

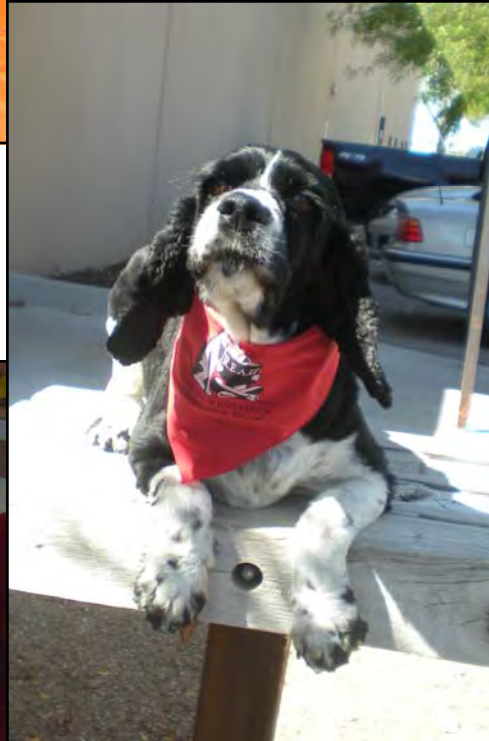


**TALES of  
J  Y  
R.E.A.D.®  
Program**



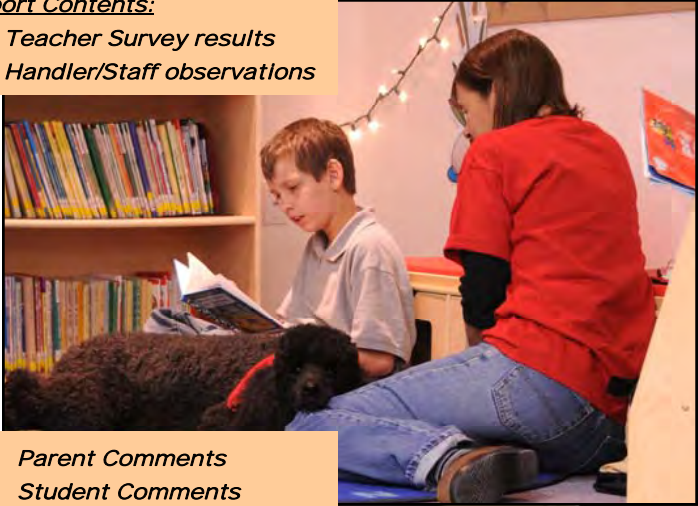
**Annual Data  
Report**

**School Year  
2011—2012**

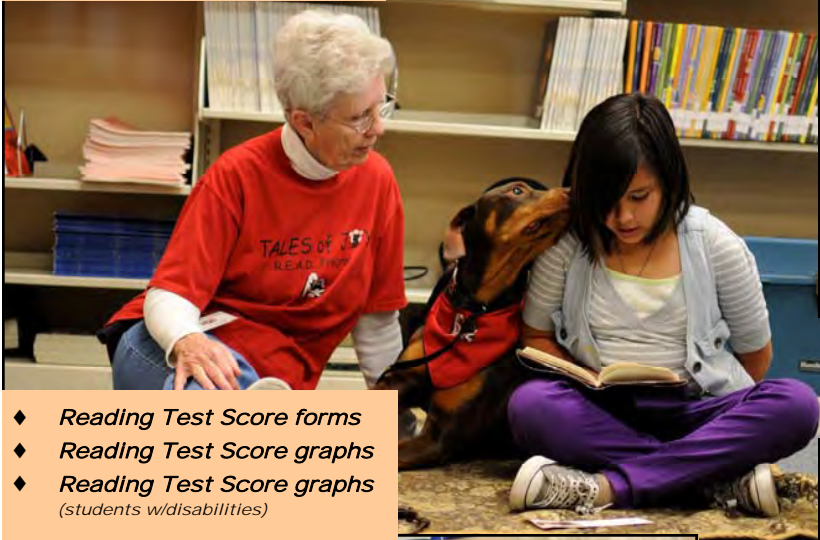


**Report Contents:**

- ◆ *Teacher Survey results*
- ◆ *Handler/Staff observations*



- ◆ *Parent Comments*
- ◆ *Student Comments*

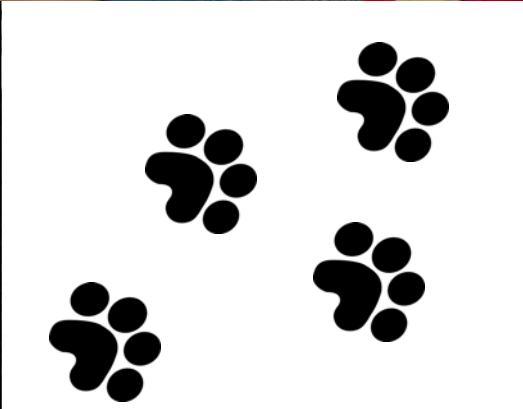
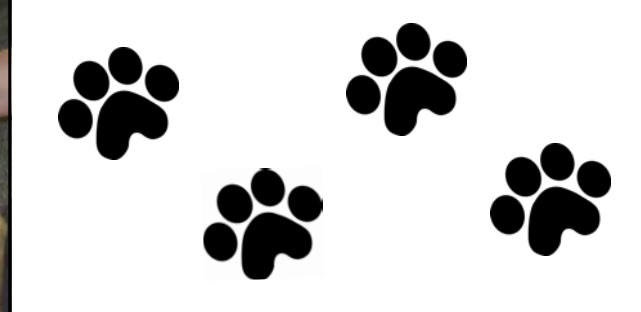
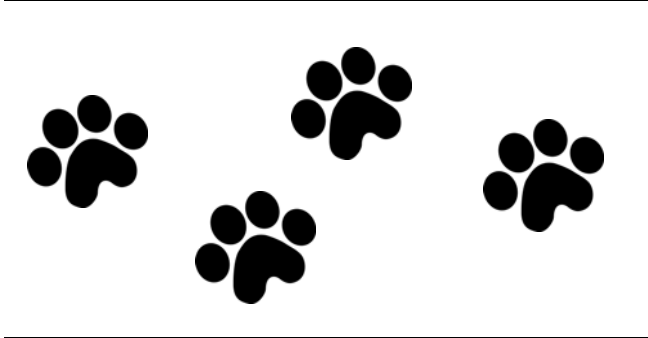


- ◆ *Reading Test Score forms*
- ◆ *Reading Test Score graphs*
- ◆ *Reading Test Score graphs (students w/disabilities)*





# Teams in Action!





## TALES of JOY R.E.A.D.® Program

**To:** Dr. V. Sue Cleveland, Superintendent of Schools

**Date:** June 6, 2012

**From:** Theresa McKinney, Coordinator of Tales of Joy R.E.A.D.® Program

**RE:** Tales of Joy R.E.A.D.® Program data results SY 11 - 12

**cc:** Carl Leppelman, Richard Bruce, Elizabeth Jacome, Jolene Reed, Jerry Reeder, BJ Hartford, Elementary Principals, teachers in program

Our Tales of Joy R.E.A.D.® program has just completed the sixth full year of implementation with great results!

We had 17 (of 21) registered Tales of Joy R.E.A.D.® teams at 8 elementary schools; Colinas del Norte, Enchanted Hills, Ernest Stapleton, Martin Luther King, Jr., Puesta del Sol, Rio Rancho, Sandia Vista and Vista Grande.

There were a total of 83 students (14 students' w/disabilities) grades K – 5 that received “one on one” weekly reading intervention [no reported data for 8 students]. Twenty-eight teachers requested a Tales of Joy R.E.A.D.® team to work with students in their classroom; and we have a waiting list of 4 teachers!

Each Tales of Joy R.E.A.D.® team worked with each student for a minimum ½ hour per week for approximately 34 weeks, for a total of at least 17.0 hours of “one on one” reading support/intervention per student. Some students with disabilities worked for 20 minutes per session.

Attached you will find:

1. Tales of Joy R.E.A.D.® Teacher Survey summary
2. Handler/Staff Comment/observation summary
3. Parent Comment/observation summary
4. Student Comment/observation summary
5. Individual Teacher Student Reading Test Score forms
6. Summative Reading score graphs, Regular Ed students (beige)
7. Summative Reading score graphs, Students w/Disabilities (yellow)

The attached graphs show the beginning/ middle/end of year reading scores; using either the DRA (Developmental Reading Assessment) or the NWEA MAP (Measure Academic Progress) computerized assessment. As you can see the results are very positive!

The reading test results, survey and comments are very positive regarding the quantitative and qualitative benefits of our Tales of Joy R.E.A.D.® teams working with the students.

Looking ahead to Fall 2012 we have a total of 21 registered teams and will be adding 6 NEW registered teams this summer! Three will begin their R.E.A.D.® introduction sessions this summer; while the others complete their Therapy Dogs, Inc. process and begin in the Fall. There are 3 teams that are district staff: District Autism Specialist; Site Specialist at Ernest Stapleton and Coordinator of Tales of Joy R.E.A.D.® Program (a new District position as of January 2012!).

We currently have an elementary school administrator and several teachers that have their dogs/puppies in training classes with the end goal to become a registered Therapy team and member of our Tales of Joy R.E.A.D.® program. As always we will continue to educate the public and staff about our program in hopes to recruit more Tales of Joy R.E.A.D.® teams!

Various team members are actively involved in community service projects as well:

1. Weekly visits to local nursing homes
2. Monthly visits to the new RUST Medical Center on Unser Blvd

3. Summer weekly Tales of Joy R.E.A.D.® program at Barnes & Noble Book store for June & July
4. Year round monthly Tales of Joy R.E.A.D.® program at Loma Colorado Library in Rio Rancho
5. Year round monthly Tales of Joy R.E.A.D.® program at Esther Bone Branch Library in Rio Rancho
6. B.A.R.K. (Be Aware Responsible & Kind) “Dog Safety” programs at several of our S.A.F.E. After School program sites
7. Participate in the annual Reader’s Café, RRPS
8. Booth at the local “Funday is Sunday” event
9. Booth at the local “Bark In the Park” event

Our “sister” Tales of Joy R.E.A.D.® program in Cuba is very active and doing wonderful things for the local community! Ms. Barron and her two dogs worked this past year in the local library in Cuba. They also participate in our local library programs as often as they can on Saturdays.

Our second “sister” Tales of Joy R.E.A.D.® program in Bernalillo Middle school was very successful the past school year! Two of our teams from Placitas do a wonderful job with the Native American students in Bernalillo. We welcome their commitment and dedication to their local community and children.

A third “sister” program with one of our Tales of Joy R.E.A.D. ® teams volunteering at a Charter school in Albuquerque has also seen very positive results with their students.

The Tales of Joy R.E.A.D.® program teams are doing wonderful things within our community and for the students of New Mexico! “Paw” through our website: [www.TalesofJoyRead.com](http://www.TalesofJoyRead.com) for more information. NEW . . . we now have a page on RRPS website [www.rrps.net](http://www.rrps.net) under Departments – Instructional Programs/School Profiles then scroll down to Tales of Joy R.E.A.D.® Program.

Thank you again for your support of this program and commitment to Student Excellence!!

Enclosures (7)

# TALES of JOY R.E.A.D. Program Teacher Survey

## September 2011 - May 2012

Completed by 23 Teachers; \_\_\_ Classroom Educational Assistants; \_\_\_ Other staff

**H = Handler**

**D = Dog**

1. Would you rate your experience working with a TALES of JOY R.E.A.D.® team this year as positive?

**A. Yes**

**B. No**

23

Very Positive!

If no, why not?

2. Do you intend on requesting a TALES of JOY R.E.A.D.® team to work with your class again next year?

**A. Yes**

**B. No**

22

Yes, Please!

1

If no, why not?

> I am retiring at the end of the school year.

3. What changes in student reading levels were you able to observe and document?

> Both students working with **H** and **D** showed gains in reading this year. One student in particular made great gains, he started out at a first grade level and is now reading at 3rd grade level.

> My students became more confident in their reading abilities. They also learned to enjoy reading aloud for others during this program. My students self esteem definitely seemed to increase over the course of this program.

> Confidence and wanting to re-read books.

> One of my students jumped 5 levels in reading this year!

> When the students were picked to read with **D** they were very excited. They loved going to reading and this allowed them to get much needed practice.

> All my students grew in reading. Two moved up 4 levels in DRA.

> My students were more eager to volunteer in the classroom reading activities as a result of reading with **H** and **D**.

> Both of the students in my classroom that participated in the program showed growth in reading skills. One of the students that participated in the program has a unique disability that interferes with her oral reading fluency. I believe the program had significant impact on her oral fluency skills by providing a safe setting for her to practice reading aloud.

The program also provides feedback to the student on reading errors as they occur. This instant feedback is critical to help struggling readers to improve their decoding skills.

> The constant use of strategies and confidence in fluency.

> Their reading and writing skills improved.

> Their confidence in reading grew. The fluency and mood in their reading improved.

