

Columbiana Middle School
State Report Card Data
(2025-2026)

Columbiana Middle School Overall Rating – 5 Stars!

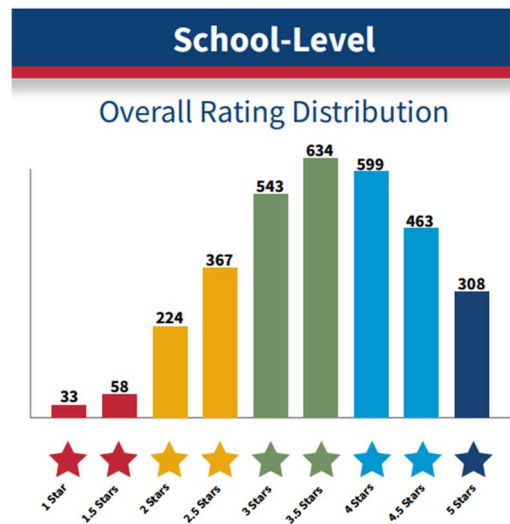
Notes:

CMS - The Only Columbiana County Traditional 5-Star Building!

CMS is 1 of 17 Traditional 5-Star Buildings in Columbiana/Mahoning/Trumbull!

CMS is 1 of 308 Traditional Buildings in Ohio with an overall 5-Star Designation

CMS, CHS, and Dixon have the top 3 performance ratings of all Columbiana County buildings! (See page 3 for sorted performance index rankings)



Principal
Jason H. Martin

Phone
(330) 482-5354

Address
720 Columbiana Waterford Rd
Columbiana, OH 44408-9499

Career Technical Planning District
Columbiana County JVSD CTPD

Directory information current as of the 2025-2026 Report Card publication date.



Significantly exceeds state standards

Overall Rating

Print

Districts and schools receive an overall rating of 1 to 5 stars in half-star increments. The overall rating is comprised of up to six rated components.

Achievement

The Achievement Component is a measure of how well students performed on state tests.



Significantly exceeds state standards in academic achievement

View More Data

Progress

The Progress Component is a measure of the growth students are making based on their past performance.



Significant evidence that the school exceeded student growth expectations.

View More Data

Gap Closing

The Gap Closing Component is a measure of the reduction in educational gaps for student groups.



Significantly exceeds state standards in closing educational gaps

Gifted Data

Chronic Absenteeism

View More Data

Graduation

The Graduation Component is a measure of the percentage of students that graduate within 4 or 5 years.



View More Data

Early Literacy

The Early Literacy Component is a measure of reading improvement and proficiency for students in kindergarten through third grade.



View More Data

College, Career, Workforce, and Military Readiness

The College, Career, Workforce, and Military Readiness Component is a measure of how prepared Ohio's students are for future opportunities.



View More Data

Your School's Students

Enrollment
284

Chronic Absenteeism Rate
9.3%

4-Year Graduation Rate
NC

Grades Served
5-8

Columbiana County Building Comparison (Sorted by Performance Index)

