

South Carolina Department of Education
CHARTER SCHOOL
2025 ANNUAL REPORT
TEMPLATE

Charter School Submission Deadline to Sponsor: December 31, 2025

School Name: Lowcountry Montessori School

Sponsor: South Carolina Public Charter School District

Date of Submission to Sponsor: December 20, 2025

III. ANNUAL REPORT QUESTIONS

1. GENERAL SCHOOL INFORMATION

In the table below, provide the following general school information:

1. General School Information	
Name of School	Lowcountry Montessori School
Year School Opened	2014
Charter Renewal Date	2034
Grade Level(s)	PK3 through 12th grade
School Address(es)	749 Broad River Drive, Beaufort, SC 29906
School Website Address	www.lowcomo.com
Name of School Leader	Sarah Fox
School Leader's Phone Number	843-322-0577 Ex. 110
School Leader's E-mail	S.Fox@lowcomo.com
Name of Board President	Gregory Alexander
Board President's Phone Number	843-812-9502
Board President's E-mail	g.alexander@lowcomo.com
Name of Sponsor/Local Education Agency	South Carolina Public Charter School District

2. SCHOOL ENROLLMENT

In the table below, provide the following information regarding school enrollment for grade levels applicable to the school:

Grade Level	Maximum Enrollment at Charter School	135-Day Count 2024-25	45-Day Count 2025-26
Pre-K	48	69	55
K	40	24	33
Grade 1	36	30	20
Grade 2	36	35	28
Grade 3	36	29	39
Grade 4	36	28	26
Grade 5	36	24	26
Grade 6	36	23	32
Grade 7	25	24	27
Grade 8	25	28	18
Grade 9	28	27	28
Grade 10	28	28	21
Grade 11	28	18	22
Grade 12	28	18	18
Total	466	405	393

3. EDUCATIONAL PROGRAM AND ACCOUNTABILITY

In the following sections, please reflect on the educational program, student performance data, academic goals, and progress towards the academic goals.

3.1. Academic Performance

Academic Performance Narrative (LIMIT YOUR RESPONSE TO THREE PAGES)

Using applicable data from the past school year's SC READY, SCPASS, ACT WorkKeys®, ACT®, and End of Course test scores, provide a narrative, beginning on the next page, in which you:

- describe the school's statewide assessment results
- provide an analysis of achievement gaps among major groupings of students in both proficiency and growth
- provide an explanation of how the school will close gaps and maintain or improve results.

Type your narrative for item 3.1. beginning on this page

LMS continues to analyze data thoughtfully to drive instructional decisions, strengthen supports, and refine our Montessori approach.

High School Report Card:

LMS has gone from unsatisfactory in academic achievement to excellent. Consistently going up a full ranking scale each year!

READING (Eng. 2)	LMS	SCPCSD	State
2024-2025	80%	70.4%	68.5%
2023-2024	74.1%	71.8%	66.4%
2022-2023	50.%	68.4%	64.4%
2021-2022	57.1%	56.6%	58%

LMS has seen consistent gains in the English 2 scores annually and continuously out performs SC and the SCPCSD in the number of students who meet/exceed on the EOC English 2 exam. LMS is showing gains in our high school math department after several teacher turnovers. Last year in preparation for the new state geometry mandate we did not offer Algebra 1. Instead both our 9th and 10th grade students took geometry to gain an early start on the state math transition.