> +14 increase - the program built his confidence as a reader

## TALES of JOY R.E.A.D. Program Teacher Survey September 2011 - May 2012

+14 increase - the program helped her realize she can comprehend  
+13 increase - the program kept her working hard to meet her goal  
0 no growth - the program had no impact with this student but she struggled with attention  
+2 increase - slight improvement she needed more effort and she wasn't excited about participating

- > All three students made progress. Fluency and comprehension improved.
- > Both students met their yearly reading growth targets. They also increased in DRA level.
- > Both students reading levels increased throughout the year.
- > The students are more enthusiastic about reading. They are confident when they read out loud, as a result they have made improvements in their fluency and reading abilities.
- > All of my students showed growth in reading. For one student, who is non verbal, he did increase his sight word recognition. For another student, the use of visual supports increased his comprehension. My third student showed significant growth.
- > I was able to see more confidence with the students, reading levels increased by at least 2 levels for most. Students also became more fluent in their reading.
- > Our three students participating in the Tale of Joy R.E.A.D. program made the following gains in the reading levels:  
student 1 - baseline DRA level 3 - end of the year DRA level 6  
student 2 - baseline DRA level 1 - end of the year DRA level 4  
student 3 - baseline DRA level 2 - end of the year DRA level 3  
Students 1 & 3 are on IEP's for specific learning disabilities in the areas of reading. Student 2 is being retained.
- > The students were much more confident in their reading and had a positive experience when reading with **D**.
- > Both of my students made progress to the next level.
- > My students are special education students and are not eligible for most additional programs offered at school. They love reading to the dog and are more motivated as it is reading with someone who is giving them one on one attention. The Handler was wonderful at asking what they needed to work on.

4. What changes did you observe in your students eagerness to start a reading activity as a result of this program?

- > Both students were very eager to read each week with **H** and **D**. They would always have something prepared for reading with them. They also seemed to have a better attitude about reading in general.
- > All the students really enjoyed going to read with **D**. They seemed to work harder in the classroom so they could share their reading gains during their Tales of Joy reading sessions. They would always look forward to Wednesday and seeing **D**.
- > If **D** is here they are motivated!
- > One of my students who is on a behavior management IEP received positive results from participating in this program.



## TALES of JOY R.E.A.D. Program Teacher Survey September 2011 - May 2012

- > The students are now very eager to practice reading independently and they are always asking for new books.
- > My kiddos love learning new books to read to **D**.
- > They were more confident and more willing to read with their peers at the end of the school year.
- > I saw no change in their eagerness to participate in a reading activity. Both of the students that participated in the program are students that enjoy reading, but had not achieved grade level reading skills. They were not selected for the program because they were reluctant readers. They were selected because of individual needs related to reading aloud in a safe and supportive setting.
- > They were motivated and always wanting to read.
- > More self-confidence in the students.
- > They loved reading more, especially with **D**.
- > One of the students made an effort to read more and challenged himself. Another student set personal goals to improve.
- > All three enjoyed the time they spent with **D**. They all read nightly a leveled book and brought it back for a new one.
- > They seemed less reluctant to read.
- > Students were eager to read in preparation for being able to read to **D**.
- > The student is more confident in reading out loud and enjoys re-reading books that have been read during TOJ.
- > Their confidence in reading went up. They were excited to pick their new book to read to the dog. This was highly motivating.
- > The students were eager to read. When **H** and **D** could come in, they would all want to work with her. The students enjoyed reading and always wanted to know where the "dog" was. The students also enjoyed reading in the class as well.
- > These three students have shown an increased confidence when beginning a reading activity and most especially when they have had the opportunity to read with **D**! They are more willing to take a chance in the classroom, not only in reading but in their overall behaviors in class.
- > The students wanted to practice their books for Fridays reading time and were excited to read!
- > One student really needs the extra attention she receives because her family life is so difficult. It's more than a time to read, it's a time to be accepted and loved by **H** and **D**.
- > More confidence.

5. Were you able to see any other positive benefits in your students behaviors, social skills, communication skills or overall well being?

- > One of the students in the program has had a pretty rough home life and I think the time he spent with **H** and **D** was a very special time for him. His favorite books are always about animals and I think he really felt safe and happy with **H** and **D**.
- > My students have shown more confidence in their reading abilities, such as reading aloud to small and large groups. They seem to enjoy visitors in our classroom and love talking to others about their experiences with Tales of Joy.

## TALES of JOY R.E.A.D. Program Teacher Survey September 2011 - May 2012

> Social skills = a student with speech concerns would talk to **D** - student not always willing to talk to peers or adults.

> The student to whom I referred in question #4 has made positive gains because **D** and **H** were not judgmental, the experience was fun for my student, and **D** gave him unconditional love!

> Yes, students were very proud to be chosen and they would work harder in class when they knew they were going to get a visit from a dog.

> They would work hard to get time to read.

> They were more accepted by peers who thought the dog was cool. : )

> I did not directly observe any other behaviors that I can attribute to the Tales of Joy R.E.A.D. program.

> Confidence and motivation to read.

> On the days the three girls went to TOJ, their behavior improved. Thanks for working with them!

> The TOJ gave the students a positive attitude to reading and wanted to do it more.

> The one student who challenged himself often expressed happiness by facial smiles and through excitement in his voice.

> Gave all three some needed 1 on 1 time. Taught them to respect **D** and other dogs.

> Adult and animal relationships.

> Both girls who read with **D** this year have troublesome home lives. Reading to **D** gave them something to look forward to during the week. They were always excited to read with **D** and felt special. When **D** missed a week, they would ask me where she was. **D** was a positive part of the girls lives. It might have been the only time they practiced reading books outside of the classroom.

> The students are just more out going and feel special that they get to read with a dog. It helps make their week special for them and gives them something to look forward to.

> My students knew they had to stay on task in order to participate. They always showed patience while other students read to the dog. They took turns and listened. My students knew **H** would ask them questions about the story even if they were not reading. It was a great motivator for one student to transition into my room.

> Students loved to go with **H** and **D**. They would always talk about what they did and this helped them to become more social. They also became more willing to read in class and were able to fluently read passages that they have read already.

> At the beginning of the year, one of the students was asked if he would like to participate in reading once a week with **D** & **H**. He politely declined and another student was set-up to read. Mid-year that student was withdrawn from school. I asked the 1st student if he'd like to reconsider reading with **D** & he jumped at the opportunity! He couldn't wait to read with **D**.

I suspect that over the months he realized that reading with **H** & **D** was an opportunity he couldn't refuse.

Our 1st grade student was incredibly shy. She has blossomed into a very talkative and social little girl. Her eyes sparkle when she sees **D** come to the classroom.

Each of our readers display a lot of pride in being a reading buddy to **D**. They are proud to be associated with **D** and recognize their relationship with both **D** and **H** is a special one. I would predict all three readers will look back on these days as some of their very best learning-to-read opportunities.

## TALES of JOY R.E.A.D. Program Teacher Survey September 2011 - May 2012

- > They were excited to see **D**, their social skills improved with peers.
- > Yes, as my students gain confidence in reading, they are gaining confidence in themselves and not afraid to experiment more in writing or attempting to read other things besides just the leveled reader.
- > My student that started at a DRA 6 was walking around the room reading jokes out of a joke book to other students. He gained so much confidence and was more outgoing. They all raised their hands more and were not afraid to share.

6. Would you consider the TALES of JOY R.E.A.D.® Program a viable literacy intervention?

**A. Yes**

22

**B. No**

1

7. General Comments:

- > I have had **H** and **D** working with students in my class now for 5 years. They are very special to me and have been for all of my students. I feel that this is a fabulous program for children and very beneficial for their reading development.
- > The power of unconditional love that dogs offer is priceless!
- > I hope that **D** and **H** can participate with me next year!
- > I really love the program and the fact that the children who need the extra support are excited about reading.
- > Love the program and the team my class works with.
- > Thank you so much for your time this year.
- > I think the program is a wonderful way to provide students with motivation and positive reinforcement as they practice their reading skills. It supports the reading interventions that are taking place in the child's instructional setting. I consider the program a viable intervention for increasing positive social and verbal interactions within the school and classroom setting while the student is engaged in a reading activity.
- > Unfortunately, our TOJ volunteer had to stop working with us due to her work/family. We really enjoyed working with **H** and **D** and our Site Specialist and her dog have been great with one student.
- > Wish we had more time to do it.
- > I've loved my time with **H** and **D** and I'll miss them. Thanks for being part of my team.
- > It was great to see the students make "unusual" friendships (i.e.. out of their grade).
- > Even though I did not have a classroom of students this year **H** and **D** were very flexible and willing to work with the students I referred. Eventually **H** took over the responsibility of coordinating reading times with the general education teachers. The two girls **D** read with are both receiving TIER II or III interventions and I consider **H** and **D** another piece of those interventions. Next year I am back in the classroom and would like to continue to work with **H** and **D** again.
- > This was an enjoyable experience for all of us. I will participate again.

## TALES of JOY R.E.A.D. Program Teacher Survey September 2011 - May 2012

> We loved working with **H** and **D**! They are a wonderful pair and always bring a smile and joy to both myself and the students. She is very caring and is always willing to work around time changes!

> While we always hope for the growth in reading that most of our students are able to achieve, we've learned that it's not always possible for everyone. It would be wonderful if our data showed substantial growth and that our Tales of Joy R.E.A.D. students were reading at a proficient level. Fortunately, **D** doesn't mind that his buddies aren't proficient readers. He's perfectly content to listen to their reading even though it's not perfect or proficient. He's comfortable to just relax, sit/lie down, and listen to reading with mistakes, miscues and errors. How wonderful for these readers to have a buddy to read with that won't correct every mistake, or ask them to 'sound it out', or ask if it makes sense, and so on, and so on.

I'm thrilled that we are living in a time when dogs are finally and truly being recognized and treated as man's best friend. We've a long way to go but the gains have been good.

Not only are our canine companions man's best friend, but thanks to the Tales of Joy R.E.A.D. program, they are becoming a struggling reader's best friend!

> Definitely! In fact, one of my students, who read with **D** last year, just went up 22+ points in reading!! He was beaming with pride!

> Love the Program!

*(Continue on back if needed)*

## Tales of Joy R.E.A.D.® Program 2011 – 2012

Observations and comments from Handlers:

(no student or dog names)

- ❖ One of my students said she loves reading more now because of the Tales of Joy R.E.A.D.®. She now reads to her dog at home.
  
- ❖ A note to the teacher: I just wanted to drop you a note and tell you about my visit with our “special student” last week at the school. *Student* and *Dog* and I walked to the pod to have our usual reading session. I had brought a book that *Dog* and I use at the library sometimes for all the kids to read since it was our last visit. I asked *Student* if he wanted to make a card (which is our normal routine) with a new word or the title of the book on it. He said that he did want to make a card but, “I want to make a card for *Dog*.” He wrote her the nicest note and thanked her for coming to the school every week and signed his name and “I Love You”. Those are the moments that make this all worthwhile. It is our hope that we made a difference for your student this year. I hope you have a great summer. You deserve it and thanks for allowing us to work with you the past two years.
  
- ❖ One of the students who read to *Dog* and me this year is a selective mute. She speaks at home but generally does not speak in public places. On the first day we visited the school, *Student’s* teacher introduced her to *Dog* and me, told *Student* that her parents wanted her to read out loud to *Dog*, and said they would be very pleased if she did. Although *Student* was nervous that first day, she read to *Dog* without a problem and has continued reading out loud ever since. Each time we meet, *Student’s* teacher sends reading activities that reinforce work done in class. Sometime the activities have questions that require answers. One day, we took turns reading the questions. I told *Student* that she didn’t have to tell me the answers but that she could talk to *Dog*. It worked for the first two questions, and then she gave me a look that said she knew what I was doing. Another day while *Student* was reading, *Dog* was watching a class of younger students who were in the media center. I took *Dog’s* nose, pointed it toward *Student*, and said “Pay attention.” *Student* thought that was funny and giggled. Because she refused to be recorded reading a story on a tape recorder at home, her teacher asked if I would try to record *Student*. The next time we met, I asked the teacher to send *Student* last instead of first. I told each girl that I thought it would be fun for her to hear what she sounded like and recorded the first student reading the lesson. Next, when *Student* came to us, I played the first girl’s recording for her and let her know I’d be recording her lesson the same way. There was no hesitation on her part. She recorded the story, and I gave the recording to her teacher who said it was the first time that she had heard *Student’s* voice.

I talk to *Student* like I talk to my other students, and she usually nods her head, points to something in a book we are reading, or remains quiet. Sometimes at the end of a lesson I'll ask her if she'd like *Dog* and me to walk back to the classroom with her. She always nods "yes."

- ❖ When *Student* got ready to leave, I gave her two dog treats, told her to stand in front of *Dog* holding the treats in a fist so *Dog* couldn't see them, and told her to tell *Dog* "easy" and give her one. *Student* told *Dog* "easy" in a very quiet voice and then repeated the action. I am so pleased each time *Student* responds to something particularly laughing when she thinks something is funny. I think she is comfortable with *Dog* and me and likes to come to read to us.

Observations and comments from Handlers (*Sister program in Bernalillo*):  
(no student or dog names)

- ❖ January 2012 – *Dog* was great with the students again and School coordinator told us how the kids really look forward to his visits. One of the students arrived to school early because he was so eager to meet *Dog*. We've averaged about five students per hour visit on our three visits to date. According to School coordinator, one of the young girls who is normally extremely quiet was very excited and talkative with her on their walk over to the library to read to *Dog*. Another student who apparently has never checked a book out of the library checked out the book that he began reading to *Dog* after his session. School coordinator seems to keep getting surprised by the reaction of the students. There was also a tribal liaison from the Santa Domingo pueblo at yesterday's session to observe the performance of a young Native American girl (the same one who is so quiet). He appeared to be very pleased with what he observed and congratulated her in both English and then her native language. She seems a perfect student for this type of program. Although she is still reading lower level materials, she has gotten better each session and School coordinator told us that she has been scoring 100% on her reading comprehension when she goes back to the class.
- ❖ May 2012 – Thought that I would update you on *Dog's* activities for the past six months. Although we took him to The Woodmark (assisted living facility in Albuquerque) a couple of times and to Walter Reed National Military Medical Center in Bethesda, MD during our recent road trip with him, most of his time has been spent doing work under the R.E.A.D.® program at Bernalillo Middle School. School coordinator just notified us that her contract for this school year has ended so we won't be going again this year but hope to start up again next year. *Dog* went to the middle school a total of 17 times since the middle of last November and sat with about 10 to 12 students in total (about 6 were regulars throughout this time). Our sessions were very informal and were geared more towards either encouraging some of the kids to want to read or rewarding those who had done well in class. Part of the problem was that most of these kids were troubled in some way. One of the young girls who was showing an amazing amount of improvement in both her reading and personal confidence moved out of state a couple of month ago. Another young boy

who came several times, looked forward to coming and was doing very well (English was a second language for him) was suspended from school. One interesting thing that we learned in our last session was that one of the young boys who was most in need of help in reading (and who loved **Dog**) was actually from out of the country and English was a second language for him too. Makes you wonder if that is part of his problem learning to read in English (especially since he seems to do very well in math).