Building Name	District Name	Grade Span	Achievement Component Star Rating	Performance Index Percent 2025-2026	Performance Index Score 2025-2026	Maximum Building Performance Index Score 2025-2026
South Side Middle School	Columbiana Exempted Village	5-8	5 Stars	93.7	104.5	111.5
Columbiana High School	Columbiana Exempted Village	9-12	4 Stars	87.5	97.5	111.5
Joshua Dixon Elementary School	Columbiana Exempted Village	K-4,P	4 Stars	86.4	96.3	111.5
Crestview Elementary School	Crestview Local	K-4	4 Stars	83.3	92.9	111.5
Crestview High School	Crestview Local	9-12	4 Stars	82.7	92.3	111.5
Beaver Local Middle School	Beaver Local	5-8	4 Stars	81.9	91.3	111.5
Crestview Middle School	Crestview Local	5-8	4 Stars	81.9	91.3	111.5
Beaver Local High School	Beaver Local	9-12	4 Stars	81.0	90.3	111.5
McKinley Elementary School	Lisbon Exempted Village	K-5,P	4 Stars	80.2	89.4	111.5
Leetonia Elementary School	Leetonia Exempted Village School District	K-5	3 Stars	79.6	88.8	111.5
Beaver Local Elementary School	Beaver Local	K-4	3 Stars	79.3	88.4	111.5
United Elementary School	United Local	K-8	3 Stars	79.2	88.3	111.5
Leetonia Jr./Sr. High School	Leetonia Exempted Village School District	6-12	3 Stars	78.0	86.9	111.5
East Palestine Elementary School	East Palestine City	H,P,K,1-4	3 Stars	77.4	86.3	111.5
United High School	United Local	9-12	3 Stars	76.2	84.9	111.5
Salem High School	Salem City	9-12	3 Stars	74.2	82.7	111.5
Salem Junior High School	Salem City	7-8	3 Stars	73.9	82.4	111.5
Southeast Elementary School	Salem City	5-6	3 Stars	73.9	82.3	111.5
Reilly Elementary School	Salem City	3-4	3 Stars	73.8	82.3	111.5
East Palestine Middle School	East Palestine City	5-8	3 Stars	72.2	80.5	111.5
Southern Local Elementary School	Southern Local	K-5,P	3 Stars	71.6	79.8	111.5
Daw Elementary School	Wellsville Local	3-6	3 Stars	71.5	79.7	111.5
East Palestine High School	East Palestine City	9-12	3 Stars	70.5	78.6	111.5
David Anderson Jr/Sr High School	Lisbon Exempted Village	6-12	2 Stars	68.7	76.6	111.5
North Elementary School	East Liverpool City	K-4	2 Stars	68.3	76.1	111.5
Buckeye On-Line School for Success	Buckeye On-Line School for Success	K,1-12,PS	2 Stars	67.5	75.3	111.5
East Liverpool High School	East Liverpool City	9-12	2 Stars	66.2	73.9	111.5
Southern Local Jr/Sr High School	Southern Local	6-12	2 Stars	64.8	72.2	111.5
Lacroft Elementary School	East Liverpool City	K-4	2 Stars	62.1	69.3	111.5
East Liverpool Junior High	East Liverpool City	7-8	2 Stars	60.6	67.5	111.5

Westgate Middle School	East Liverpool City	5-6	2 Stars	59.6	66.5	111.5
Wellsville Jr. Sr. High	Wellsville Local	7-12	2 Stars	59.3	66.2	111.5
Southern Online Academy	Southern Local	K-12	1 Star	38.8	43.3	111.5
Buckeye Elementary School	Salem City	K-2	NR	NA	NA	NA
Garfield Elementary School	Wellsville Local	K-2,P	NR	NA	NA	NA

Achievement - 5 Stars

★★★★★

Significantly exceeds state standards in academic achievement

Achievement

The Achievement Component measures students' academic achievement using each level of performance on Ohio's State Tests.

Please see the [Achievement Component Technical Document](#) for additional details on the calculation.

Performance Index

The Performance Index measures the test results of every student, not just those who score proficient or higher. Schools and districts receive points on the index for every student who takes a test. The higher the performance level on the state tests, the more points awarded toward the index score. The index score is divided by the maximum possible score. Each year the maximum possible score is determined by the average of the highest 2% performance index scores in the state.

104.5
Performance Index Score

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111.5
Maximum School
Performance Index Score

93.7%

Performance Index Percent

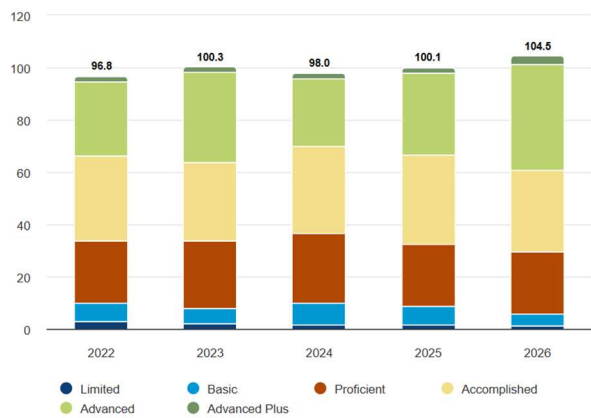
Performance Index Trend

Proficiency Trends

Calculation

Proficiency Levels by Subject

Performance Index trend data shows the points received for each performance level over time. Values displayed in the chart may differ from official Performance Index due to rounding.



