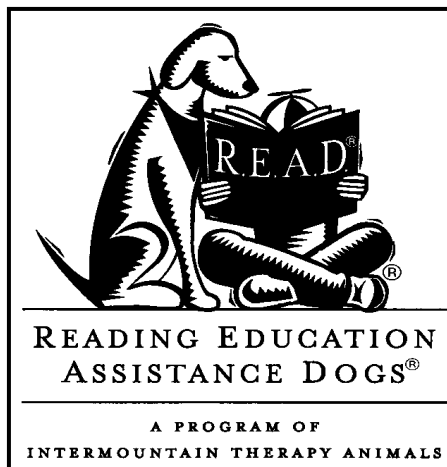


Gracie



Jesse

TALES of JOY R.E.A.D.® Program

Data Report School Year 08—09

Chica



Rosy

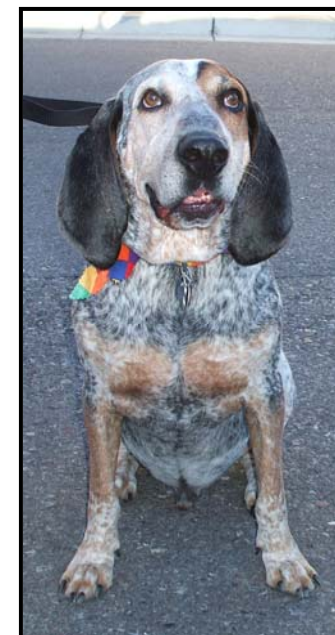


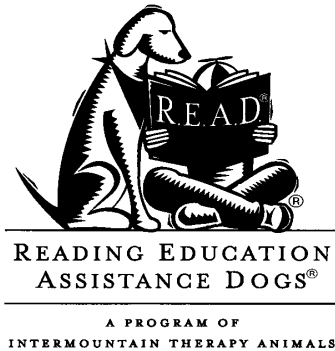
Stella



Ka-ching

Arlo





TALES of JOY R.E.A.D.® Program

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

Date: July 16, 2009

From: Theresa McKinney, Program Coordinator

RE: TALES of JOY R.E.A.D.® Program data results SY 08 - 09

cc: Carl Leppelman, Happy Miller, Cathy Ferris, Jolene Reed, Jerry Reeder, BJ Hartford, Elementary Principals, teachers in program

Our TALES of JOY R.E.A.D.® program has just completed the third full year of implementation with great results!

We had 7 registered TALES of JOY R.E.A.D.® teams at 6 elementary schools; Colinas del Norte, Ernest Stapleton, Martin Luther King, Jr., Puesta del Sol, Sandia Vista and Vista Grande. One of our RRPS Diagnosticians worked with her dog partner at Maggie Cordova and Lincoln Middle School.

There were a total of 46 students (23 students' w/disabilities) grades 1 – 5 that received “one on one” weekly reading intervention. Thirteen teachers requested a TALES of JOY R.E.A.D.® team to work with students in their classroom.

Each TALES of JOY R.E.A.D.® team worked with each student for a minimum ½ hour per week for approximately 32 weeks, for a total of at least 16.0 hours of “one on one” reading intervention per student. Some students with disabilities worked for 20 minutes per session.

As our program has grown so has our data collection and documentation. Attached you will find:

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

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! **No** students showed a decline in overall reading scores for the graphed data reported!

The reading test results, survey and parent 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 the fall 2009 we will have a total of 15 registered teams. We have added 8 NEW registered teams this summer! There are 5 teams that are RRPS staff: Classroom teacher at Sandia Vista; Reading Recovery teacher at Sandia Vista; District Diagnostician, District Autism Consultant and District Administrative Assistant. 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. Summer weekly TALES of JOY R.E.A.D.® program at Barnes & Noble Book store for June & July
3. Year round monthly TALES of JOY R.E.A.D.® program at Loma Colorado Library in Rio Rancho
4. Year round monthly TALES of JOY R.E.A.D. ® program at Esther Bone Branch Library in Rio Rancho
5. "Dog Safety" programs at several of our S.A.F.E. After School program sites

We are also very proud to have a "sister" TALES of JOY R.E.A.D.® program in Cuba, NM. 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.

One of our new teams will begin another "sister" TALES of JOY R.E.A.D.® in Bernalillo, NM. Ms. Loeffler is a Special Education teacher at Roosevelt Elementary school. She will work with her dog Elouise in a school setting and will participate in our local community programs as her schedule allows.