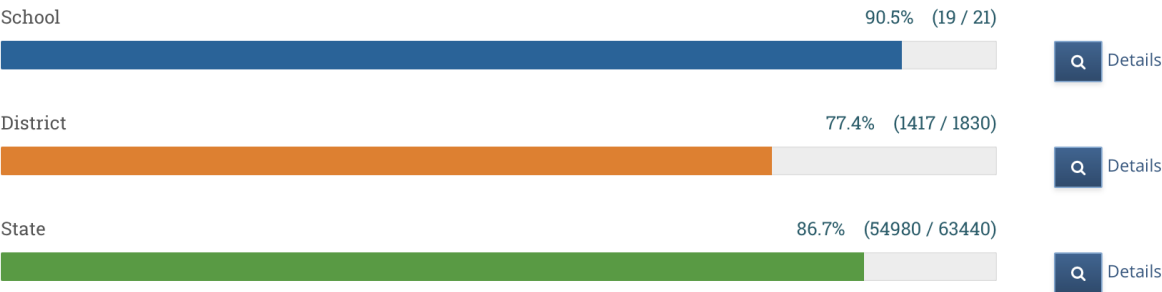
LMS continues to demonstrate strong academic outcomes, tying the state average with 85% of students showing success in high school and outperforming the district by 8 percentage points. We remain consistently above the state and district in the percentage of third- and fourth-year students on track for graduation, reflecting our commitment to student progress and personalized support. Building on this momentum, LMS is expanding its college and career readiness initiatives by increasing access to CTE completer pathways, enhancing work-based learning and internship opportunities, and introducing a dedicated test-prep course to support student achievement on the ACT, SAT, and WIN assessments. These efforts strengthen our mission to equip every student with the skills and confidence needed for success beyond high school.

Graduation Rate:

In three years our graduation rate has increased from unsatisfactory to excellent. LMS consistently graduates students at a much higher rate than our state and SCPCSD.

Graduation Rate

On-Time Graduation Rate



School Four-Year Cohort Graduation Rate

	2022	2023	2024	2025
School	75	78.6	95.2	90.5
District	71.7	71.6	70.2	77.4
State	83.8	83.8	85.4	86.7

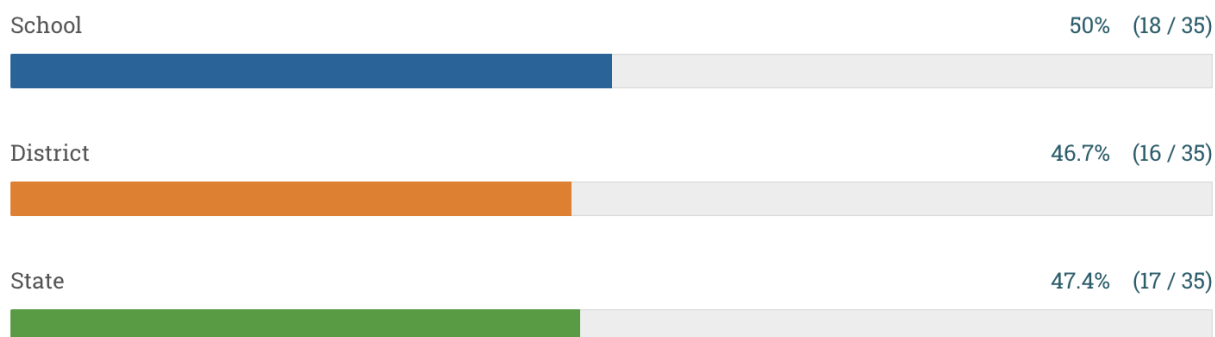
Middle School Report Card:

We maintained a consecutive average rating for the past three years. While we did not make gains in our reading and math for SC Ready we made significant growth in Student Performance and Lowest 20% Growth, out performing the state and the district.

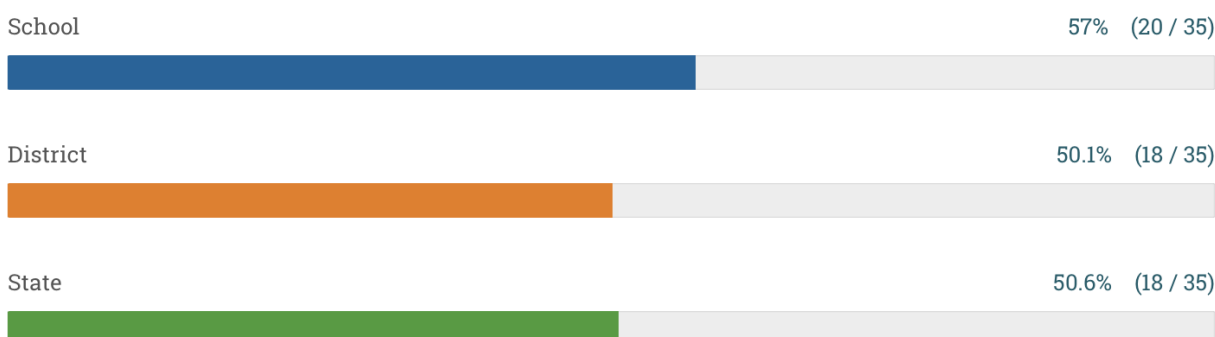
READING	LMS	SCPCSD	State
2024-2025	56.5%	60.8%	60.3%
2023-2024	59%	56.3%	54.1%
2022-2023	48%	59%	53.9%