Performance Indicators (Report Only)

The Performance Indicators are reported for informational purposes only and do not contribute to the Achievement Component Rating. They report the percent of students who have scored proficient or higher on each state test. Previously, indicators have displayed proficiency among all students taking a grade and subject test. This year, indicators can also be viewed for just students taking a grade and subject test that are enrolled in a specific grade.

Proficiency by Tested Grade

Comparison by Tested Grade

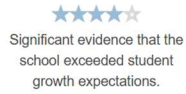
Trend by Tested Grade

Proficiency by Enrolled Grade

	Tests Proficient	Tests Taken	Percent Proficient
Fifth Grade			
Fifth Grade English Language Arts	66	67	98.5%
Fifth Grade Mathematics	63	67	94.0%
Fifth Grade Science	63	67	94.0%
Sixth Grade			
Sixth Grade English Language Arts	58	66	87.9%
Sixth Grade Mathematics	63	64	98.4%
Seventh Grade			
Seventh Grade English Language Arts	67	76	88.2%
Seventh Grade Mathematics	60	77	77.9%
Eighth Grade			
Eighth Grade English Language Arts	55	69	79.7%
Eighth Grade Mathematics	39	50	78.0%
Eighth Grade Science	58	69	84.1%
High School			
High School Algebra I	20	20	100.0%

Percent of Tests Taken Above Student Grade Level			
	Tests Taken	Tests Taken Above Student Grade Level	Percent of All Tests Above Student Grade Level
High School			
Algebra I	20	20	100.0%

Progress – 4 Stars



Progress

The **Progress Component** measures the amount of growth made by groups of students compared to students like them across the state. The overall value-added composite combines growth across all subjects and grades at the school or district for the past three years.

For additional information on subject and grade-level growth please see the [Ohio EVAAS webpage](#). Please note that the [Ohio EVAAS webpage](#) will not align with the Ohio School Report Cards between the 2025-2026 Report Card release in September 2026, through mid-October 2026.

Please see the [Progress Component Technical Document](#) for additional details on the calculation.

Progress Component Rating

Grade and Subject Value-Added

The **Progress Component Rating** is assigned using the **growth index** and **effect size** of the three-year **Overall Value-Added Composite**. The **growth index** evaluates if there is statistical evidence that growth occurred, and the **effect size** determines if the magnitude of that growth was meaningful.

	Growth Index	Effect Size	Rating
Overall Value-Added Composite	4.66	0.11	★★★★☆

Progress Component Rating

Grade and Subject Value-Added

Grade and subject-specific Value-Added growth and effect sizes are not used to assign the **Progress Component Rating** or to assign individual measure ratings.

The tables below show the derived value-added rating based on the three-year composite growth index and effect size for each individual tested subject. They provide a helpful visual of how a district or school is performing across grades and subjects.

Test Grade	Progress			
	English Language Arts	Mathematics	Science	All Tests
All Grades	★★★★☆	★★★★☆	★★★★☆	★★★★☆
4th Grade	★★★★☆	★★★★☆	★★★★☆	★★★★☆
5th Grade	★★★★☆	★★★★☆	★★★★☆	★★★★☆
6th Grade	★★★★☆	★★★★☆	★★★★☆	★★★★☆
7th Grade	★★★★☆	★★★★☆	★★★★☆	★★★★☆
8th Grade	★★★★☆	★★★★☆	★★★★☆	★★★★☆

Test Grade	Progress							
	English II	Algebra	Geometry	Mathematics I	Mathematics II	Biology	American History	American Government
High School	★★★★☆	★★★★☆	★★★★☆	★★★★☆	★★★★☆	★★★★☆	★★★★☆	★★★★☆

- Significant evidence that the school exceeded student growth expectations by a larger magnitude
- Significant evidence that the school exceeded student growth expectations
- Evidence that the school met student growth expectations
- Significant evidence that the school fell short of student growth expectations
- Significant evidence that the school fell short of student growth expectations by a larger magnitude
- Value Added data is not available

Gap Closing – 5 Stars



Significantly exceeds state standards in closing educational gaps

Gap Closing

The Gap Closing component shows how well schools and districts are meeting the performance expectations for students in English language arts, math, and graduation. It also measures how well schools and districts are reducing chronic absenteeism, supporting English learners to increase language proficiency, identifying gifted students, and providing gifted services to those gifted students.

