

**THINK IT'S OK TO EXPERIMENT WITH SOUTH CAROLINA'S CHILDREN  
WITH VOUCHERS AND TUITION TAX CREDITS?  
THINK AGAIN.**

**CLAIM: THE VOUCHER/TUITION TAX CREDIT PROGRAM HAS ACCOUNTABILITY.**

**TRUTHS**

<u><b>VOUCHER/TUITION TAX BILL REQUIREMENTS</b></u>	<u><b>PUBLIC SCHOOL REQUIREMENTS</b></u>
<p><b>COURSE OR CURRICULUM REQUIREMENTS</b></p> <ul style="list-style-type: none"> <li>• NONE.</li> </ul>	<p><b>COURSE OR CURRICULUM REQUIREMENTS:</b></p> <ul style="list-style-type: none"> <li>• STATE-PREScribed COURSES FOR EVERY GRADE LEVEL IN CORE COURSES               <ul style="list-style-type: none"> <li>• ENGLISH/LANGUAGE ARTS</li> <li>• MATHEMATICS</li> <li>• SCIENCE</li> <li>• SOCIAL STUDIES</li> <li>• PE</li> </ul> </li> <li>• ECONOMIC EDUCATION DEVELOPMENT ACT (EEDA) IN MIDDLE AND HIGH SCHOOLS.</li> <li>• CHARACTER EDUCATION. PERSONAL FINANCE EDUCATION &amp; MORE</li> </ul>
<p><b>TEACHER REQUIREMENTS:</b></p> <ul style="list-style-type: none"> <li>• A BACHELOR'S DEGREE OR THREE YEARS TEACHING EXPERIENCE.</li> </ul>	<p><b>TEACHER REQUIREMENTS:</b></p> <ul style="list-style-type: none"> <li>• A BACHELOR'S DEGREE.</li> <li>• MINIMUM OF 12 WEEKS OF STUDENT TEACHING.</li> <li>• MINIMUM OF 100 HOURS OF CLINICAL EXPERIENCES.</li> <li>• FULL STATE CERTIFICATION IN THE SUBJECT AND AREA THAT HE/SHE TEACHES AS DEFINED BY THE STATE.</li> <li>• DEMONSTRATED COMPETENCY, AS DEFINED BY THE STATE, IN EACH CORE ACADEMIC SUBJECT HE OR SHE TEACHES BY PASSAGE OF A TEST.</li> <li>• PASSAGE OF A BASIC SKILLS TEST FOR AN INITIAL LICENSE.</li> <li>• CONTINUING EDUCATION REQUIREMENTS TO MAINTAIN CERTIFICATION.</li> <li>• ANNUAL PROFESSIONAL DEVELOPMENT REQUIREMENTS.</li> <li>• TEACHING PORTFOLIOS REQUIRED FOR SECOND STAGE CERTIFICATION.</li> </ul>
<p><b>PARAPROFESSIONAL REQUIREMENTS (TEACHER/CLASSROOM/PROGRAM AIDES):</b></p> <ul style="list-style-type: none"> <li>• NONE.</li> </ul>	<p><b>PARAPROFESSIONAL REQUIREMENTS:</b></p> <ul style="list-style-type: none"> <li>• COMPLETED TWO YEARS OF STUDY AT AN INSTITUTION OF HIGHER EDUCATION;</li> <li>• OBTAINED AN ASSOCIATE'S (OR HIGHER) DEGREE;</li> <li>• OR PASSED A FORMAL STATE OR LOCAL ACADEMIC ASSESSMENT, DEMONSTRATING KNOWLEDGE OF AND THE ABILITY TO ASSIST IN INSTRUCTING READING, WRITING, AND MATHEMATICS.</li> </ul>