MATH	LMS	SCPCSD	State
2024-2025	19.4%	37.5%	44.5%
2023-2024	23.1%	38.1%	42.1%
2022-2023	18.9%	41.6%	40.9%

Overall Percentage of Progress Points Earned



Lowest Performing 20% of Students



Some key factors in improvement:

1. Focus on attendance. Our prime instructional minutes have been down with chronic absenteeism. We push seat time, truancy, and put pressure for our families to consistently have their students in school.
2. We implemented a new instructional diagnostic and personalized learning program, i-Ready, to bring state standard aligned instruction to support our Montessori curriculum in the classroom and for students to work on at home for additional support. Upper El and Middle School students will be working on this proven program two days a week along with their traditional math curriculum.

In our Elementary rooms, 69.9% of students met or exceeded expectations in English Language Arts, outperforming the state average of 59%. This represents 26% improvement in overall elementary ELA performance, reflecting the strength of our instructional practices and targeted supports. While math performance remains an area for growth, with 20.5% of students scoring at the meets or exceeds level, we are using this data to guide intentional intervention planning, strengthen foundational skills, and enhance instructional coherence across classrooms to ensure future gains.

We are proud to highlight our Spark Club which provides enrichment opportunities for both identified and potentially identified gifted and talented learners, ensuring they are challenged and engaged. Our Kindergarten Readiness Assessment results further reflect the impact of early intervention, with 60.9% of incoming students demonstrating readiness, 34.8% approaching readiness, and only 4.3% emerging, reinforcing the importance of our early childhood programming and Montessori pathways in preparing students for long-term success.

Kindergarten Readiness Assessment

Percentage of Students enrolling in Kindergarten and [Demonstrating readiness](#) to learn

Percentage of students Demonstrating Readiness on the KRA 60.9%



Percentage of students Approaching Readiness on the KRA 34.8%



Percentage of students Emerging Readiness on the KRA 4.3%



Some assessment results this year have been exciting to celebrate, while others have highlighted areas that require continued attention and support. Early formative data made it clear that many students entered LMS performing below grade level, and a significant portion of our population receives specialized services through IEPs, 504 plans, or the RTI process. In many cases, students enrolling at LMS went years in other school settings without being identified for support, which underscores why so many families seek out our environment—one that prioritizes individualized learning, early identification, and holistic student growth.

One of our continued strengths is staff retention. LMS has maintained exceptionally strong consistency within our teaching staff, allowing us to deepen expertise and refine Montessori practice across classrooms. This stability has contributed to a stronger culture of collaboration and lifelong learning, and it supports the fidelity and effectiveness of our instructional model. Administration partners with public Montessori leaders to strengthen our alignment with both the Montessori method and state standards. Our goal is to remain authentic to Montessori principles while meeting public school expectations and ensuring every child receives high-quality, developmentally appropriate instruction. Each year, we refine and elevate our program. Our staff works tirelessly to meet the academic and social-emotional needs of every child, and we are proud of the growth we see through our internal measures. LMS remains committed to moving students forward in all domains—academically, socially, and emotionally—while creating a learning environment that honors the whole child and celebrates each student’s unique journey.