Please see the [Gap Closing Component Technical Document](#) for additional details on the calculation.

Annual Performance Goals

The annual performance goals are established in six areas, with the performance of specific student groups measured against the annual or long-term goals for each area. Goals are established for English language arts academic achievement and growth, Math academic achievement and growth, graduation, English learner language proficiency, chronic absenteeism, and gifted performance. Each student group has its own interim and long-term goals in English language arts, math, and graduation. Student groups with fewer than 15 students are not rated and do not appear on the graphs.

The state expectation for all areas and all student groups are to continue closing educational gaps year over year. A proportional adjustment is applied to schools and districts if their combined testing participation rate in English language arts and math does not meet or exceed 95 percent.

94.4%

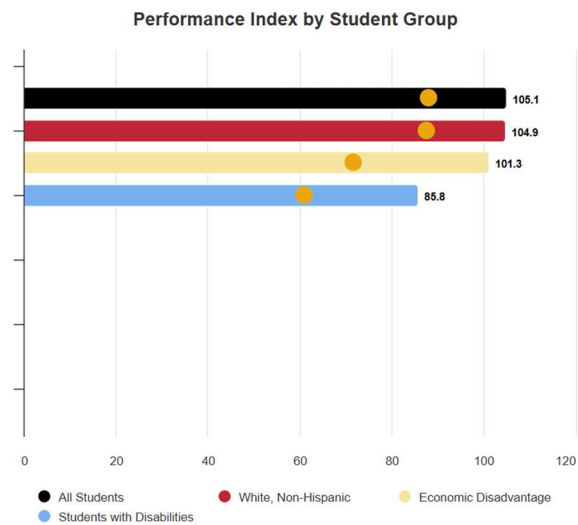
34 of a possible 36

Testing Participation Rate **100.0%**

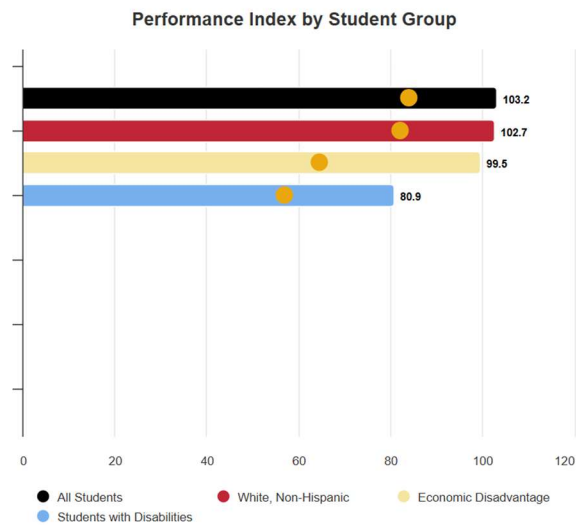
Measure/Indicator	Detail	Points Earned	Possible Points
English Language Arts Achievement	Met annual goal/individual student group level	4	4
Math Achievement	Met annual goal/individual student group level	4	4
English Language Arts Growth	Met annual goal/individual student group level	3	4
Math Growth	Met annual goal/individual student group level	3	4
Graduation	Met annual goal/individual student group level	0	0
English Learners	Meet annual goal or show improvement for prior year; English learners' performance on OELPA	0	0
Chronic Absenteeism	Met annual goal or show improvement from prior year	5	5
Gifted Performance Indicator	Gifted Progress	5	5
	Gifted Performance Index	5	5
	Gifted Identification and Services	5	5
Preliminary Points		34	
Demotion Required		No	
Final Points		34	36