<b><u>VOUCHER/TUITION TAX BILL REQUIREMENTS</u></b>	<b><u>PUBLIC SCHOOL REQUIREMENTS</u></b>
<p><b>ANNUAL SCHOOL PERFORMANCE REQUIREMENTS:</b></p> <ul style="list-style-type: none"> <li>• NONE.</li> </ul>	<p><b>ANNUAL SCHOOL PERFORMANCE REQUIREMENTS:</b></p> <ul style="list-style-type: none"> <li>• SCHOOLS MUST MEET A CERTAIN PERCENTAGE (100% BY 2014) OF ALL STUDENTS AND STUDENTS IN EACH DEMOGRAPHIC GROUP SCORING PROFICIENT ON PACT IN ENGLISH/LANGUAGE ARTS AND MATHEMATICS OR PASSAGE OF PACT EXIT EXAM TO MAKE AYP (ADEQUATE YEARLY PROGRESS).</li> <li>• SCHOOLS MUST MEET A CERTAIN STUDENT ATTENDANCE RATE TO MAKE AYP.</li> <li>• HIGH SCHOOLS MUST MEET A CERTAIN GRADUATION RATE TO MAKE AYP.</li> <li>• STUDENT PACT SCORES IN ALL CORE SUBJECT AREAS ARE USED TO DETERMINE THE ABSOLUTE AND IMPROVEMENT RATINGS FOR ELEMENTARY AND MIDDLE SCHOOLS AS FOLLOWS: EXCELLENT, GOOD, AVERAGE, BELOW AVERAGE, OR UNSATISFACTORY.</li> <li>• STUDENT SCORES ON END-OF-COURSE EXAMS, EXIT EXAM, AND GRADUATION RATE ARE USED TO DETERMINE THE ABSOLUTE AND IMPROVEMENT RATINGS FOR HIGH SCHOOLS.</li> </ul>
<p><b>PUBLIC REPORTING REQUIREMENTS</b></p> <ul style="list-style-type: none"> <li>• AGGREGATE SCORES REPORTED TO THE PARENTS OF VOUCHER/TUITION TAX STUDENTS, GENERAL ASSEMBLY, AND GOVERNOR.</li> </ul>	<p><b>Public Reporting Requirements</b></p> <ul style="list-style-type: none"> <li>• EVERY SCHOOL MUST DISTRIBUTE AN ANNUAL STATE OF SOUTH CAROLINA SCHOOL REPORT CARD AND EVERY SCHOOL MUST DISTRIBUTE AN ANNUAL STATE OF SOUTH CAROLINA SCHOOL DISTRICT REPORT CARD, WHICH INCLUDE: <ul style="list-style-type: none"> <li>• TEST SCORES FOR ALL STUDENTS IN THE SCHOOL BY SUBJECT AREA AND GRADE LEVEL.</li> <li>• TEST SCORES FOR EACH DEMOGRAPHIC STUDENT GROUP IN THE SCHOOL BY GENDER, RACE, DISABILITY, NON-DISABILITY, MIGRANT STATUS, FREE-REDUCED LUNCH VS. PAY LUNCH.</li> <li>• SCHOOL AND DISTRICT PROFILE INFORMATION.</li> <li>• SCHOOL AND DISTRICT RATINGS AND AYP STATUS.</li> <li>• RESULTS OF SCHOOL SURVEYS OF STUDENTS, TEACHERS, PARENTS</li> <li>• AND MORE.</li> </ul> </li> <li>• EVERY SCHOOL DISTRICT MUST ADVERTISE ALL OF ITS SCHOOLS IN A LOCAL NEWSPAPER ITS RATING .</li> <li>• BY AUGUST 1, DISTRICTS TO NOTIFY PARENTS OF CHILDREN IN TITLE ONE SCHOOLS THAT HAVE NOT MADE AYP FOR TWO CONSECUTIVE OR MORE YEARS OF POTENTIAL CHOICE AND/OR SUPPLEMENTAL SERVICES OPTIONS.</li> </ul>