#### Observations and comments from School librarian:

*(no student or dog names)*

- ❁ I just wanted to let you know that I have so enjoyed having the Tales of Joy program in the library this year. I have seen children bloom when they read to the dogs! We have one little boy who never smiles and he just beams when he comes in to read with **Dog**! He is verbal and excited about reading and seems like an entirely different kid when he is with his pal! I am so grateful that we are lucky enough to have two dogs come in and help our students! Thanks for a great program.

#### Observation and comments from Staff that utilize their dog in both their job capacity and Tales of Joy R.E.A.D.® program:

- ❁ Cindy Van Meter, M.A., CCC-CLP, Autism Specialist and her dog Cassie – Cassie doesn't work daily by any means. She works Friday mornings at Desert Pathways letting staff and students say hi to her and getting to claim her as their own. She then goes to Sandia Vista elementary more as a Tales of Joy R.E.A.D.® dog than anything, as I take her at the end of the day with Jerry's permission. The kids at SVE (all on the autism spectrum) have really improved their reading skills thanks to great teachers and getting to practice reading to Cassie on Fridays. One little guy that is pretty much non-verbal is now reading to Cassie. I think he really looks forward to her listening to him. What a thrill for us too! It is important to mention how much joy Cassie brings to staff when she comes in too as this is a very big part for our TOJ babies. Hopefully, our dogs make a spark in the day for the staff that is over worked and under paid!
- ❁ Theresa McKinney, Coordinator Tales of Joy R.E.A.D.® Program and her dogs Jesse & Doc Holliday – on most days I will have either dog with me at work. It is just amazing the impact of the dogs on the district office staff; the atmosphere is upbeat and happy! I will usually walk around and “visit” with coworkers and everyone gets some much needed “doggy lovin & therapy”. I recently was moved to another office outside of the main district building and for the weeks prior to my move the constant request from coworkers was . . . “you need to bring the dogs to visit!” – “we need our doggy therapy” – “don't forget us”! All of our TOJ therapy dogs have this impact on everyone that they come in contact with. When each team signs in at the school they are assigned to, the front office staff just “lights up” and comes out to pet, talk and interact with the dogs. On several occasions I have heard that it is not just the students that benefit from this program, it is the entire school staff as well! A feeling of calm, peace and happiness blankets everyone as the dogs walk by. In my

new location I have had the opportunity to walk the halls in the middle school upstairs. I have been stopped by two different students who remember Jesse from elementary school and the impact he made on their lives. One girl asked if she could pet him and then got down on her knees and gave him a big hug, nuzzled in his neck and then stood up. She looked at me and said “I needed that, I was having a bad day and now I feel really good! Thank you!” The Tales of Joy are never ending . . .

- ❁ Melissa Graff, Site Specialist Ernest Stapleton Elementary school and her dog Riley - When Riley was reading with the students, I saw more confidence and more willingness to try new/challenging books. About half way through the school year, the students we read with weekly began trying to talk me in to “just one more book” to extend their time with Riley. Riley has figured out when it is Friday and he is supposed to go to work. If there were circumstances when he couldn't go (holidays, snow days, etc.) his response is to ignore me the rest of the day even if I try playing with him or try taking him for a walk. He knows his schedule. Riley was subjected to more than one IEP meeting during the school year. I always let the parents know he was in the room and asked if that was a problem. Most of the time the parents would call him over so they could pet him during the meeting. He was always patient, quiet and unobtrusive during the meetings. For many reasons, there were three weeks in a row that we missed reading with students in February. When Riley finally got to see his kids, he laid on each one of them so they could not move away from him. Each of the students was content to lose feeling in their feet for the half hour while reading with Riley. In April, a second grade student came to school very upset. After talking with the counselor, he disclosed his grandfather had passed away the night before. The counselor asked if there was any way Riley could visit with this student. We spent about 45 minutes with this young man while he mourned his grandfather. Riley sat with his head in the student's lap and didn't move to try to get away even as the student's tears dripped onto Riley's nose. Riley has much of the staff well trained. When they stop by my office, he always has a very soggy ball ready so they can play. He will throw or kick the ball to the visitor and they usually kick it for him. Almost all of the people stopping by my office on Fridays are there to see Riley, not me. While Riley's primary purpose for going to school is to read with students, there were many times that staff members came to visit with him and commented about what a good therapy dog he is. He seems to know when it is time to bring the ball to play and when it is time to comfort someone.



## TALES of JOY R.E.A.D.® Program!

Dear Parent/guardian,

Your son/daughter has been working with one of our Tales of Joy R.E.A.D.®. therapy dogs this past school year 11 - 12. They have met on a weekly basis for a minimum of 20 minutes/maximum of 30 minutes; working on reading skills, communication skills and social skills etc.

At the end of each school year a comprehensive report is put together for Dr. Cleveland and the RRPS School Board to share the collected data and the wonderful benefits of this program for each student. No student names are given, only measurable data and staff comments.

I would like to invite you to share any comments/observations/changes you have seen in your child since participating in this program. Thank you for your support and dedication to your child's education!!

*Each 🌸 represents an individual parent response.*

**H = Handler and D = Dog**

- 🌸 I never expected my son to excel as much as he has this year. I am so happy for his advances. Since the start of the school year, his communication skills have tripled. He is able to express his feelings, request his needs, and hold a simple conversation with another person. His sentences are more complete and more understandable. He has also started to communicate with peers. I have heard him ask another child what his name is and tell them his name back. He has started to play with kids his age (a little) and I have observed him playing tag. I am so grateful to all the staff who helped my son come so far...even the dogs and pray the next school year will be just as rewarding.
- 🌸 I've noticed a little more than usual interest in reading. She read to herself a little more and a lot more to her younger sister.
- 🌸 My son loved reading to **D**. He came home every night excited to read his homework books in case he had to read them to **D**. He not only discussed reading with me he also told me all about how you are supposed to care for dogs because of **D**. I am grateful he was able to experience Tales of Joy this school year.
- 🌸 My daughter loves coming to school on Wednesday's to read with **D**. She loves him very much.
- 🌸 My daughter has dyslexia. She does not like to read because she feels embarrassed. However, she loves dogs, and is so excited when she gets to read to them. She loves it! It is the only time she will read out loud willingly. I am grateful for this program because my daughter needs this reading experience. *(Sister program in Albuquerque Charter school)*

## TALES of JOY R.E.A.D.® Program!

Dear Student,

You have been working with a Tales of Joy R.E.A.D.® program team (dog and owner) for all/portion of this school year. Each week you read aloud to your Tales of Joy R.E.A.D.® team.

If you would like to comment on this experience and how it has impacted you (reading skills, confidence levels, overall observations); we welcome your comments.

All comments are included in an end of the year Annual Data Report.

Thank you!

*Each ❀ represents an individual student response.*

**H = Handler and D = Dog**

- ❀ Every Friday a small dog named **D** comes to read with me and J\_\_\_\_ and B\_\_\_\_. After that, I walked **D** to my classroom. I go in the middle of the day. We all get to do tricks with **D**. I go before lunch starts. **D** knows lots of tricks. She is cute. I love **D**. I don't know if she is listening.
- ❀ "Look **D**, look!" showing the dog the book.
- ❀ "I love reading with **D** – I want to take him home!"
- ❀ I like the program because I like dogs and I think it was fun to read to a dog. I think dogs have good hearing. My favorite book was Clifford. I have 3 dogs. That is why I like the program.
- ❀ I liked it a lot, and I wish I could still read with **D**. I think it helped me read aloud better.
- ❀ We got to practice our reading more and helped make me a better reader.
- ❀ It made me happy and I became a better reader. I also liked reading to other people.
- ❀ It was fun reading. I would like to do this again.
- ❀ Pet him. Made reading fun!

- ❁ I thought it was fun to read because I got to do “I Spy” books. Then I like to read with **D**. It was really fun to read. After that the year is over I am sad to not read with **D**.
- ❁ I like reading to **D**.
- ❁ I love reading with **D**.
- ❁ I like Tales of Joy because it helps me learn to read and teaches me more to read and it helps me. Its fun. I bet all kids would love it. I don't have any problems with Tales of Joy. I think when I end the Tales of Joy thing I will be sad to not see **D** anymore. I don't have any bad comments about Tales of Joy because I don't think there's anything to change about it. And thank you for choosing me to read!
- ❁ It was fun reading to **D** and I liked coming to Tales of Joy. I've been in it for two years and I love animals. I had fun reading out loud to **D**.
- ❁ I could read better. Thank you.
- ❁ It helped me read and change my behavior.
- ❁ It helped me read a lot. I could read better. Thank you.
- ❁ I liked all of it. It was really fun on the first day. S\_\_\_, E\_\_\_ and I read a book together. She is nice, if **D** listened carefully we got to give her a treat. I just didn't like when **D** was licking me every time I came. But I feel bad for S\_\_\_, he didn't get kisses from **D**. Its probably because S\_\_\_ is a boy and **D** is a girl so. **D's** a good dog and a very good listener. She is just like my dog at home. Her owner is really cool, she knows what's best for us to read. Like chapter books but not “Diary of a Wimpy Kid”.
- ❁ I loved reading with **D**! I thought it made me better at reading. I think my reading level will go up and it was a fun activity. I think the reading with the dog program is great. I think it made me focus more. Also, **D** was a great dog. She was a great listener too! And I loved reading. This program was awesome! I wish we could read until the end of the school year. If I could read next year I would do it. I want to see **D** every day of my life! This was the greatest activity I ever done and that is final!!

- ❁ I liked giving stickers to **D**. I liked doing my word cards it helped me become a better reader.
- ❁ I liked to read to him and getting stickers. I think it help me become a better reader.
- ❁ I liked when we read. It helped me become a better reader.
- ❁ I love doing read because it is fun and I can learn a lot about places and I can have fun and we get prizes.
- ❁ I like to read with **D** and **H** because it is fun.
- ❁ I really like reading with **D**. He really listens to you. Hopefully I can do it again next year. It was really fun.
- ❁ It made me a little better at reading because I learned some words that I didn't know. It made reading better because it helped me learn sounds I didn't know.
- ❁ It made me feel good because I liked it. I liked it because it was really fun, it was my first time ever getting to read with a dog.
- ❁ I like reading and I like getting hugs from **D** and I like petting her.
- ❁ **D** just listens when I read. I just like to read to her. When I'm almost finished reading **D** stands up and lays in my lap.
- ❁ **D** licks me when I get to a tricky word. She is the best reading dog. I like reading with **D** and **H**!
- ❁ I think it helped me read better. I know what some of the words mean because **H** told me.
- ❁ Thank you for helping me with my reading. **H** and **D** helped me learn my "ed" endings. I liked reading with **H** and **D**.
- ❁ I love reading with **D**. **H** is very nice and helped me read better. **D** is so cute!
- ❁ I liked it because it was a fun experience for me and I love dogs and it helps me with my reading. I like taking a break from my classroom and sitting with the dog and reading and relaxing. *(Sister program in Albuquerque Charter School)*



# TALES of JOY R.E.A.D.® Program

## Student Reading Test Scores

Name of School: Martin Luther King, Jr. Elementary

Phone Number: 892-2575

Contact Person: [REDACTED]

E-Mail: [REDACTED]

Program Start Date: September 2011

Program End Date: May 2012

First Name	Grade	First Language	<u>Beginning</u>		<u>Middle</u>		<u>End of Year</u>		Testing Instrument	Comments
			<u>Test Date</u>	<u>Test Score</u>	<u>Test Date</u>	<u>Test Score</u>	<u>Test Date</u>	<u>Test Score</u>		
Student 1	K	English	NA		12/11	2	4/12	4	DRA	Proficient
Student 2	K	English	NA		12/11	3	4/12	6	DRA	Proficient
Student 3	K	English	NA		12/11	2	4/12	3	DRA	Nearing Proficient



# TALES of JOY R.E.A.D.® Program

## Student Reading Test Scores

Name of School: Ernest Stapleton Elementary

Phone Number: 891-8473

Contact Person: [REDACTED]

E-Mail: [REDACTED]

Program Start Date: September 2011

Program End Date: May 2012

First Name	Grade	First Language	<u>Beginning</u>		<u>Middle</u>		<u>End of Year</u>		Testing Instrument	Comments
			<u>Test Date</u>	<u>Test Score</u>	<u>Test Date</u>	<u>Test Score</u>	<u>Test Date</u>	<u>Test Score</u>		
Student 4	1	English	8/11	4	12/11	10	5/12	18	DRA	
Student 5	1	English	8/11	1	12/11	4	5/12	6	DRA	



# TALES of JOY R.E.A.D.® Program

## Student Reading Test Scores

Name of School: Martin Luther King, Jr. Elementary

Phone Number: 892-2575

Contact Person: [REDACTED]

E-Mail: [REDACTED]

