

About Page

Our Mission:

The International Baccalaureate program at Rutherford High School provides our students with the most challenging world class curriculum and the very best internationally trained instructors. Beyond intellectual rigor and high academic standards, the program emphasizes the ideals of international understanding and responsible citizenship. The IB strives to develop students who are critical and compassionate thinkers, who are informed participants in local and world affairs, who are inspired to create a better and more peaceful world, and finally, who value the shared humanity that binds all people together while respecting the variety of cultures and attitudes that makes for the richness of life.

IB Background:

Rutherford High School has been authorized to offer the IB Diploma Program since 1992. It is the only IB school in Bay County, one of over 60 IB DP schools in the state of Florida. The International Baccalaureate Diploma Program serves students in 2795 schools in 143 different countries worldwide. It is based on international college admissions requirements and is designed to challenge students with the highest standards and most rigorous college preparatory curriculum available.

Successful completion of the Diploma Program earns the student an IB diploma recognized for university admission throughout the world and for course credit and academic placement at leading colleges and universities in the United States and abroad. College admissions officers worldwide recognize the value and level of preparation that the IB Diploma Program provides students entering university programs. In a recent study conducted by the IBO, the average four-year college graduation rate of students completing the IB Diploma Program was 79% compared to the national average of 39% for all students.

Rutherford High School has been recognized as a National Service Learning School for our dedication to providing students with community service opportunities in connection with educational requirements. Both Newsweek and Time magazines have ranked RHS as a top high school in the United States, honoring the advanced, comprehensive curriculum offered in our International Baccalaureate Diploma Program, as well as our award winning Communications Technology Academy and outstanding AF JROTC unit.

Award of the IB Diploma

The award of the IB diploma requires students to meet defined standards and conditions including:

- completion of the required sequence of courses in each of the six groups
- earning an acceptable score on assessments in three or four subjects at the higher level
- earning an acceptable score on assessments at the standard level in other subjects
- completion of an extended essay in one of the IB curriculum subjects
- completion of a course in Theory of Knowledge
- completion of Creative, Action and Service activities

Students who fail to satisfy all requirements may be awarded certificates for successful completion of examinations.

The IB Curriculum

The IB curriculum can best be seen displayed as a circle with six academic areas surrounding the core. The core, the heart of the IB curriculum, defines and sets apart the IB Diploma Program from traditional college preparatory programs. It is comprised of three elements: CAS, EE, and TOK.

CAS: Creativity, Action, and Service. This element offers students the opportunity to showcase their talents and their passions through meaningful activity. Creative pursuits range from artistic expression to cultural awareness to design to problem-solving. Action involves not only physical activity, but also the purposeful pursuit of goals. Service to others on a personal, local, and global level through a self-designed extended project enables students to recognize their place and contribution as a citizen of our community, our country and our world.

EE: Extended Essay. This element offers students the opportunity to complete a major academic research project: a 4000 word essay centered on one of the six academic areas of study. With the guidance of a faculty mentor, students choose a research question to pursue, and gather supporting emphasis to build a documented argument, analyzing the evidence on both sides of their question, and deriving a conclusion based upon that evidence. The process begins second semester of junior year, and is completed in the first semester of senior year.

TOK: Theory of Knowledge. The final element in the IB DP core offers students the opportunity to examine, “How we know what we know.” TOK is the unifying and culminating course in the IB curriculum. It is taught concurrently with the academic subjects through the two years of the Diploma Program, in a series of seminars over the course of junior year, and as a full course senior year, and serves to bring together and establish connections among all of the academic subject areas. It is a course where students are challenged to not only think critically, but also to reflect and examine their knowledge and understanding of all that they have learned, to study how ideas and perspective shape our view of the world.

IB Academic Subject Areas are studied concurrently, and students are exposed to the two great traditions of learning – the humanities and the sciences. Candidates are required to select one subject from each of the six subject groups. Distribution requirements ensure that the science-oriented student is challenged to learn a foreign language and the natural linguist becomes familiar with laboratory procedures. While overall balance is maintained, flexibility in choosing higher level studies allows students to pursue areas of personal interest and to meet special requirements for university entrance. The six academic groups of study include:

Group 1: Language A
English

Group 2: Language B
(Foreign Language)
Spanish
Latin

Group 3: Individuals and Societies
(Social Sciences)
History

Group 4: Experimental Sciences
Biology
Computer Science
Design Technology

Group 5: Mathematics
Math SL
Math Studies

Group 6: Arts and Electives
Film
Psychology
Information Technology in a Global Society
Environmental Systems and Societies

Assessment & Evaluation of Student Work

IB assessments take multiple forms, including traditional written essays, individual and group research, individual and group oral presentations, analytical commentary and individual reflection. Internal assessments are scored by school faculty; external assessments, primarily completed in the senior year, are evaluated by a world-wide staff of more than 5000 internationally trained examiners.

About Rutherford High School

We are proud of the diversity and excellence exhibited by our student population and the commitment of our caring, professional teachers. We are dedicated to partnering with our students to help them to achieve their full potential.

Rutherford's outstanding educational programs include the International Baccalaureate Diploma Program, the Communications and Technology Academy, Air Force JROTC, the Culinary Academy, the Engineering Academy, the Construction Academy (January 2016), career and technology offerings, a full-range athletic program, band, choral, and fine arts courses, and a whole spectrum of student clubs and organizations.

The mission of Rutherford High School is to provide a diverse student body with the knowledge and skills necessary to succeed in an increasingly complex and technological society. To this end, the administration, faculty, and staff, in cooperation with the parents and community, will provide a rigorous and relevant curriculum, challenging students to become productive, responsible, and accountable members of society in pursuit of excellence and integrity. We believe that each student is a sacred trust who can attain maximum growth and develop full potential by becoming **R**esponsible, **A**daptable, **M**ature, and **S**elf-sufficient (RAMS)

Rutherford Mission Statement

We at Rutherford believe that:

- All students can learn, achieve and succeed.
- Students, teachers, and staff are entitled to a safe, clean environment conducive to teaching and learning.
- Teachers, administrators, parents, students and the community share the responsibility for advancing the school's mission.
- Offering a challenging relevant curriculum that involves all students will prepare them to succeed in a global, multicultural society.
- Maintaining partnerships with parents, community agencies, and local businesses will enhance the total educational experience.
- Students benefit from a small community of learners and educators committed to professional growth, educational innovation, and technological advancement.

- All stakeholders are responsible to nurture an environment of mutual trust and respect.