<b><u>VOUCHER/TUITION TAX BILL REQUIREMENTS</u></b>	<b><u>PUBLIC SCHOOL REQUIREMENTS</u></b>
	<ul style="list-style-type: none"> <li>• AS A PUBLIC ENTITY, EVERY SCHOOL AND SCHOOL DISTRICT IS SUBJECT TO THE STATE'S FREEDOM OF INFORMATION ACT.</li> <li>• EVERY SCHOOL MUST REPORT ANY CRIMINAL ACTIVITY TO LAW ENFORCEMENT AND/OR OTHER APPROPRIATE PUBLIC AUTHORITIES.</li> <li>• EVERY SCHOOL DISTRICT MUST ADVERTISE IS BUDGET HEARING IN A LOCAL NEWSPAPER.</li> </ul>
<p><b>STUDENT ADMISSIONS REQUIREMENTS:</b></p> <ul style="list-style-type: none"> <li>• MUST BE NEUTRAL IN REGARDS TO RELIGION, PAST ACADEMIC HISTORY, AND CANNOT MAKE STUDENT PROFESS AN IDEOLOGICAL BELIEF OR PRAY OR TO WORSHIP.</li> <li>• THE BOTTOM LINE: PRIVATE SCHOOLS CHOOSE THEIR STUDENTS; NEITHER STUDENTS OR THEIR PARENTS CHOOSE THEIR PRIVATE SCHOOL.</li> </ul>	<p><b>STUDENT ADMISSIONS REQUIREMENTS:</b></p> <ul style="list-style-type: none"> <li>• NONE.</li> </ul>

**CLAIM:** VOUCHER AND TUITION TAX PROGRAMS WOULD PROVIDE COMPETITION AND FORCE OUR PUBLIC SCHOOLS TO GET BETTER.

**TRUTHS**

- RELIABLE STUDIES CONDUCTED BY INDEPENDENT RESEARCH GROUPS SUCH AS THE *NATIONAL CENTER FOR THE STUDY OF PRIVATIZATION*, THE *US ECONOMIC POLICY INSTITUTE*, THE *NATIONAL CENTER FOR EDUCATION STATISTICS* AND THE *U.S. DEPARTMENT OF EDUCATION* PROVE VOUCHERS AND TUITION TAX CREDIT PROGRAMS DO NOT IMPROVE THE PERFORMANCE OF PUBLIC SCHOOLS.
- IN 2003, RESEARCHERS FROM DUKE, STANFORD, COLUMBIA AND PRINCETON UNIVERSITIES FOUND VOUCHERS FAIL TO HAVE A SIGNIFICANT "COMPETITIVE EFFECT" ON PUBLIC SCHOOLS.
- THERE IS NO "COMPETITIVE PLAYING FIELD" BETWEEN PUBLIC AND PRIVATE SCHOOLS. PUBLIC SCHOOLS MUST ADHERE TO STATE AND FEDERAL LAWS THAT ARE NONEXISTENT FOR PRIVATE AND HOME SCHOOLS.
- NATIONAL STUDIES SHOW VOUCHERS OFTEN BECOME A SUBSIDY FOR THE PRIVATE SCHOOLS AND REIMBURSE PARENTS OF CHILDREN ALREADY ENROLLED IN PRIVATE AND RELIGIOUS SCHOOLS.

**CLAIM:** STUDENTS ARE FORCED TO ATTEND FAILING SCHOOLS JUST BECAUSE OF WHERE THEY LIVE.

**TRUTHS**

- FEDERAL LAW ALLOWS TRANSFERS FOR STUDENTS ATTENDING LOW PERFORMING SCHOOLS.
- VOUCHER/TUITION TAX CREDIT PROGRAMS FOR A FEW DRAINS RESOURCES AND SUPPORT FOR STUDENTS WHO REMAIN IN LOW PERFORMING SCHOOLS .
- VOUCHERS AND TUITION TAX CREDITS DO NOTHING TO ADDRESS THE CHALLENGES IN MANY LOW PERFORMING SCHOOLS SUCH AS HIGH CONCENTRATION OF POVERTY, HIGH TEACHER AND ADMINISTRATOR TURNOVER RATES, RESOURCES, AND COMMUNITY SUPPORT SYSTEMS.
- NUMEROUS STUDIES PROVE SC HAS SET THE BAR HIGH IN RATING SCHOOL PERFORMANCE AND MUST BE CONSIDERED WHEN USING "OUR PUBLIC SCHOOLS ARE FAILING" RHETORIC.