Program Start Date: September 2011

Program End Date: May 2012

First Name	Grade	First Language	<u>Beginning</u>		<u>Middle</u>		<u>End of Year</u>		Testing Instrument	Comments
			<u>Test Date</u>	<u>Test Score</u>	<u>Test Date</u>	<u>Test Score</u>	<u>Test Date</u>	<u>Test Score</u>		
Student 6	1	English	8/11	3	2/12	8	4/12	14	DRA	
Student 7	1	English	8/11	18	2/12	24	4/12	28+	DRA	



# TALES of JOY R.E.A.D.® Program

## Student Reading Test Scores

Name of School: Puesta del Sol Elementary

Phone Number: 994-3305

Contact Person: [REDACTED]

E-Mail: [REDACTED]

Program Start Date: September 2011

Program End Date: May 2012

First Name	Grade	First Language	<u>Beginning</u>		<u>Middle</u>		<u>End of Year</u>		Testing Instrument	Comments
			<u>Test Date</u>	<u>Test Score</u>	<u>Test Date</u>	<u>Test Score</u>	<u>Test Date</u>	<u>Test Score</u>		
Student 8	1	English	8/11	3	12/11	8	5/12	10	DRA	
Student 9	1	English	8/11	12	12/11	12	5/12	20	DRA	
Student 10	1	English	8/11	12	12/11	16	5/12	30	DRA	

TALES of JOY R.E.A.D.® Program Rio Rancho, NM 87124 (505) 463-3626

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# TALES of JOY R.E.A.D.® Program

## Student Reading Test Scores

Name of School: Puesta del Sol Elementary

Phone Number: 994-3305

Contact Person: [REDACTED]

E-Mail: [REDACTED]

Program Start Date: September 2011

Program End Date: May 2012

First Name	Grade	First Language	<u>Beginning</u>		<u>Middle</u>		<u>End of Year</u>		Testing Instrument	Comments
			<u>Test Date</u>	<u>Test Score</u>	<u>Test Date</u>	<u>Test Score</u>	<u>Test Date</u>	<u>Test Score</u>		
Student 11	1	English	8/11	2	12/11	8	5/12	18	DRA	
Student 12	1	Spanish	8/11	2	12/11	6	5/12	18	DRA	



# TALES of JOY R.E.A.D.® Program

## Student Reading Test Scores

Name of School: Rio Rancho Elementary

Phone Number: 892-0220

Contact Person: [REDACTED]

E-Mail: [REDACTED]

Program Start Date: September 2011

Program End Date: May 2012

First Name	Grade	First Language	<u>Beginning</u>		<u>Middle</u>		<u>End of Year</u>		Testing Instrument	Comments
			<u>Test Date</u>	<u>Test Score</u>	<u>Test Date</u>	<u>Test Score</u>	<u>Test Date</u>	<u>Test Score</u>		
Student 13	1	English	8/11	3	12/11	10	5/12	16	DRA	
Student 14	1	English	8/11	3	12/11	6	5/12	16	DRA	
Student 15	1	English	8/11	3	12/11	4	5/12	16	DRA	



# TALES of JOY R.E.A.D.® Program

## Student Reading Test Scores

Name of School: Rio Rancho Elementary

Phone Number: 892-0220

Contact Person: [REDACTED]

E-Mail: [REDACTED]

Program Start Date: September 2011

Program End Date: May 2012

First Name	Grade	First Language	<u>Beginning</u>		<u>Middle</u>		<u>End of Year</u>		Testing Instrument	Comments
			<u>Test Date</u>	<u>Test Score</u>	<u>Test Date</u>	<u>Test Score</u>	<u>Test Date</u>	<u>Test Score</u>		
Student 16	1	English	8/11	6	12/11	16	5/12	20	DRA	
Student 17	1	English	8/11	4	12/11	10	5/12	14	DRA	
Student 18	1	English	8/11	4	12/11	6	5/12	8	DRA	
Student 19	1	English	8/11	4	12/11	10	5/12	16	DRA	



# TALES of JOY R.E.A.D.® Program

## Student Reading Test Scores

Name of School: Enchanted Hills Elementary

Phone Number: 891-8526

Contact Person: [REDACTED]

E-Mail: [REDACTED]

Program Start Date: September 2011

Program End Date: May 2012

First Name	Grade	First Language	<u>Beginning</u>		<u>Middle</u>		<u>End of Year</u>		Testing Instrument	Comments
			<u>Test Date</u>	<u>Test Score</u>	<u>Test Date</u>	<u>Test Score</u>	<u>Test Date</u>	<u>Test Score</u>		
Student 20	1	English	8/11	1	12/11	6	5/12	16	DRA	
Student 21	1	English	8/11	A	12/11	4	5/12	14	DRA	
Student 22	1	English	8/11	1	12/11	8	5/12	16	DRA	

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# TALES of JOY R.E.A.D.® Program

## Student Reading Test Scores

Name of School: Vista Grande Elementary

Phone Number: 771-2366

Contact Person: [REDACTED]

E-Mail: [REDACTED]

Program Start Date: September 2011

Program End Date: May 2012

First Name	Grade	First Language	<u>Beginning</u>		<u>Middle</u>		<u>End of Year</u>		Testing Instrument	Comments
			<u>Test Date</u>	<u>Test Score</u>	<u>Test Date</u>	<u>Test Score</u>	<u>Test Date</u>	<u>Test Score</u>		
Student 23	1	English	8/11	A	12/11	3	5/12	4	DRA	Student being retained



# TALES of JOY R.E.A.D.® Program

## Student Reading Test Scores

Name of School: Martin Luther King, Jr. Elementary

Phone Number: 892-2575

Contact Person: [REDACTED]

E-Mail: [REDACTED]

Program Start Date: September 2011

Program End Date: May 2012

First Name	Grade	First Language	<u>Beginning</u>		<u>Middle</u>		<u>End of Year</u>		Testing Instrument	Comments
			<u>Test Date</u>	<u>Test Score</u>	<u>Test Date</u>	<u>Test Score</u>	<u>Test Date</u>	<u>Test Score</u>		
Student 24	1	English	8/11	1	12/11	10	5/12	16	DRA	Reading Recovery, then Literacy group
Student 25	2	English	8/11	8	12/11	14	5/12	20	DRA	Attends Literacy group

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# TALES of JOY R.E.A.D.® Program

## Student Reading Test Scores

Name of School: Enchanted Hills Elementary

Phone Number: 891-8526

Contact Person: [REDACTED]

E-Mail: [REDACTED]

Program Start Date: September 2011

Program End Date: May 2012

First Name	Grade	First Language	<u>Beginning</u>		<u>Middle</u>		<u>End of Year</u>		Testing Instrument	Comments
			<u>Test Date</u>	<u>Test Score</u>	<u>Test Date</u>	<u>Test Score</u>	<u>Test Date</u>	<u>Test Score</u>		
Student 26	2	English	8/11	4	12/11	10	5/12	16	DRA	Wonderful improvement!
Student 27	2	English	8/11	4	12/11	6	5/12	12	DRA	
Student 28	2	English	8/11	8	12/11	8	5/12	12	DRA	



# TALES of JOY R.E.A.D.® Program

## Student Reading Test Scores

Name of School: Ernest Stapleton Elementary

Phone Number: 891-8473

Contact Person: [REDACTED]

E-Mail: [REDACTED]

Program Start Date: September 2011

Program End Date: May 2012

First Name	Grade	First Language	<u>Beginning</u>		<u>Middle</u>		<u>End of Year</u>		Testing Instrument	Comments
			<u>Test Date</u>	<u>Test Score</u>	<u>Test Date</u>	<u>Test Score</u>	<u>Test Date</u>	<u>Test Score</u>		
Student 29	2	Spanish	8/11	6	12/11	6	5/12	10	DRA	
Student 30	2	English	8/11	6	12/11	10	5/12	16	DRA	
Student 31	2	English	8/11	16	12/11	18	5/12	20	DRA	





# TALES of JOY R.E.A.D.® Program

## Student Reading Test Scores

Name of School: Puesta del Sol Elementary

Phone Number: 994-3305

Contact Person: [REDACTED]

E-Mail: [REDACTED]

Program Start Date: September 2011

Program End Date: May 2012

First Name	Grade	First Language	<u>Beginning</u>		<u>Middle</u>		<u>End of Year</u>		Testing Instrument	Comments
			<u>Test Date</u>	<u>Test Score</u>	<u>Test Date</u>	<u>Test Score</u>	<u>Test Date</u>	<u>Test Score</u>		
Student 32	3	English	8/11	20	12/11	28	5/12	34	DRA	
Student 33	3	English	8/11	24	12/11	34	5/12	38	DRA	



# TALES of JOY R.E.A.D.® Program

## Student Reading Test Scores

Name of School: Sandia Vista Elementary

Phone Number: 338-2526

Contact Person: [REDACTED]

E-Mail: [REDACTED]

Program Start Date: September 2011

Program End Date: December 2011

First Name	Grade	First Language	<u>Beginning</u>		<u>Middle</u>		<u>End of Year</u>		Testing Instrument	Comments
			<u>Test Date</u>	<u>Test Score</u>	<u>Test Date</u>	<u>Test Score</u>	<u>Test Date</u>	<u>Test Score</u>		
Student 34	3	English	8/11	38	12/11	40	5/12	44	DRA	TOJ READ team worked first semester
Student 35	3	English	8/11	20	12/11	28	5/12	38	DRA	TOJ READ team worked first semester



# TALES of JOY R.E.A.D.® Program

## Student Reading Test Scores

Name of School: Ernest Stapleton Elementary

Phone Number: 891-8473

Contact Person: [REDACTED]

E-Mail: [REDACTED]

Program Start Date: September 2011

Program End Date: December 2011

First Name	Grade	First Language	<u>Beginning</u>		<u>Middle</u>		<u>End of Year</u>		Testing Instrument	Comments
			<u>Test Date</u>	<u>Test Score</u>	<u>Test Date</u>	<u>Test Score</u>	<u>Test Date</u>	<u>Test Score</u>		
Student 36	4	English	8/11	38	12/11		5/12	40	DRA	TOJ READ team worked first semester
Student 37	4	English	8/11	34	12/11	38	5/12	38	DRA	Did have a TOJ READ team all year!
Student 38	4	English	8/11	38	12/11		5/12	40	DRA	TOJ READ team worked first semester
Student 39	4	English	8/11	38	12/11		5/12	40	DRA	TOJ READ team worked first semester

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# TALES of JOY R.E.A.D.® Program

## Student Reading Test Scores

Name of School: Puesta del Sol Elementary

Phone Number: 994-3305

Contact Person: [REDACTED]

E-Mail: [REDACTED]

Program Start Date: September 2011

Program End Date: May 2012

First Name	Grade	First Language	<u>Beginning</u>		<u>Middle</u>		<u>End of Year</u>		Testing Instrument	Comments
			<u>Test Date</u>	<u>Test Score</u>	<u>Test Date</u>	<u>Test Score</u>	<u>Test Date</u>	<u>Test Score</u>		
Student 40	4	English	8/11	18	12/11	34	5/12	40	DRA	
Student 41	4	English	8/11	34	12/11	38	5/12	40	DRA	



# TALES of JOY R.E.A.D.® Program

## Student Reading Test Scores

Name of School: Martin Luther King, Jr. Elementary

Phone Number: 892-2575

Contact Person: [REDACTED]

E-Mail: [REDACTED]

Program Start Date: September 2011

Program End Date: May 2012

First Name	Grade	First Language	<u>Beginning</u>		<u>Middle</u>		<u>End of Year</u>		Testing Instrument	Comments
			<u>Test Date</u>	<u>Test Score</u>	<u>Test Date</u>	<u>Test Score</u>	<u>Test Date</u>	<u>Test Score</u>		
Student 42	4	English	9/11	192	1/12	188	4/12	201	NWEA	+9 growth
Student 43	4	English	9/11	174	1/12	185	4/12	191	NWEA	+17 growth



# TALES of JOY R.E.A.D.® Program

## Student Reading Test Scores

Name of School: Martin Luther King, Jr. Elementary

Phone Number: 892-2575

Contact Person: [REDACTED]

E-Mail: [REDACTED]

Program Start Date: September 2011

Program End Date: May 2012

First Name	Grade	First Language	<u>Beginning</u>		<u>Middle</u>		<u>End of Year</u>		Testing Instrument	Comments
			<u>Test Date</u>	<u>Test Score</u>	<u>Test Date</u>	<u>Test Score</u>	<u>Test Date</u>	<u>Test Score</u>		
Student 44	4	English	9/11	194	12/11	194	4/12	191	NWEA	
Student 45	4	English	9/11	193	12/11	196	4/12	190	NWEA	In class has shown growth, just not on tests
Student 46	4	English	9/11	196	12/11	201	4/12	208	NWEA	



# TALES of JOY R.E.A.D.® Program

## Student Reading Test Scores

Name of School: Martin Luther King, Jr. Elementary

Phone Number: 892-2575

Contact Person: [REDACTED]

E-Mail: [REDACTED]

Program Start Date: September 2011

Program End Date: May 2012

First Name	Grade	First Language	<u>Beginning</u>		<u>Middle</u>		<u>End of Year</u>		Testing Instrument	Comments
			<u>Test Date</u>	<u>Test Score</u>	<u>Test Date</u>	<u>Test Score</u>	<u>Test Date</u>	<u>Test Score</u>		
Student 47	5	English	9/11	186	12/11	193			NWEA	Student left school
Student 48	5	English	9/11	205	12/11	201	4/12	206	NWEA	
Student 49	5	English	9/11	195	12/11	206	4/12	203	NWEA	
Student 50	5	English					4/12	197	NWEA	Enrolled late in year
Student 51	5	English	9/11	198	12/11	208	4/12	199	NWEA	

