on social-emotional learning and student well-being, recognizing that academic success is closely tied to mental health, resilience, and the removal of non-academic barriers.

Taken together, these achievements and future goals reflect a school that is committed to striking a balance between tradition and innovation. McFatter has sustained its place as one of Broward County's most respected schools while demonstrating a willingness to adapt and improve. The next three years will be marked by a focused attention on

learning gains, equity of access, program sustainability, and holistic student development—priorities that ensure McFatter continues to live up to its mission of changing lives through innovative education.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

William T. McFatter Technical College and High School is more than a magnet program or a technical college—it is a cornerstone of the Davie and greater Broward County community. While our mission, vision, and measurable goals capture much of what we strive to accomplish, there are additional qualities that define our school’s culture and set us apart.

First, McFatter is proud of the close-knit environment it fosters. With only about 600 high school students, each young person is known by name and supported by teachers, counselors, and administrators who understand their individual goals and challenges. This personalization creates a sense of belonging and accountability that can be difficult to achieve in larger high schools. It also allows us to maintain a focus on whole-child development, nurturing not only academic growth but also social-emotional well-being, leadership skills, and community engagement.

Second, McFatter is uniquely positioned to prepare students for life after high school. Our technical programs offer industry certifications and credentials that hold immediate value in the job market. At the same time, our college-preparatory curriculum ensures that students are fully prepared for admission to selective colleges and universities. This dual preparation reflects our belief that students should not be forced to choose between college and career pathways—they deserve both. Many of our graduates leave with a head start in higher education or with marketable skills that allow them to step directly into stable, well-paying careers.

Third, we emphasize a culture of service and responsibility. Our students contribute to the broader community through service learning, internships, clinical placements, and volunteerism. Whether assisting in local healthcare facilities, designing digital products, or leading service projects, McFatter students learn that their education is not only about personal success but also about making a positive impact on the world.

We are also proud of our ongoing commitment to innovation. As technology continues to reshape education and the workforce, McFatter remains at the forefront by embedding digital tools and project-based learning into every classroom. Our faculty engage in continuous professional growth, and our partnerships with business and industry ensure that our programs remain aligned with current and emerging workforce needs.

Ultimately, McFatter’s success is inextricably linked to the support of our families, alums, and community partners. Parents entrust us with their children, alums return to mentor current students, and local businesses provide opportunities for work-based learning. This web of support enriches the student experience and reminds us that we are part of a larger ecosystem dedicated to educational excellence.

In sharing this information, we invite the public to view McFatter not only as a school but also as a model of what education can achieve when academic rigor, technical innovation, equity, and community partnership are combined. We remain committed to continuous improvement and to fulfilling our promise of preparing students for purposeful futures.