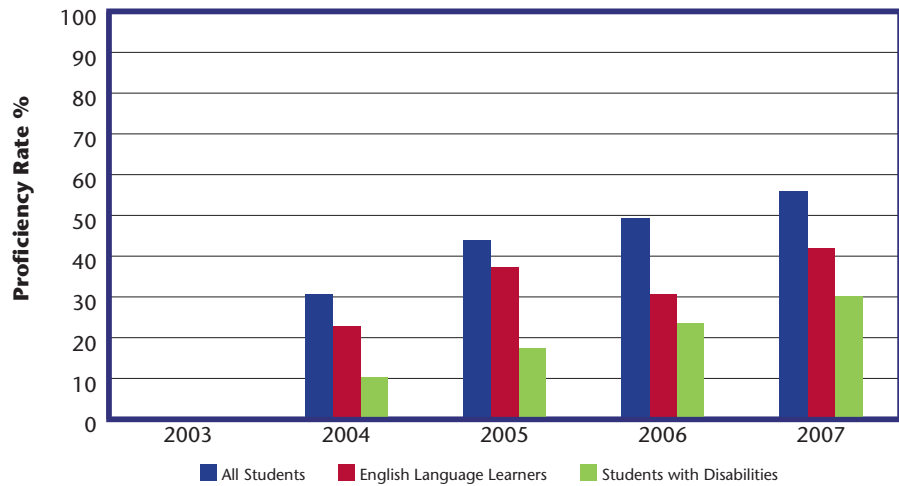


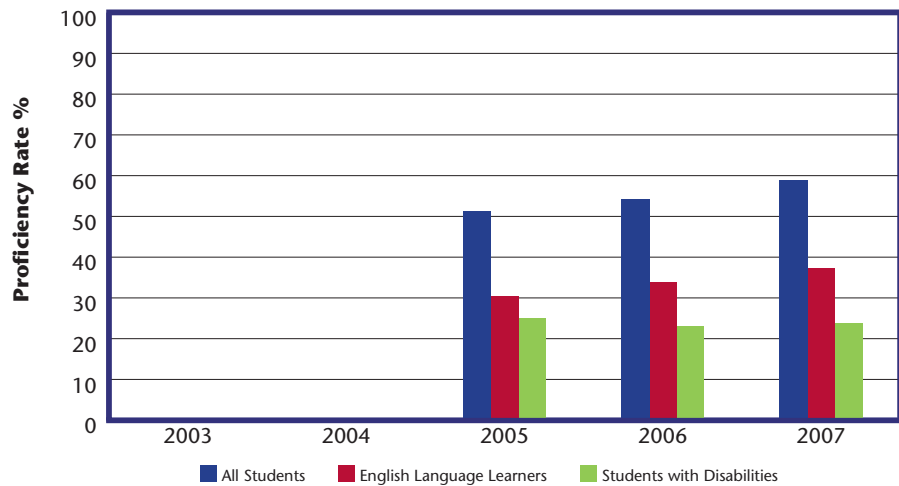
Reading First State Profile: ARIZONA



Reading First: Grade 3 Fluency Data (Cohort 1)



Reading First: Grade 3 Comprehension Data (Cohort 1)



Fluency Assessments

Grade	Assessment	Subtest	Benchmark	LEA Gains*
Grade 1	DIBELS	Oral Reading Fluency	40 WPM	95.2%
Grade 2	DIBELS	Oral Reading Fluency	90 WPM	100.0%
Grade 3	DIBELS	Oral Reading Fluency	110 WPM	100.0%

Comprehension Assessments

Grade	Assessment	Subtest	Benchmark	LEA Gains*
Grade 1	N/A	N/A	N/A	N/A
Grade 2	TerraNova	Reading	40th %ile	N/A
Grade 3	AZ Instrument to Measure Standards	N/A	Scale \geq 431	N/A

Source: Annual Performance Report. These graphs represent the data that the state provided. Proficiency rates where the number of students tested is 10 or fewer or where the proficiency rate is 0% or 100% are not shown. In some instances, data were not provided by the state.

* LEA Gains indicates the percentage of LEAs that showed a gain of at least 5 percentage points from the state's first year of implementation to 2007.

Reading First State Profile: **ARIZONA**

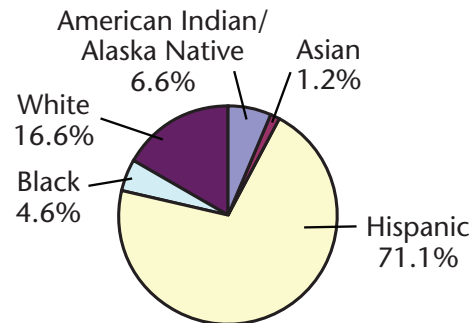


Reading First Participation

2006–2007: 53,603 students

Funded Districts and Schools		
Year	Districts	Schools
2003	N/A	N/A
2004	26	64
2005	31	73
2006	31	72
2007	64	147

Reading First Students by Race/Ethnicity



Sources: Annual Performance Report and Common Core of Data. Actual 2006–2007 participation data are not available. Enrollment figures are estimated based on 2005–2006 CCD data for students enrolled in grades K–3 in Reading First Schools for 2006–2007.

Online Resources

State Reading First Website
<http://www.ade.az.gov/azreads/reading1st/>

Annual Performance Report Data
<http://www.ed.gov/programs/readingfirst/data.html>

Reading First Awards Database
<http://readingfirstdataonline.org>

2007 State Evaluation Report
<http://www.ed.gov/programs/readingfirst/evaluationreports/index.html>

Selected State Evaluation Findings

- Students who were continuously enrolled in the Reading First program from kindergarten through third grade were significantly more likely to pass AIMS than were students who were not in the Reading First program for all four years. Also the continuously enrolled group performed significantly better than did those Reading First students in third grade in Cohort 1 schools who had less than four years of Reading First.
- Fifty-nine percent of students from Cohort 1 schools (regardless of the number of years at the school) passed AIMS in 2007, an increase of 5 percentage points from the previous year.

Source: Arizona Prevention Resource Center at Arizona State University and the Northwest Regional Educational Laboratory

Total Reading First Allocation

- Total state funding to date: **\$142,690,678**
- Amount of Yearly Funding

2008		\$8,707,881
2007		\$24,956,930
2006		\$25,006,018
2005		\$24,453,648
2004		\$23,242,518
2003		\$18,034,779
2002		\$18,288,904

Source: U.S. Department of Education Budget Service