TALES of JOY R.E.A.D.® Program Rio Rancho, NM 87124 (505) 463-3626

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WEBSITE: [www.therapyanimals.org](http://www.therapyanimals.org)



# TALES of JOY R.E.A.D.® Program

## Student Reading Test Scores

Name of School: Martin Luther King, Jr. Elementary

Phone Number: 892-2575

Contact Person: [REDACTED]

E-Mail: [REDACTED]

Program Start Date: September 2011

Program End Date: May 2012

First Name	Grade	First Language	<u>Beginning</u>		<u>Middle</u>		<u>End of Year</u>		Testing Instrument	Comments
			<u>Test Date</u>	<u>Test Score</u>	<u>Test Date</u>	<u>Test Score</u>	<u>Test Date</u>	<u>Test Score</u>		
Student 52	5	English	9/11	193	12/11	196	4/12	192	NWEA	
Student 53	5	English	9/11	213	12/11	191	4/12	212	NWEA	





# TALES of JOY R.E.A.D.® Program

## Student Reading Test Scores

Name of School: Colinas del Norte Elementary

Phone Number: 896-3378

Contact Person: [REDACTED]

E-Mail: [REDACTED]

Program Start Date: September 2011

Program End Date: May 2012

First Name	Grade	First Language	<u>Beginning</u>		<u>Middle</u>		<u>End of Year</u>		Testing Instrument	Comments
			<u>Test Date</u>	<u>Test Score</u>	<u>Test Date</u>	<u>Test Score</u>	<u>Test Date</u>	<u>Test Score</u>		
Student 54	5	English	9/11	181	12/11	180	4/12	183	NWEA	
Student 55	5	English	9/11	191	12/11	204	4/12	191	NWEA	



# TALES of JOY R.E.A.D.® Program

## Student Reading Test Scores

Name of School: Martin Luther King, Jr. Elementary

Phone Number: 892-2575

Contact Person: [REDACTED]

E-Mail: [REDACTED]

Program Start Date: September 2011

Program End Date: May 2012

First Name	Grade	First Language	<u>Beginning</u>		<u>Middle</u>		<u>End of Year</u>		Testing Instrument	Comments
			<u>Test Date</u>	<u>Test Score</u>	<u>Test Date</u>	<u>Test Score</u>	<u>Test Date</u>	<u>Test Score</u>		
Student 56	5	English	9/11	193	1/12	204	4/12	207	NWEA	Met growth target, 14 point gain
Student 57	5	English	9/11	192	1/12	206	4/12	199	NWEA	Met RIT growth target by 1 point
Student 58	5	English	9/11	190	1/12	199	4/12	203	NWEA	Met growth target, 13 point gain
Student 59	5	English	9/11	199	1/12	196	4/12	199	NWEA	Opt growth, did not meet target
Student 60	5	English	9/11	205	1/12	205	4/12	207	NWEA	Did not meet target 2 point growth

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# TALES of JOY R.E.A.D.® Program

## Student Reading Test Scores

Name of School: Colinas del Norte Elementary

Phone Number: 896-3378

Contact Person: [REDACTED]

E-Mail: [REDACTED]

Program Start Date: September 2011

Program End Date: May 2012

First Name	Grade	First Language	<u>Beginning</u>		<u>Middle</u>		<u>End of Year</u>		Testing Instrument	Comments
			<u>Test Date</u>	<u>Test Score</u>	<u>Test Date</u>	<u>Test Score</u>	<u>Test Date</u>	<u>Test Score</u>		
Student 61	5	English	9/11	207	1/12	216	4/12	213	NWEA	Had a rough day on day of Spring testing
Student 62	5	English	9/11	160	1/12	167	4/12	192	NWEA	



# TALES of JOY R.E.A.D.® Program

## Student Reading Test Scores

Name of School: Vista Grande Elementary

Phone Number: 771-2366

Contact Person: [REDACTED]

E-Mail: [REDACTED]

Program Start Date: September 2011

Program End Date: May 2012

First Name	Grade	First Language	<u>Beginning</u>		<u>Middle</u>		<u>End of Year</u>		Testing Instrument	Comments
			<u>Test Date</u>	<u>Test Score</u>	<u>Test Date</u>	<u>Test Score</u>	<u>Test Date</u>	<u>Test Score</u>		
Student 63	1	English	8/11	4	11/11	6	5/12	8	DRA	Student with Disability
Student 64	1	English	8/11	---	11/11	A	5/12	A	DRA	Student with Disability
Student 65	1	English	8/11	A	11/11	A	5/12	2	DRA	Student with Disability



# TALES of JOY R.E.A.D.® Program

## Student Reading Test Scores

Name of School: Vista Grande Elementary

Phone Number: 771-2366

Contact Person: [REDACTED]

E-Mail: [REDACTED]

Program Start Date: September 2011

Program End Date: May 2012

First Name	Grade	First Language	<u>Beginning</u>		<u>Middle</u>		<u>End of Year</u>		Testing Instrument	Comments
			<u>Test Date</u>	<u>Test Score</u>	<u>Test Date</u>	<u>Test Score</u>	<u>Test Date</u>	<u>Test Score</u>		
Student 66	2	English	8/11	1	12/11	3	5/12	6	DRA	Student on IEP for SLD including reading
Student 67	2	English	8/11	2	12/11	3	5/12	3	DRA	Student on IEP for SLD including reading



# TALES of JOY R.E.A.D.® Program

## Student Reading Test Scores

Name of School: Sandia Vista Elementary

Phone Number: 338-2526

Contact Person: [REDACTED]

E-Mail: [REDACTED]

Program Start Date: September 2011

Program End Date: May 2012

First Name	Grade	First Language	<u>Beginning</u>		<u>Middle</u>		<u>End of Year</u>		Testing Instrument	Comments
			<u>Test Date</u>	<u>Test Score</u>	<u>Test Date</u>	<u>Test Score</u>	<u>Test Date</u>	<u>Test Score</u>		
Student 68	2	English	8/11	A	12/11	A	5/12	A	DRA	Student with Disability
Student 69	2	English	8/11	8	12/11	10	5/12	14	DRA	Student with Disability
Student 70	2	English	8/11	28	12/11	34	5/12	42+	DRA	Student with Disability



# TALES of JOY R.E.A.D.® Program

## Student Reading Test Scores

Name of School: Puesta del Sol Elementary

Phone Number: 994-3305

Contact Person: [REDACTED]

E-Mail: [REDACTED]

Program Start Date: September 2011

Program End Date: May 2012

First Name	Grade	First Language	<u>Beginning</u>		<u>Middle</u>		<u>End of Year</u>		Testing Instrument	Comments
			<u>Test Date</u>	<u>Test Score</u>	<u>Test Date</u>	<u>Test Score</u>	<u>Test Date</u>	<u>Test Score</u>		
Student 71	3	English	8/11	12	12/11	16	5/12	24	DRA	Student with Disability
Student 72	3	Spanish	8/11	12	12/11	16	5/12	20	DRA	Student with Disability
Student 73	3	Spanish	8/11	6	12/11	10	5/12	12	DRA	Student with Disability

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# TALES of JOY R.E.A.D.® Program

## Student Reading Test Scores

Name of School: Vista Grande Elementary

Phone Number: 771-2366

Contact Person: [REDACTED]

E-Mail: [REDACTED]

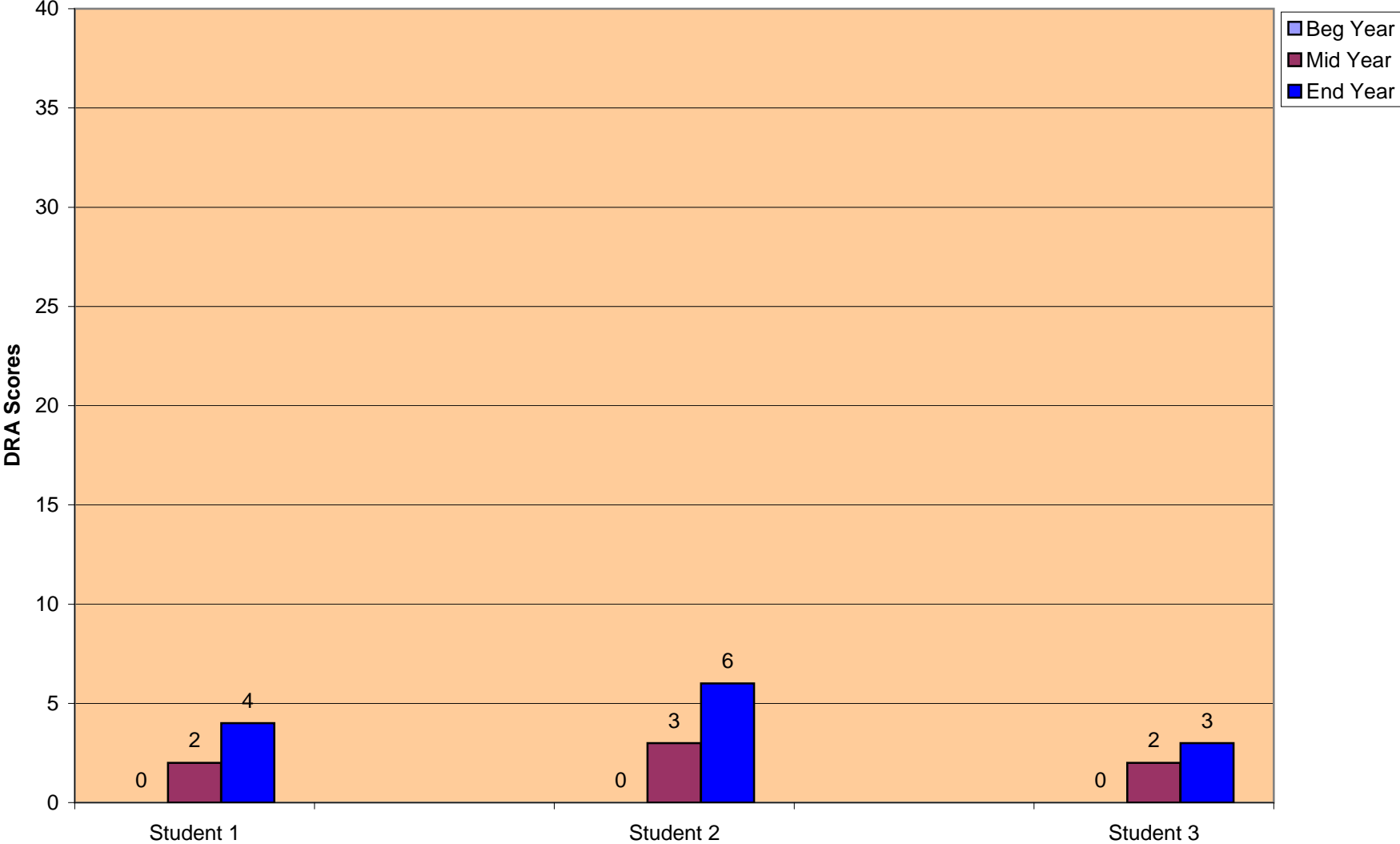
Program Start Date: September 2011

Program End Date: May 2012

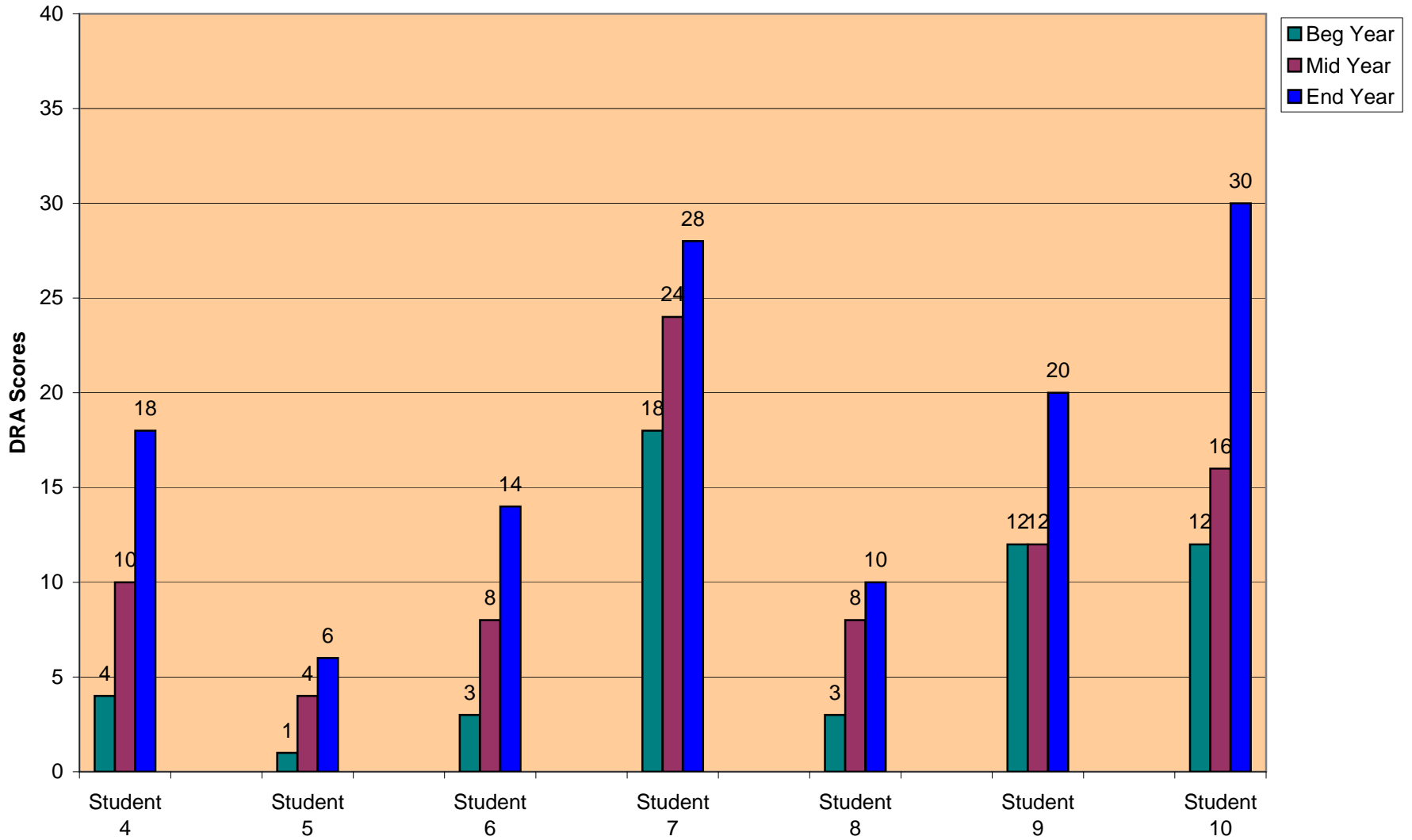
First Name	Grade	First Language	<u>Beginning</u>		<u>Middle</u>		<u>End of Year</u>		Testing Instrument	Comments
			<u>Test Date</u>	<u>Test Score</u>	<u>Test Date</u>	<u>Test Score</u>	<u>Test Date</u>	<u>Test Score</u>		
Student 74	4	English	8/11	14	11/11	18	5/12	20	DRA	Student with Disability
Student 75	4	English	8/11	A	11/11	1	5/12	2	DRA	Student with Disability