24-25 School Report Card Highlights and Gains / Elementary School Report Card:

2021-2022	Overall School rating 28- Unsatisfactory- (six points from below average)
2022-2023	Overall School Rating 34- Below Average- (one point from unsatisfactory)
2023-2024	Overall School Rating 41- Below Average (one point from average)
2024-2025	Overall School Rating 44- Average

We take pride in the improvements we have made. As a small school, each report card area represents a cohort of approximately 25 students rather than the hundreds found in larger schools. Every individual performance carries far more statistical weight, making our gains especially significant and reflective of student effort and instructional impact. Despite operating with fewer students and more limited resources than area schools, LMS is thriving. Our classrooms may look unconventional compared to traditional models, but the growth, engagement, and academic outcomes shown in our data demonstrate our Montessori approach is effective and competitive. LMS is not only holding its own— it is steadily closing gaps, strengthening outcomes, and proving that a small, mission-driven public Montessori school can deliver exceptional instruction and continuous improvement.

3.2. Academic Goals and Performance

Identify the academic goals set forth in the school's current charter. For each academic goal use the tables below to describe the goal, the measure or metric to be used, the target for the goal and describe the success of students in achieving the specific educational goals for which the school was established. For goals not met, explain why and what steps the school is taking to progress towards goal attainment.

Academic Goal 1	
Goal	85% of students in grades K - 8 will meet their predicted growth as determined by MAP scores or an equivalent assessment on the reading and math portions. An additional 10% will come within 5 points of their growth prediction for reading and math.
Measure/Metric	i-Ready Assessments
Target	Goal 1A: 85% of students in grades K - 8 will meet their predicted growth as determined by MAP scores or an equivalent assessment on the reading and math portions. Goal 1B: An additional 10% will come within 5 points of their growth prediction for reading and math.
Actual Outcome and Explanation	Goal 1A: While the target of 85% of students meeting predicted growth was not fully achieved, assessment data indicates meaningful academic progress across both content areas. In reading, 95% of students demonstrated progress toward their growth goals on the i-Ready assessment, with 48% meeting their projected growth target. In math, 67% of students showed progress toward their growth goals, and 33% met their projected growth target. Although the percentage of students fully meeting predicted growth did not reach the established benchmark, the majority of students in both reading and math demonstrated measurable academic growth. These results suggest that instructional strategies and interventions are positively impacting student learning, while also highlighting the need for continued refinement of supports to accelerate progress and increase the number of students meeting or exceeding predicted growth benchmarks. Goal 1B: During the 2024–2025 school year, i-Ready assessment data indicates that an additional 9% of students in English Language Arts and 10% of students in math came within close range of meeting their predicted growth targets. While these students did not fully meet the growth benchmark, their performance reflects meaningful academic progress and demonstrates that instructional supports are helping move students closer to proficiency. These results highlight continued momentum in both content areas and inform next steps for refining

	targeted interventions to further increase the number of students meeting or exceeding growth expectations.
--	---

Academic Goal 2																								
Goal	LMS will maintain an average graduation rate of 80% or higher for the school year 2024 - 25 through 2026 - 27. The school will increase its graduation rate to an average of 82% in the years 2027 - 28 through 2029 - 2030. The school will increase its graduation rate to an average of 84% in the years 2030 - 2031 through 2033 - 2034.																							
Measure/ Metric	Graduation Rate																							
Target	Goal 2A: LMS will maintain an average graduation rate of 80% or higher for the school year 2024 - 25 through 2026 - 27. Goal 2B: The school will increase its graduation rate to an average of 82% in the years 2027 - 28 through 2029 - 2030. Goal 2C: The school will increase its graduation rate to an average of 84% in the years 2030 - 31 through 2033 - 2034.																							
Actual Outcome and Explanation	Goal 2A: LMS will have an 81% graduation rate in 2024. LMS had a 90.5% graduation rate in the 2024-2025 school year. Graduation Rate ⓘ On-Time Graduation Rate School 90.5% (19 / 21) Details District 77.4% (1417 / 1830) Details State 86.7% (54980 / 63440) Details School Four-Year Cohort Graduation Rate <table><tr><th></th><th>2022</th><th>2023</th><th>2024</th><th>2025</th></tr><tr><td>School</td><td>75</td><td>78.6</td><td>95.2</td><td>90.5</td></tr><tr><td>District</td><td>71.7</td><td>71.6</td><td>70.2</td><td>77.4</td></tr><tr><td>State</td><td>83.8</td><td>83.8</td><td>85.4</td><td>86.7</td></tr></table> Goal 2B: N/A at this time					2022	2023	2024	2025	School	75	78.6	95.2	90.5	District	71.7	71.6	70.2	77.4	State	83.8	83.8	85.4	86.7
	2022	2023	2024	2025																				
School	75	78.6	95.2	90.5																				
District	71.7	71.6	70.2	77.4																				
State	83.8	83.8	85.4	86.7																				