Gap Closing (Continued)

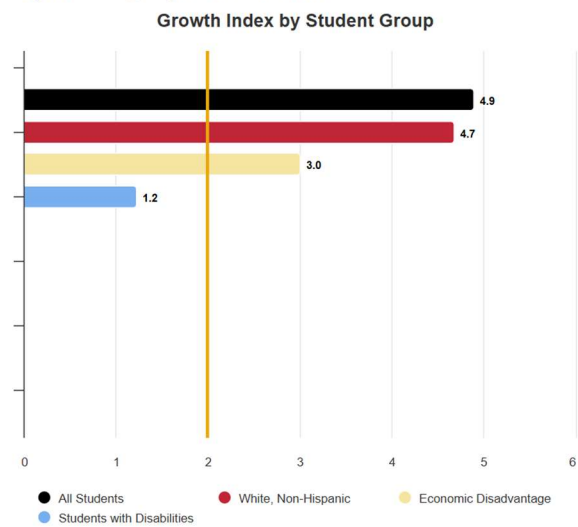
English Language Arts Achievement



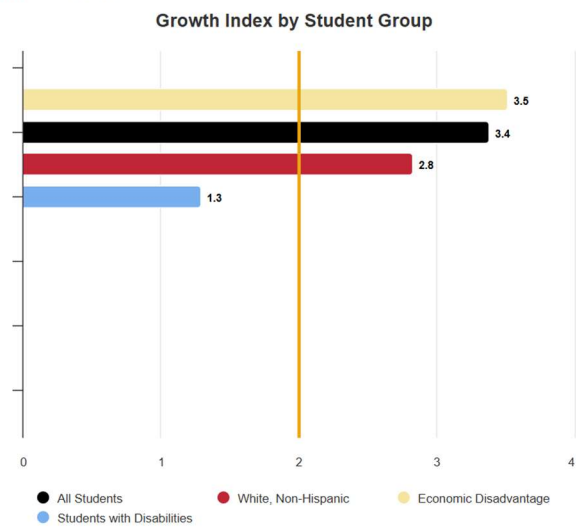
Math Achievement



English Language Arts Growth



Math Growth



Attendance

Chronic Absenteeism

9.3%

Of students were chronically absent in the 2025-2026 school year

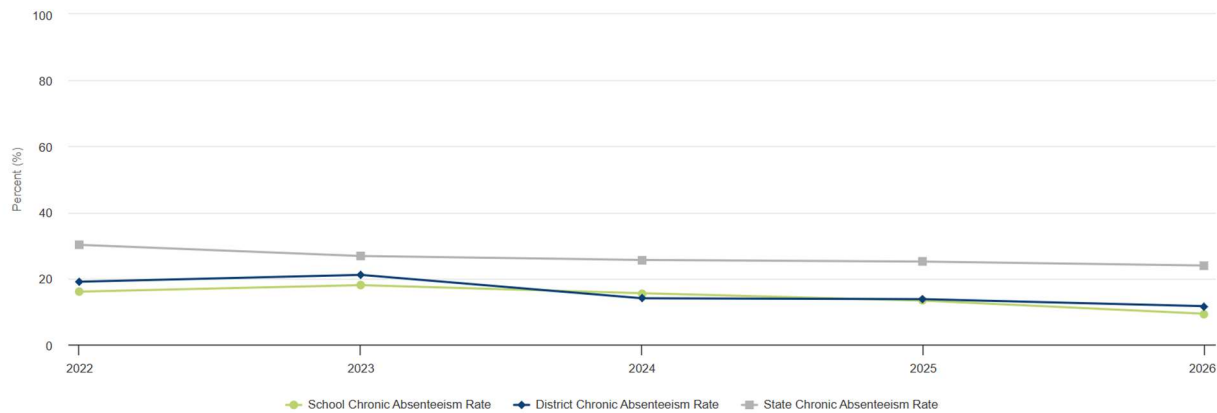
The annual performance goal for the 2025-2026 school year is 14.5%.