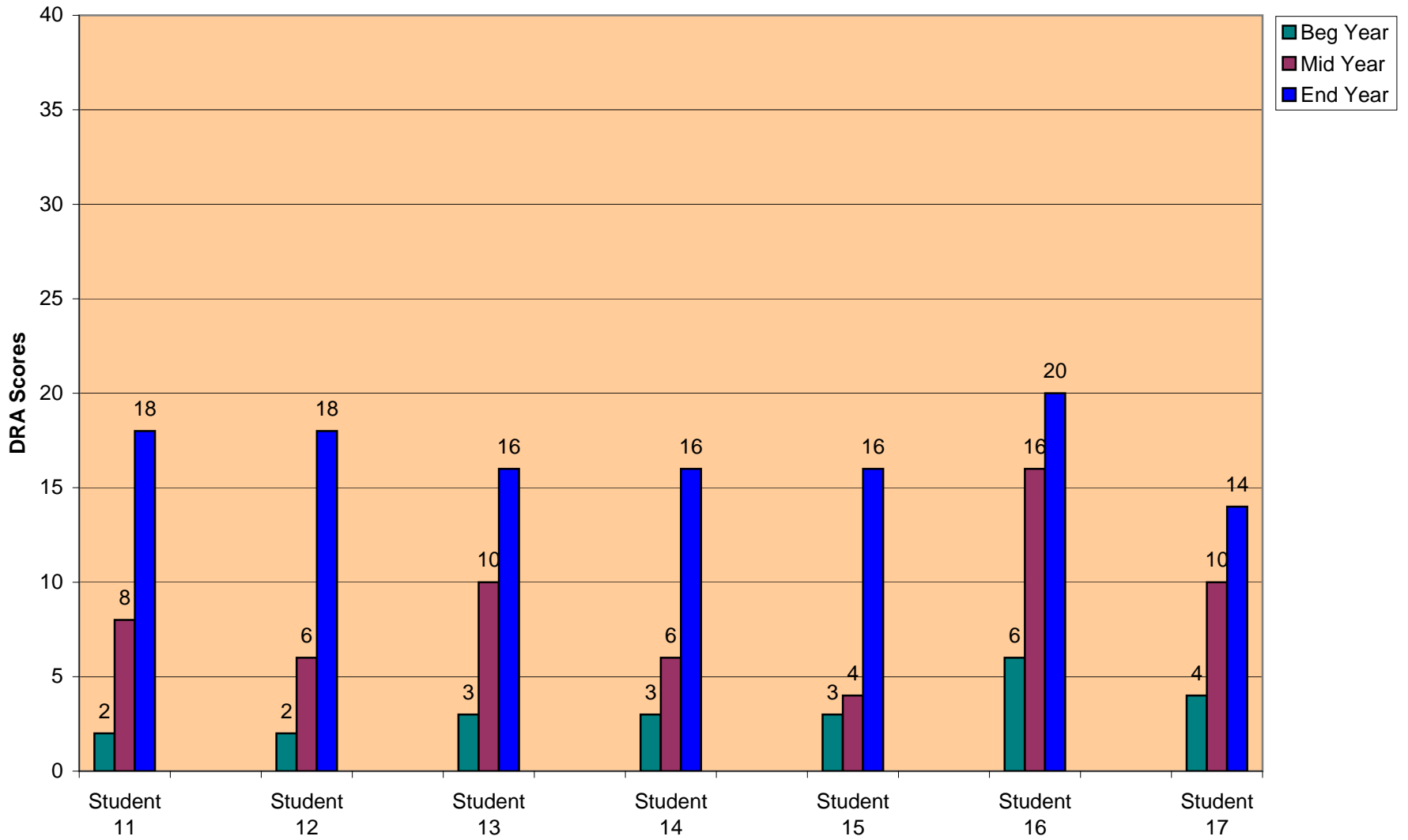
Tales of Joy R.E.A.D.® Program Data - Kindergarten DRA scores 2011 - 2012



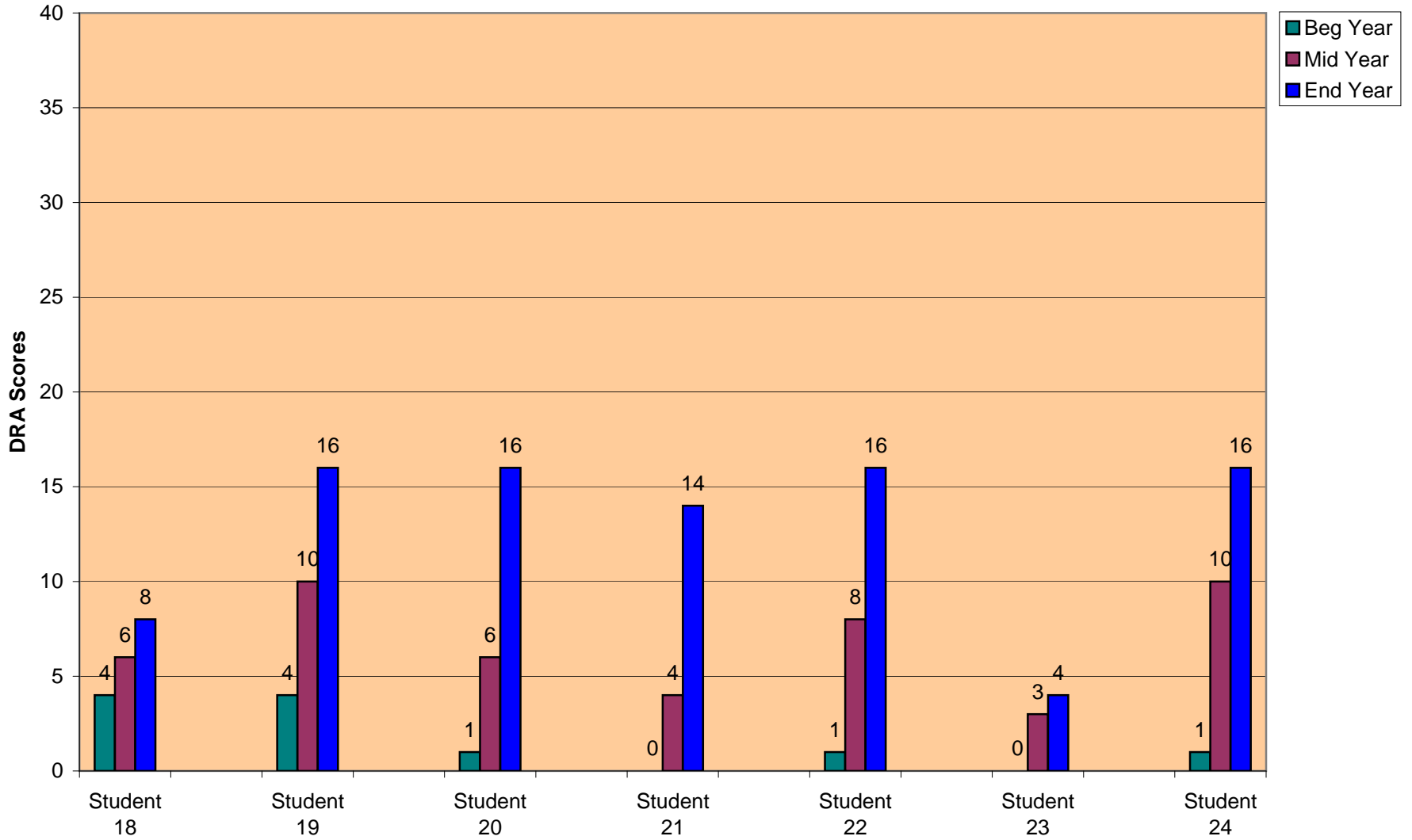
### Tales of Joy R.E.A.D.® Program Data - First Grade DRA scores 2011 - 2012



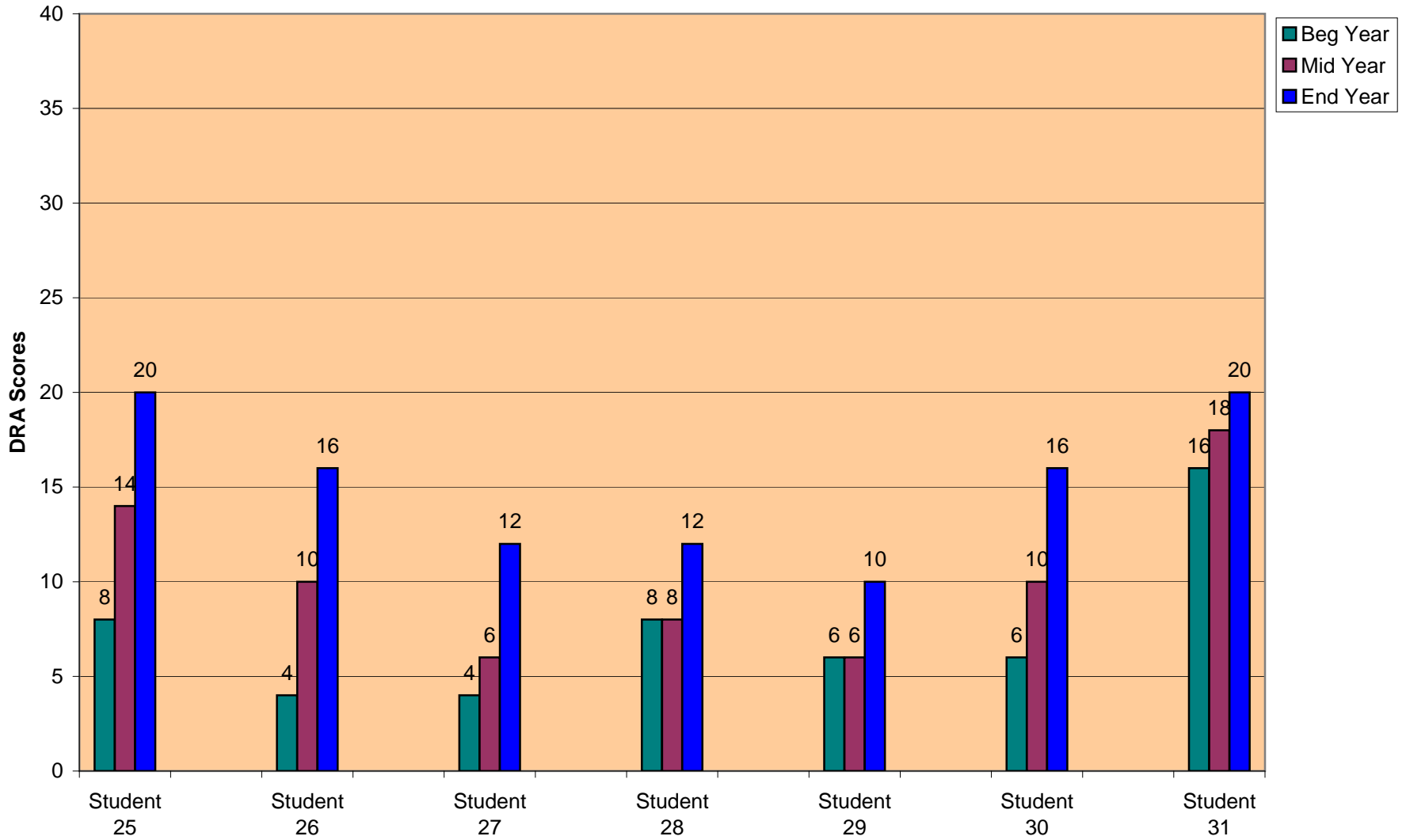
### Tales of Joy R.E.A.D.® Program Data - First Grade DRA scores 2011 - 2012