Exciting News!! *A team of researchers at the University of Chicago is designing a way to study the effect of animal companionship on children, on a very large scale, and they would like to use R.E.A.D. teams in school programs as a principal vehicle for gathering data. Programs from all over the U.S. will be included. This will be possible because they will gather their data through questionnaires. While everything is still in the formative stages, basic requirements will include:*

- *the study of SCHOOL programs, over the course of an entire school year, with the same children repeating their interaction with the dogs on a weekly basis.*
- *permission would have to be given by school personnel to study statistical information about all the children in the classroom, not just those who participate in R.E.A.D.*

The results of such a large study could be enormously influential in helping us move R.E.A.D. further into the mainstream of accepted methodologies to support children.

I have emailed to the R.E.A.D. organization our interest in participating in such a study. As soon as I receive all of the required information from R.E.A.D./University of Chicago, I will forward to you for your approval.

The TALES of JOY R.E.A.D.® program teams are doing wonderful things within our community and for the students of RRPS! We now have a website as well:
www.TalesofJoyRead.com

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

Enclosures (5)

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

September 08 - May 09

H = Handler

D = Therapy Dog

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

A. Yes

18

!

B. No

0

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

17

please!

B. No

1

If no, why not?

> One response was N/A - ancillary staff member, does not have a classroom.
> I hope H and D will come again next year.

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

> All students working with H & D have increased in Reading fluency and Reading comprehension.
> Students all showed growth in their DRA levels.
> The students increased in both reading levels and confidence as emergent readers.
> Students' reading fluency improved in accuracy, speed, and expression. They moved up several DRA levels.
> For two students, the TALES of JOY built confidence. (I had 3)
> All of my students' reading level scores improved during this school year. Two of my students continue to have significantly low scores when compared to their grade level expectations. However, these two students have significant disabilities that impact their ability to acquire literacy skills. It must be noted, that they are still improving regardless of a slow rate.
> My student was focusing on comprehension strategies. He was able to make 100% of his A.R. reading goal.
> They grew a year's worth.
> I saw their reading levels move almost up to grade level.
> Increase in DRA and NWEA scores.
> Most participating students went up two DRA levels.
> Tremendous growth
> All students improved in their reading levels. Two students went up four levels from the middle of the year and one when up two levels.

(continued)

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

September 08 - May 09

- > In combination with class objectives the student's reading improved.
- > Every student who worked with the TALES of JOY team increased their reading levels by three (at least)!
- > Students gained many sight words throughout the year. The kids enjoyed practicing independent reading with **D**.
- > Testing is done by our lead teacher for documentation but I have observed definite progress in all students.

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

- > All four students are more excited about reading and have changed their attitudes about reading being boring to reading is fun.
- > Students were excited to read with **D** the dog and always went willingly.
- > They were all anxious to go to read with **D** and learned the days of the week and how to tell time so they would know when to attend!
- > As their confidence increased, their eagerness to read with peers was parallel.
- > For two students, they were always eager to start a reading activity.
- > I observed an increased positive attitude toward reading and literacy as a whole by all students. One particular student had a few difficult days, but overall, his attitude had continued to increase in a positive direction.
- > Loves reading & loves reading with **D**. What a positive influence this was for him.
- > Lots of confidence.
- > They loved reading to **D** but not always in class.
- > Selecting "just right" books more frequently, so they would be appropriate books to read to **H & D**. More of a willingness to read aloud.
- > Confidence in reading
- > They were always eager to tackle new books because they looked forward to having a new book for **D**.
- > Two of the students are very eager with any reading activity, because of the program.
- > The student was excited to read with the dog.
- > My students' fluency levels and comprehension improved.
- > Loved to practice reading. **D** is very motivating.
- > The positive reading experiences with **D** have made other reading activities much easier to complete.