[View More Chronic Absenteeism Data](#)

Gifted

Value Added Rating	3 Stars
Value Added Met?	Met
Performance Index Percentage	97.7%
Performance Index Met?	Met
Identification and Service Percentage	80.8%
Identification and Service Met?	Met

	Prior Year Chronic Absenteeism Rate	Current Year Chronic Absenteeism Rate	Percentage Point Change	Percentage Change
Chronic Absenteeism Improvement	13.3%	9.3%	▼ 4.0	▼ 30.1%



Gifted

Gifted Performance Overview

The **Gifted Performance Indicator** includes three elements: **Gifted Performance Index**, **Gifted Progress**, and **Gifted Identification and Service**. Points are awarded separately per element; they contribute 5 points to the Gap Closing Component Rating when they are met, and 0 points when they are not met. If an element cannot be calculated, it does not factor into the Gap Closing Component Rating.

Gifted Performance Index

	Gifted Performance Index	Maximum Gifted Performance Index	Gifted Performance Index Percentage	Gifted Performance Index Percentage Goal	Gifted Performance Index Met?
Gifted Performance Index	119.082	121.945	97.7%	97.5%	

Gifted Progress

	Gifted Progress	Gifted Progress Goal	Gifted Progress Met?
Gifted Progress	3 Stars	3 Stars	

Gifted Identification and Service

	Identification and Service Points Earned	Identification and Service Points Possible	Identification and Service Percentage	Identification and Service Percentage Goal	Identification and Service Met?
Gifted Identification and Service	101	125	80.8%	80%	

Gifted Performance Index

The **Gifted Performance Index Score** follows the same calculation rules as the regular Performance Index Score, but it only includes tests for students who are identified as gifted when the tested area matches the student's area of gifted identification. All tests taken by students identified with superior cognitive abilities are included regardless of test subject.

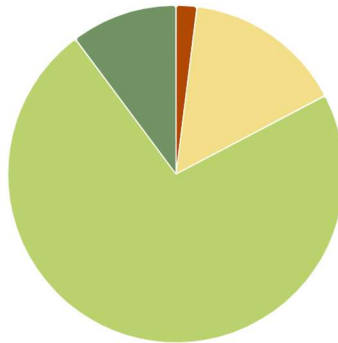
Testing is required by state and federal law. If a student fails to test, districts and schools should report the appropriate **Score Not Reported** reason. If the student fails to test because of parent or student refusal, they will be considered "Untested". Please see the [Achievement Component Technical Documentation](#) for the full list of **Score Not Reported** reasons and their impact on the Performance Index.

97.7%

119.1 of a possible 121.9

Achievement Level	Pct of Students		Points for this Level		Points Received
Advanced Plus	10.2	X	1.3	=	13.3
Advanced	72.4	X	1.2	=	86.9
Accomplished	15.3	X	1.1	=	16.8
Proficient	2.0	X	1.0	=	2.0
Basic	0.0	X	0.6	=	0.0
Limited	0.0	X	0.3	=	0.0
Untested	0.0	X	0.0	=	0.0

119.1



Untested
Limited
Basic
Proficient
Accomplished
Advanced
Advanced Plus

Gifted Identification and Services

The **Gifted Identification and Service** element awards points based on the percentage of students that are identified as gifted and the percentage of those gifted students that receive gifted services.

80.8%

101 of a possible 125

Gifted Identification

	Percentage of Students Identified	Points Earned	Possible Points
Superior Cognitive and Specific Academic Ability			
All Grades	21.3%	30	30
Creative Thinking and Visual or Performing Arts			
All Grades	2.8%	3	5