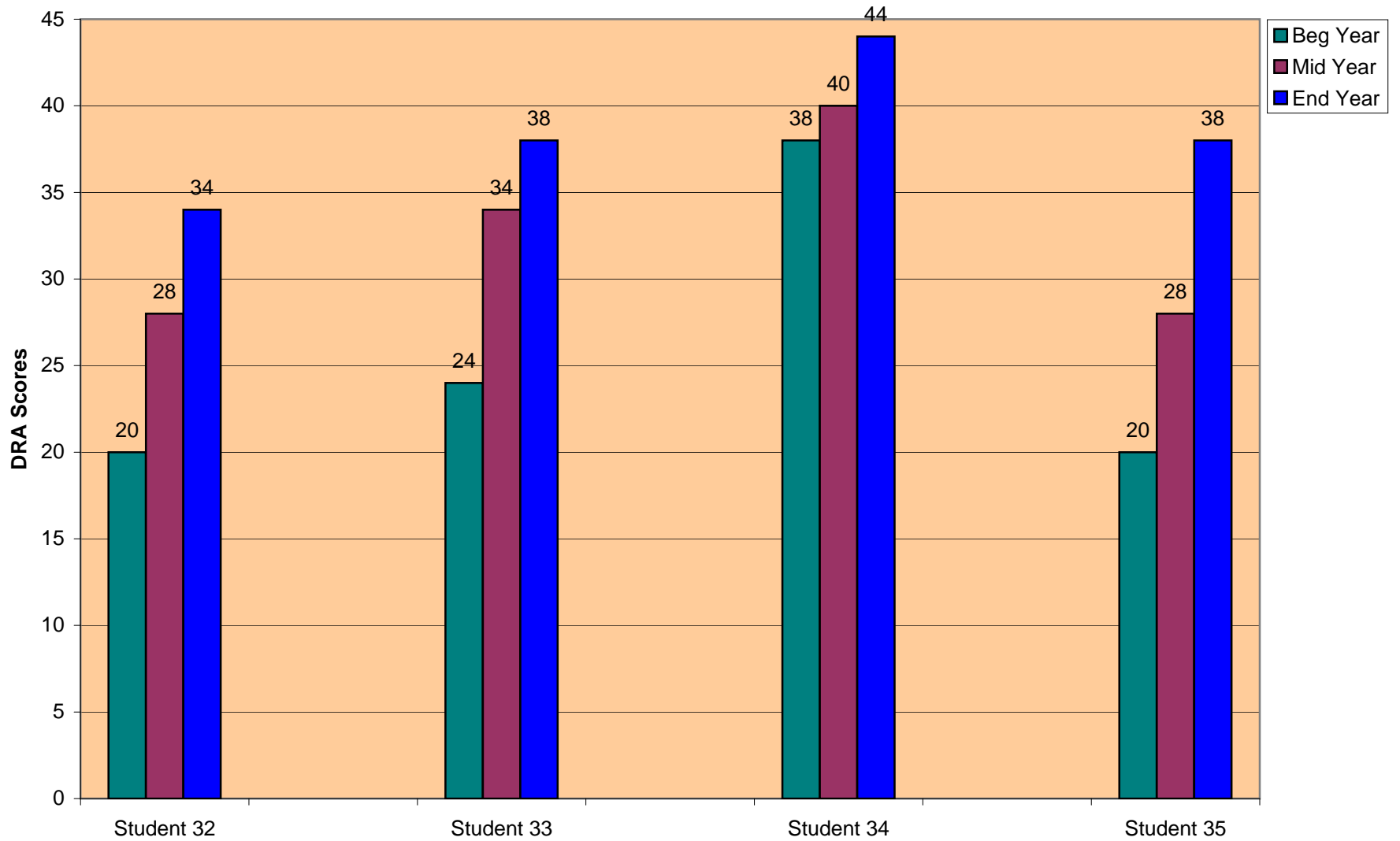
### Tales of Joy R.E.A.D.® Program Data - First Grade DRA scores 2011 - 2012



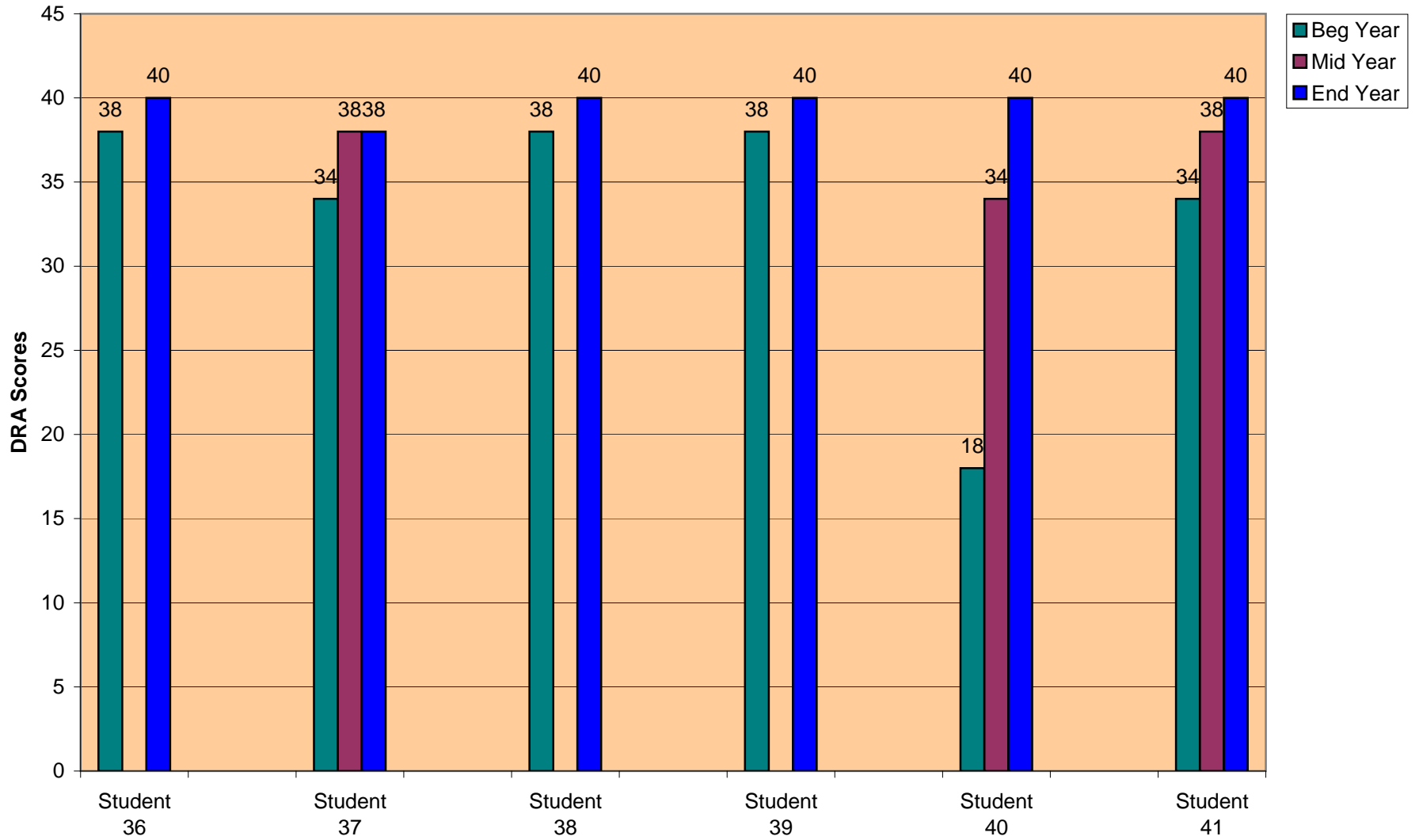
Tales of Joy R.E.A.D.® Program Data - Second Grade DRA scores 2011 - 2012



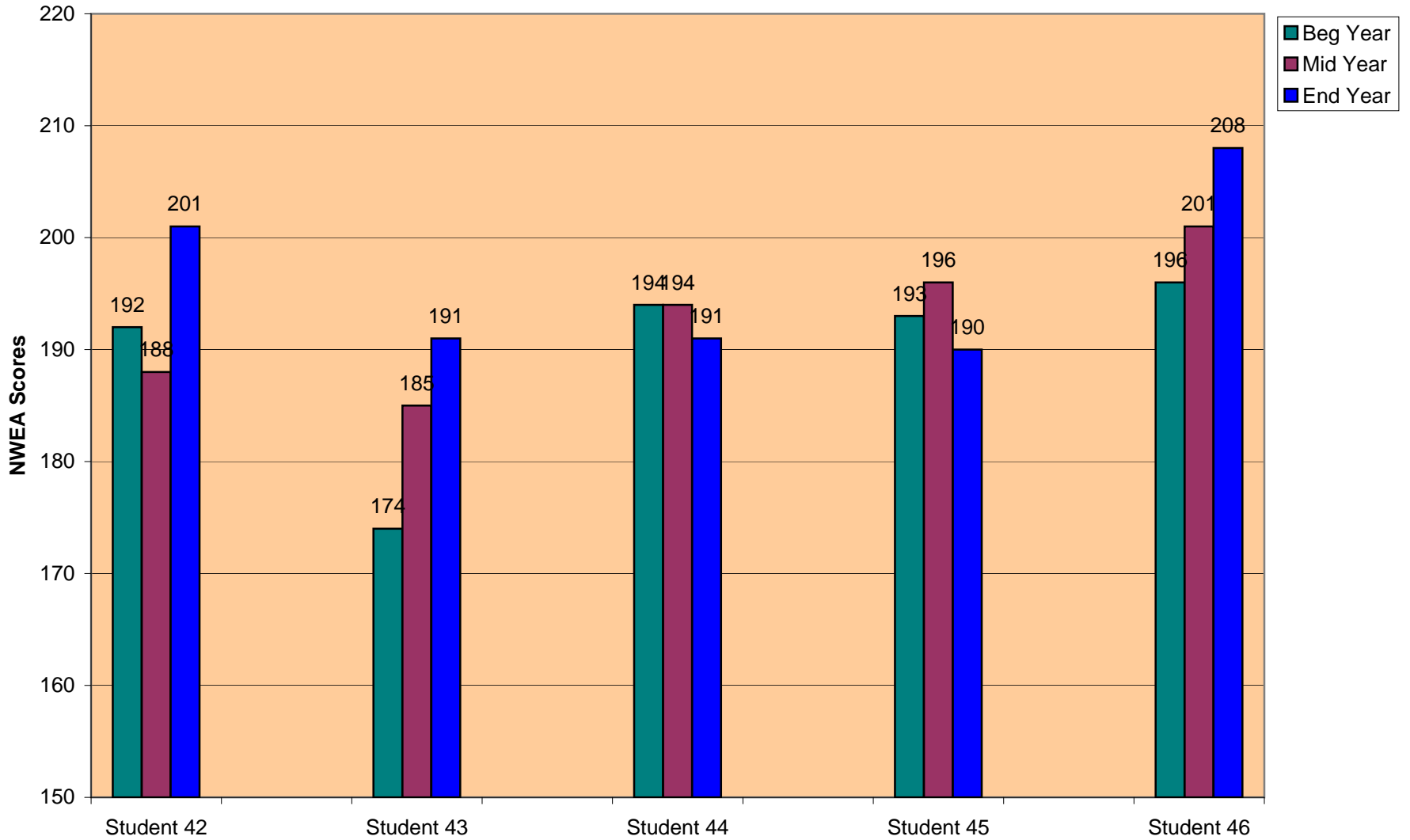
Tales of Joy R.E.A.D.® Program Data - Third Grade DRA scores 2011 - 2012