	Goal 2C: N/A at this time
--	---------------------------

Academic Goal 3	
Goal	LMS will maintain a 50% passing rate of 70 or above for Algebra I and a 50% passing rate of 70 or above for English II EOC exams. We will average a 2% increase in these rates during the school years 2024 - 25 through 2026 - 2027. We will average an additional 2% (54%) increase in these rates during the school years 2030 - 2031 through 2033 - 2034.
Measure/ Metric	End of Course Exams
Target	Goal 3A: LMS will maintain a 50% passing rate of 70 or above for Algebra I and a 50% passing rate of 70 or above for English II EOC exams. Goal 3B: We will average a 2% increase in these rates during the school years 2024 - 2025 through 2026 - 2027. Goal 3C: We will average an additional 2% (54%) increase in these rates during the school years 2030 - 2031 through 2033 - 2034.
Actual Outcome and Explanation	Goal 3A: During the 2024–2025 school year, LMS did not have any students eligible to take the Algebra I EOC exam due to course sequencing adjustments aligned with state requirements. As a result, no Algebra I EOC data is available for this reporting cycle. However, performance on the English II EOC exam exceeded the established goal, with 80% of students scoring a 70 or higher, surpassing the 50% benchmark. Additionally, 68% of these students earned a score of 80 or above, demonstrating strong proficiency and academic achievement. These results reflect the effectiveness of LMS instructional practices in high school English and support continued confidence in our approach to preparing students for state assessments. Goal 3B: N/A at this time Goal 3C: N/A at this time

4. SCHOOL STAFF

In its discretion a charter school may hire non certified teachers in a ratio of up to twenty-five percent of its entire teacher staff; however, if it is a converted charter school, it shall hire in its discretion non

certified teachers in a ratio of up to ten percent of its entire teacher staff. Part-time non certified teachers are considered pro rata in calculating this percentage based on the hours which they are expected to teach.

4. School Instructional Staff			
Name	Certification #	Area(s) of Certification	Course(s) Taught
Quitman Marshall	208776	MS Language/HS English	HS Creative Writing, Journalism, and French
Becky Shaffer	192813	SPED: Multi-categorical	SPED
Lynn Powell	191847	SPED: Multi-categorical	SPED
Greg DiOrio	168372	HS Mathematics	HS Mathematics
Nicole D'Anna	0	Working on Lower and Upper Elementary	Lower Elementary (1-3)
Francy Johannan	293926	Spanish	Spanish
Kelly Godwin	319751	HS History	HS History, HS Marketing, Yearbook and Photography
Erin Hickey	907415	Culinary	Culinary
Amy Feaver	510439	Early Childhood, Montessori Primary	Primary (PK3 - K)
Emily Moore	0	Primary Montessori	Primary (PK3 - K)
Deborah Savage	164205	Early Childhood, Montessori I and II	Upper Elementary (4-6)
Debbie Yates	142696	Early Childhood, Montessori I	Reading Coach
Heather Skinner	251175	HS English, Secondary Montessori	HS English
Stephen Myers	253096	HS Science, Secondary Montessori	HS Science
Kelly Smith	224312	SPED	SPED
Heather Pottenger	298908	Elementary Montessori I and II Credential	Lower Elementary (1-3)