**CLAIM** VOUCHERS WILL HELP AFRICAN-AMERICAN AND HISPANIC STUDENTS ACHIEVE

**TRUTHS**

- A 2006 *U.S. DEPARTMENT OF EDUCATION* STUDY SHOWS THAT, WHEN SOCIOECONOMIC FACTORS ARE TAKEN INTO ACCOUNT, STUDENTS IN PUBLIC SCHOOLS PERFORM AS WELL OR BETTER IN MOST CATEGORIES THAN DO STUDENTS IN PRIVATE SCHOOLS.
- A 2006 STUDY OF THE CLEVELAND VOUCHER PROGRAM BY THE *NATIONAL CENTER FOR THE STUDY OF PRIVATIZATION IN EDUCATION* FOUND THERE WERE NO OBSERVED ACADEMIC GAINS FOR AFRICAN-AMERICAN VOUCHER STUDENTS.
- RESULTS OF STANDARDIZED TESTS IN SC SHOW SCORES HAVE RISEN SUBSTANTIALLY IN ALL GRADES, IN ALL SUBJECTS AND ACROSS ALL DEMOGRAPHIC GROUPS.

**CLAIM** SC PUBLIC SCHOOLS ARE FIRST IN SPENDING AND LAST IN COUNTRY.

**TRUTHS**

- WHEN ANALYZING A VARIETY OF NATIONAL TESTS, SC STUDENTS RANKS NEAR THE TOP HALF OF STATES NATIONALLY AND CONTINUALLY LEAD THE NATION IN IMPROVEMENT.
- ROUGHLY 90 PERCENT OF ALL SC STUDENTS ATTEND PUBLIC SCHOOLS, WHICH ARE EXPERIENCING UNPRECEDENTED CHANGES IN STUDENT DEMOGRAPHICS, STRUGGLES WITH HIGH UNEMPLOYMENT IN THEIR COMMUNITIES, AND AN INCREASE IN THE NUMBER OF CHILDREN WHO MUST OVERCOME THE BARRIERS OF POVERTY. THE RATE OF STUDENT POVERTY INCREASED 75 PERCENT IN 2005-2005 IN SOUTH CAROLINA PUBLIC SCHOOLS AND HALF OF THEM ENROLL A STUDENT BODY IN WHICH 70 PERCENT OR MORE LIVE IN POVERTY.
- ACCORDING TO A 2001 U.S. DEPARTMENT OF JUSTICE STUDY, SC SPENT AN AVERAGE OF \$16,762 PER PRISONER COMPARED TO \$7,823 PER PUPIL.

**CLAIM: VOUCHERS AND TUITION TAX PROGRAMS SAVE MONEY FOR PUBLIC SCHOOLS**

**TRUTHS**

- UNBIASED, INDEPENDENT FINANCIAL STUDIES PROVE THIS CLAIM IS BASED ON THE FALSE NOTION THAT SCHOOLS DO NOT HAVE FIXED COSTS – THEY DO. IN ORDER TO REDUCE COSTS, ENOUGH STUDENTS WOULD HAVE TO EXIT THE SCHOOL TO ELIMINATE A CLASSROOM OR SCHOOL.
- SC'S NEW PROPERTY TAX RELIEF LAW SHIFTS THE BULK OF THE RESPONSIBILITY FOR SCHOOL FUNDING TO THE STATE AND THE AMOUNT IS BASED ON STUDENT ENROLLMENT. AS STUDENT ENROLLMENT DECLINES AND FUNDING DECLINES, THE FIXED COSTS SUCH AS TEACHER AND OTHER SCHOOL PERSONNEL SALARIES, HEATING/AIR CONDITIONING, TRANSPORTATION, ETC., REMAIN, LEAVING LESS RESOURCES FOR THOSE STUDENTS WHO REMAIN.
- PUBLIC SCHOOLS ARE ACCOUNTABLE FOR THE MONEY THEY SPEND – MONEY IS BUDGETED IN A PUBLIC FORUM AND DEBATE AND RESULTS ARE REPORTED – PRIVATE SCHOOLS ARE NOT REQUIRED TO FOLLOW THE SAME STANDARDS.