### Tales of Joy R.E.A.D.® Program Data - Fourth Grade DRA scores 2011 - 2012

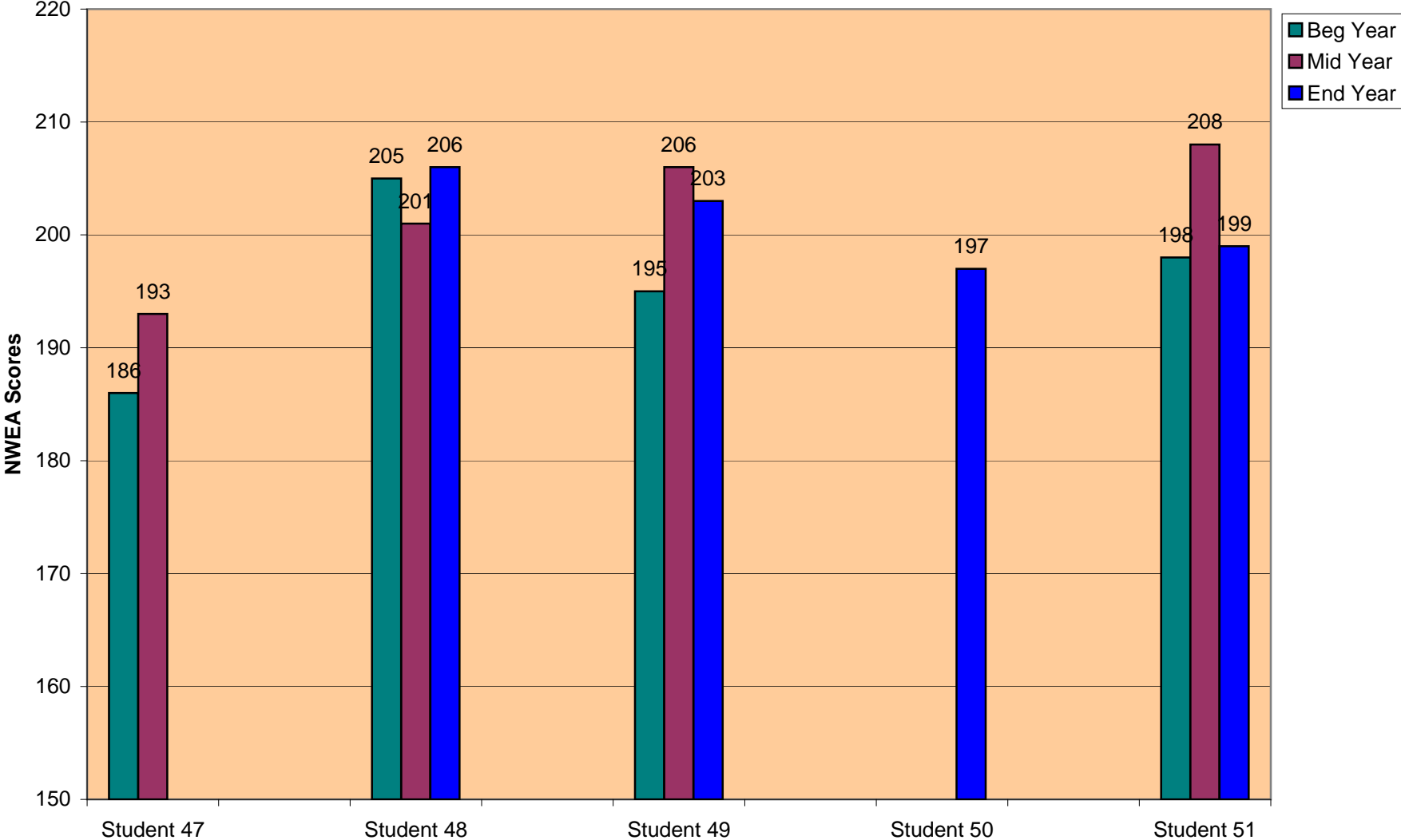


### Tales of Joy R.E.A.D.® Program Data - Fourth Grade NWEA scores 2011 - 2012

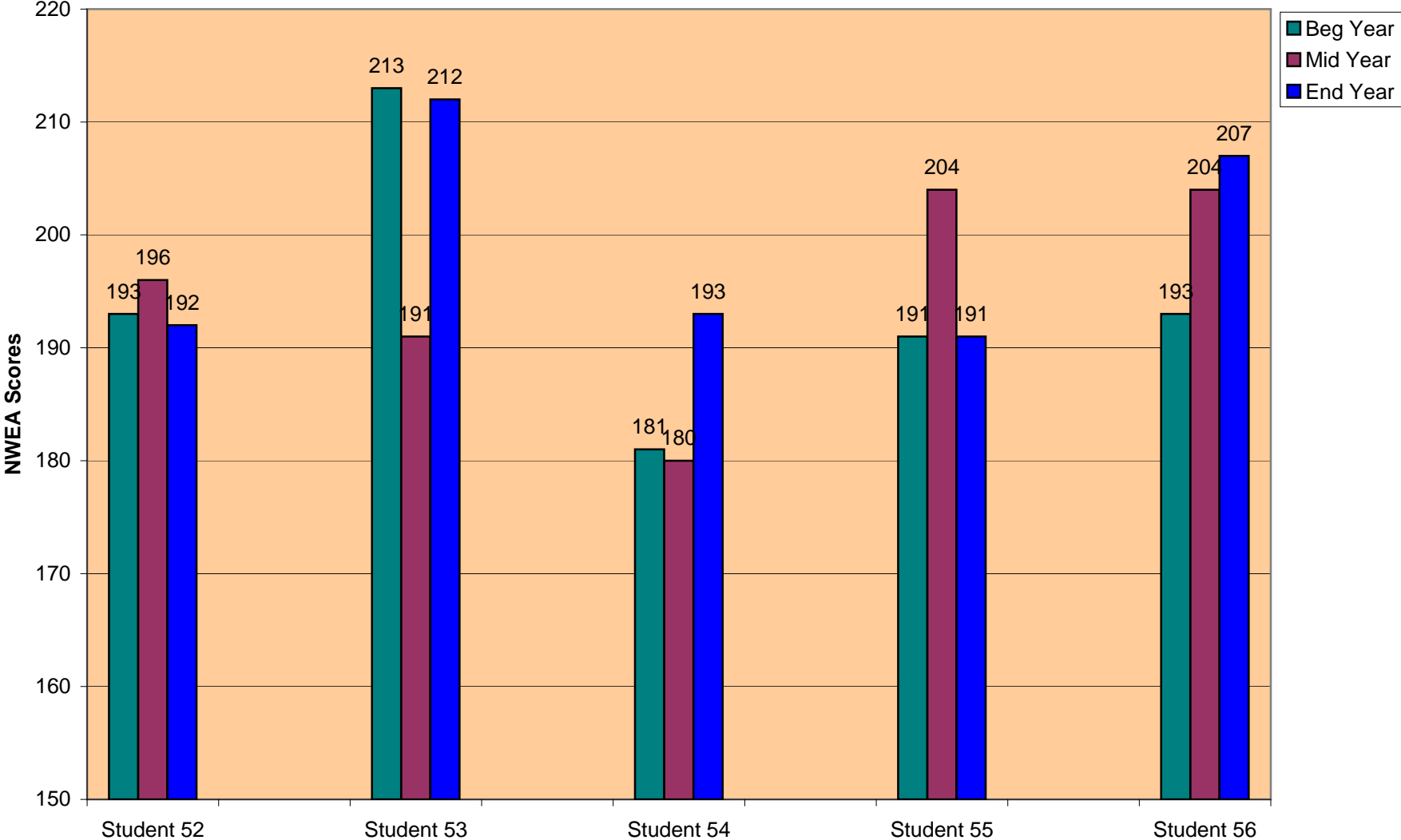




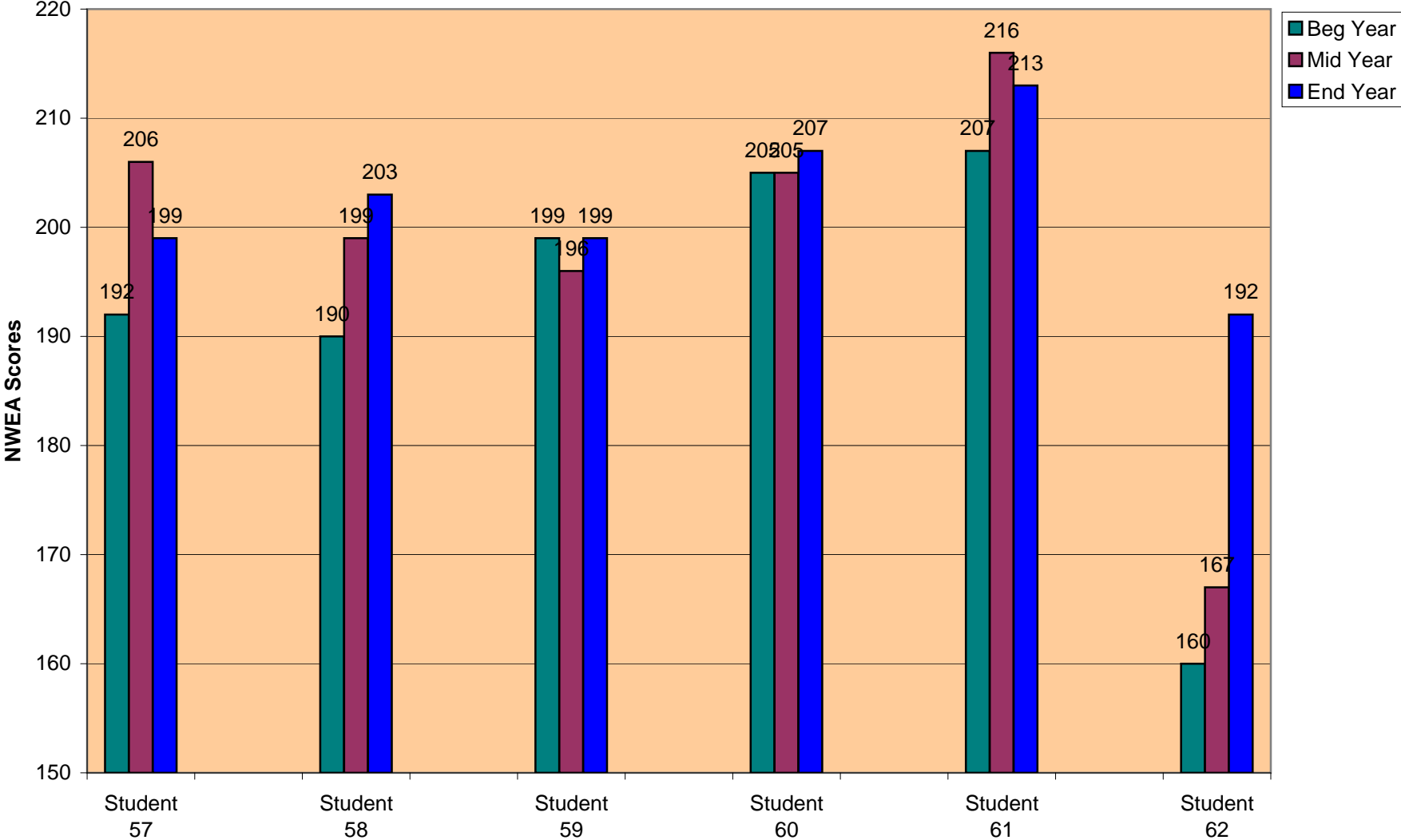
Tales of Joy R.E.A.D.® Program Data - Fifth Grade NWEA scores 2011 - 2012



Tales of Joy R.E.A.D.® Program Data - Fifth Grade NWEA scores 2011 - 2012

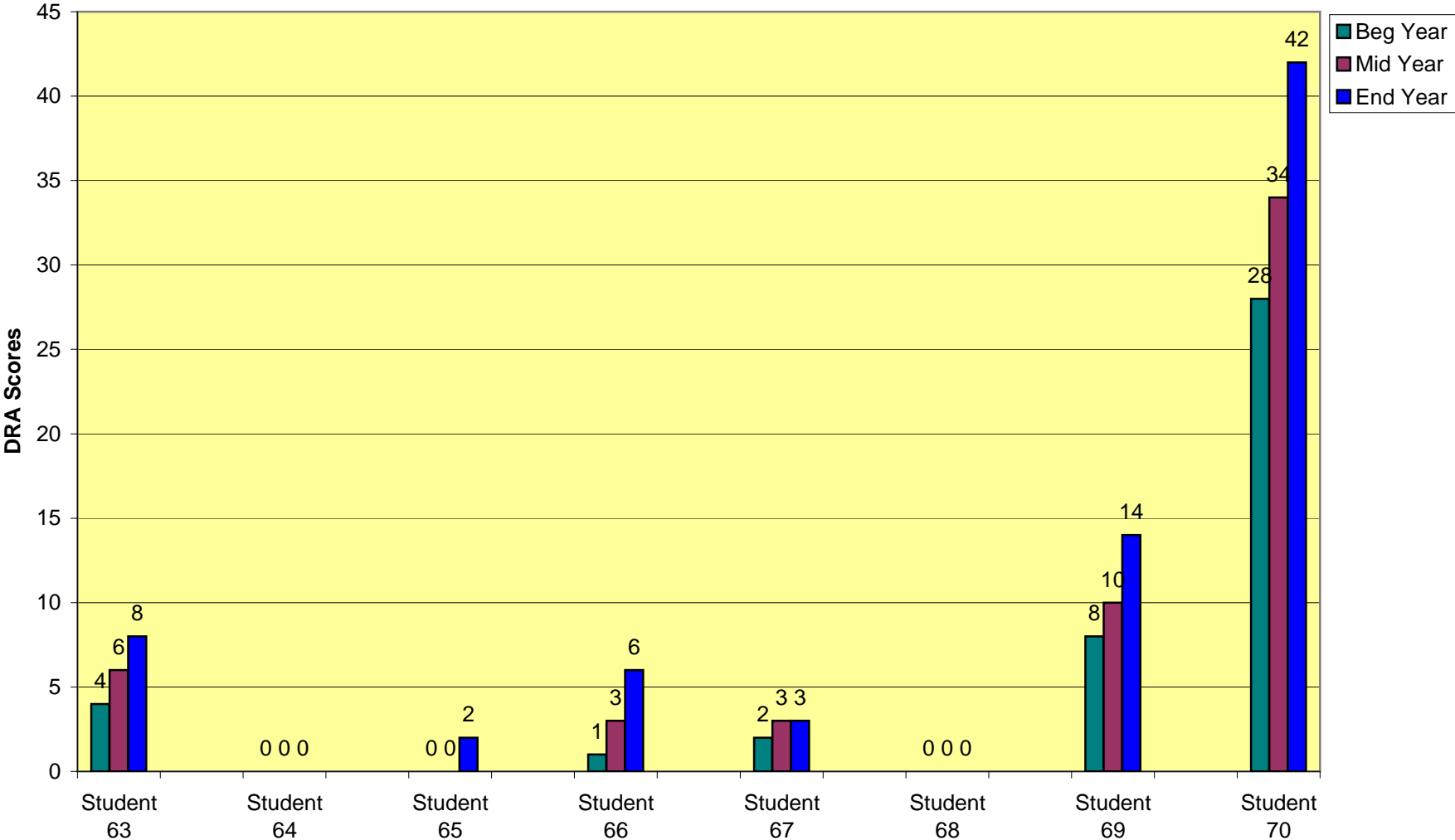


Tales of Joy R.E.A.D.® Program Data - Fifth Grade NWEA scores 2011 - 2012



Tales of Joy R.E.A.D.® Program Data - First/Second Grade DRA scores 2011 - 2012

Students w/Disabilities



Tales of Joy R.E.A.D.® Program Data - Third/Fourth Grade DRA scores 2011- 2012

Students w/Disabilities