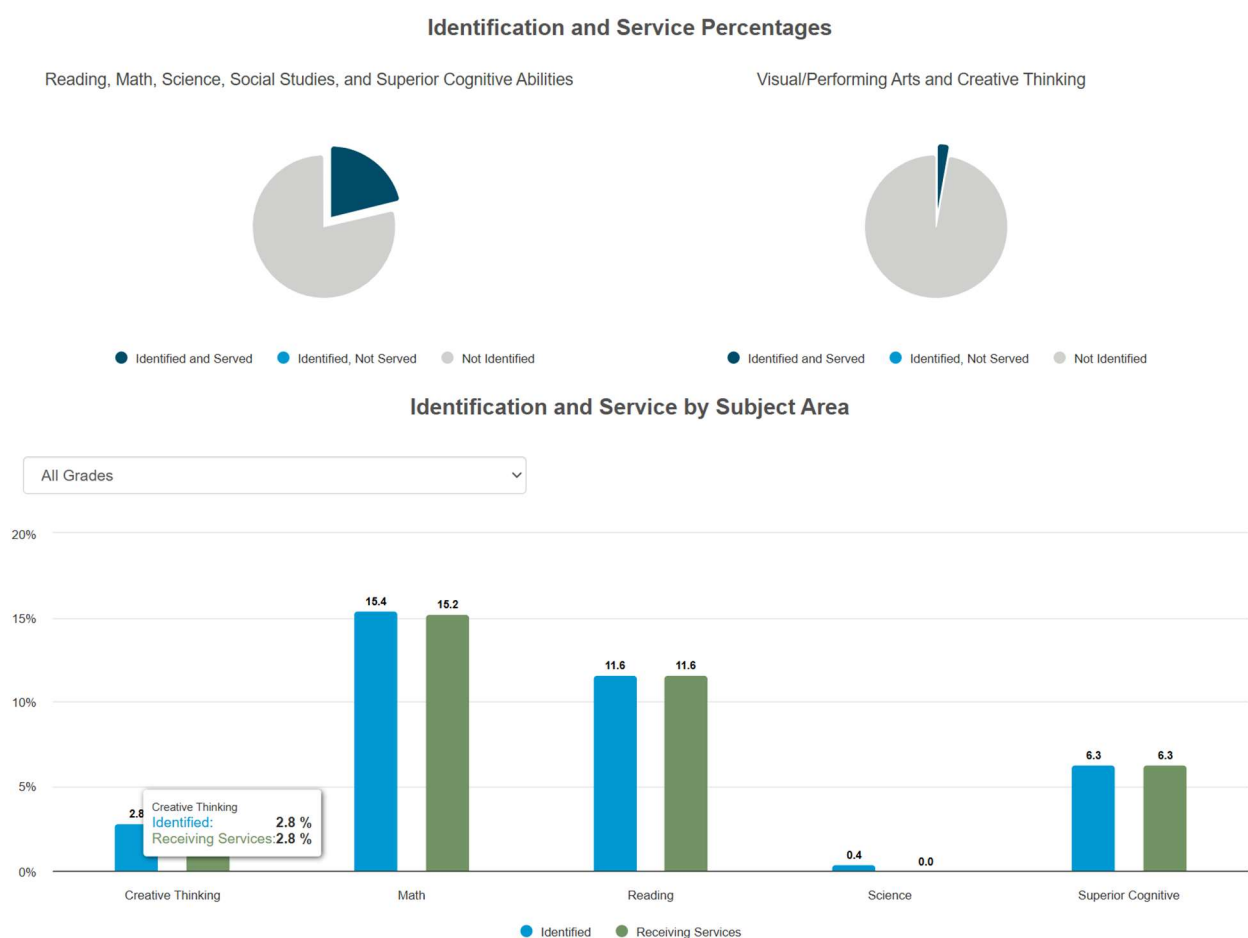
Gifted Services

	Percentage of Gifted Students Receiving Services	Points Earned	Possible Points
Superior Cognitive and Specific Academic Ability			
All Grades	99.1%	40	40
Creative Thinking and Visual or Performing Arts			
All Grades	NC	NC	NC

Gifted Representation Index

	Representation Index	Points Earned	Possible Points
Economic Disadvantage			
Identification Representation Index	0.75	16	20
Services Representation Index	0.73	8	10
Underrepresented Minority			
Identification Representation Index	0.44	4	20
Services Representation Index	NC	NC	NC

Gifted Identification and Service Percentages



PBIS

Positive Behavior Intervention

Has the school implemented a positive behavior intervention and support framework in compliance with [Ohio Revised Code](#)? **Yes**