Cindy Hunt	0	Chemistry and Math	HS Math
Samantha Jimenez	0	Music	Music
Stefon Walker	0	Physical Education	PE
Denise Vertucci	563160	SPED Multi-categorical	SPED
Carolyn Owens	0	Working on Upper Elementary Certification	Upper Elementary (4-6)
Lindsay Neese	313552	Primary certification	Primary (PK3-K)
Boston Hulth	221559	Lower Elementary Montessori Credential Elementary Education	Lower Elementary (1-3)
Chad Rentz	269485	Secondary Montessori MS Science	Montessori Middle School (7-8)
Emily Fowler	302344	Secondary Montessori	Montessori Middle School (7-8)
Katie Hancock	320168	Secondary Montessori	Montessori Middle School (7-8)
Alex Clark	321891	HS English	HS English
David Lunin	907462	Carpentry, Cabinetry	Maker's Space, CTE courses
Caitlyn Creamer	Letter of Eligibility	Fashion and Design	CTE Courses
Amy Horn	245056	MS/HS Health	Health

5. FINANCIAL PERFORMANCE AND SUSTAINABILITY

These have been submitted to the district and we were given the direction not to attach this to this report.

6. BOARD PERFORMANCE AND STEWARDSHIP

6.1. Board Member Information

Use the template titled “Board Member Information Appendix” to provide the requested information. Save the completed template as “Board Member Information Appendix” and attach it to this report.

6.1. Board Member Information					
Name	Email Address	Background (ex. finance, education, business, parent, etc.)	Date Elected/ Appoint ed	Date of Orien tation Train ing	Orientation Training Provider
Kristine Scott	k.scott@lowcomo.com	Toxicologist	March 2024	Aug 2024	SC Dept. of Ed
Gregory Alexander	g.alexander@lowcomo.com	Law Enforcement	June 2019	Aug 2019	SC Charter School Alliance
Lari Young	lari.young@lowcomo.com	Cyber security	Feb. 2021	2024	SC Charter School Alliance
Jennifer Poole	j.poole@lowcomo.com	Small Business Owner	July 2021	2024	SC Charter School Alliance
Janie Ephland	janie.ephland@lowcomo.com	CEO Non-Profit	2020	2020	SCCSA
Josh Iszkula	j.iszkula@lowcomo.com	Logistics Analyst	2023	Jan 2024	SC Dept. of Ed
Debbie Slazyk	d.slazyk@lowcomo.com	Montessori Educator and Admin	2024	2024	SC Charter School Alliance
Angela Wright	a.wright@lowcomo.com	Licensed Professional Counselor	June 2024	2024	SC Charter School Alliance
Elizabeth Lyles	e.lyles@lowcomo.com	Office Manager	May 2025	July 2025	SC Charter School Alliance
Alonso Chavarria	a.chavarria@lowcomo.com	Engineer	May 2025	asap	

6.2. Board Compliance

In the table below, provide the information regarding Board of Trustee Compliance.

6.2. Board Compliance	
Board of Trustee Compliance	Response
Number of board members required per charter.	9
Date of most recent board election.	May 2025
Link to website where meeting dates, agendas, and minutes are published, if published online. If not, provide the address of the office where they are maintained.	https://www.lowcountrymonessori.com/lms-bod
Number and name of active committees.	Governance, Finance

7. Accreditation

Is the charter school seeking SCDE Charter School Accreditation? SELECT A CHOICE BELOW
Please see

<https://ed.sc.gov/districts-schools/school-choice/charter-schools-program/charter-school-accreditation/> for more information

☐ Yes ☐ No ☒ Already have designation

Please indicate any and all accreditations that the charter school holds, if applicable:
AdvancEd (Cognia)

8. ADDITIONAL INFORMATION REQUIRED BY THE SPONSOR

The Sponsor is permitted to request additional information as part of this annual report. Such additional information should be included in this section and submitted to the SCDE with the sponsor's annual report.