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

September 08 - May 09

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

- > This program has helped a few students who normally feel a little left out and lost to feel special and give them that individual attention they need. They all have gained self-confidence.
- > The children seem to exhibit more self-confidence.
- > The positive interactions with **D & H** caused the children to improve participation in school (classroom) activities.
- > The students' social skills with peers and communication skills in class also improved.
- > Yes. A few of my students have significant challenges in the area of social skills and interpersonal communication. They have been able to demonstrate an increased level of proficiency in both of these areas. Working with **D** and his handler provided my students with another opportunity to generalize skills learned and practiced in our classroom.
- > Very happy and eager to read. Reading independently now.
- > It was a reward, that I could have taken away if not doing work.
- > More confidence.
- > Students really enjoyed and looked forward to reading with **D**.
- > Improved attendance with one student. Improved self image with one student. More confidence during reading for all of them.
- > The one student is in speech and his articulation has improved tremendously. The other two are able to focus a little better because of the program.
- > Wanting to read is a plus.
- > My students are no longer reluctant readers. They choose reading for recreation (parents have told me).
- > Gentleness, care, sharing. Positive Behavior system (PBS) rules.
- > **D & H** presence always has a calming affect on our entire class.
- > All the children loved when **D** would come in on Tuesdays. I feel that it was such a valuable part of their day.

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

A. Yes

17

B. No

1

If no, why not?

> I think students might benefit more from more one-on-one time with **H & D**. When students read for 5 minutes it became difficult to manage and slightly disruptive.**

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

September 08 - May 09

7. General Comments:

- > **H & D** have been a special part of our class this year. All of the kids look forward to seeing them every Tuesday. **H** goes above and beyond what is expected of her. She really helps the kids and keeps them interested. They are Awesome!
- > I've seen the most improvement in students' with low self esteem, especially in reading. I've seen the program impact students who did not qualify after testing for special services in reading.
- > The program was beneficial for the students. I had one student who did not have motivation to read. I also took her to SAT.
- > **D** & his handler, **H**, are absolutely wonderful!!!!!! I was pleased to work with them again this school year.
- > Student benefitted in sooooo many ways from the program. What a positive impact you have on children.
- > I want to have more time and more kids participate.
- > I love the program and want to continue it in my class. All the children look forward to **H & D** visits - whether they read with them or not!
- > Several other students wanted to read with **D**. This made the student not feel his abilities were less than the others.
- > We use cross-age reading programs. Why not use cross-species reading? It is not only novel, but it works!!
- > Amazing program to integrate into Comprehensive Literacy Model (CLM).
- > Our students love reading with **D**. They look forward to our scheduled time every week. Thank you so much for providing this service.

*****The amount of time spent with each student is 20 to 30 minutes each week; 5 minutes per student is NOT the norm for a TALES of JOY R.E.A.D. session.***

TALES of JOY R.E.A.D. Program Teacher Survey September 08 - May 09

Documentation for TALES of JOY R.E.A.D. program Julie Rivera, RRPS Diagnostician and dog partner Ka-ching 08 - 09 SY

Ka-ching moved from the classroom to the office this year . . . from fifteen children to one . . . and he wasn't too sure about it at first; but somehow he found a way to make a difference. As a diagnostician, I am a stranger to the children in the school. I go unannounced to their classrooms, ask them to go by themselves to another room, and participate in a testing situation. The tests administered are called "power tests" because they tax different parts of their brain and push them to the point just before frustration . . . and Ka-ching is there to take the edge off. Ka-ching welcomes them with soft brown eyes and a wag in his tail. They walk him as we build rapport. Whether the children have a dog or not, they all have a story to share as the bond is built. During the testing session, Ka-ching seems to sense if the child needs him . . . he will lay by their feet or make a funny noise. Parents whose children are in the evaluation process often worry their child will be slow to warm, reluctant to respond, and resist going with me. More time is needed to establish trust and rapport. Ka-ching become the avenue for this. I may remain a stranger to the children, but they have seen and know Ka-ching. He makes the evaluation a little easier on everyone.

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 08 - 09. 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 number represents an individual parent response.

H = Handler and D = Dog

- (1) My child enjoys reading with **D**. He has commented on him many times.
- (2) Reading with the therapy dog has made my son enjoy reading now. It has been an exciting experience for him and can hardly wait to tell us about his time with the therapy dog each week. Thank you for this program and we hope it continues.
- (3) Reading to the dog has brought such joy to our child. Children seem to have a way of communicating with animals, (especially dogs). Our son truly loves the dog. He looks forward to every time he gets to read to him. It has made him a better reader and he has a better understanding of what he is reading. They are not just words because he is convinced **D** comprehends what he is saying. It has been a truly positive experience! Thank you. We all love you.
- (4) My daughter loves reading to the dogs and looks forward to every Thursday. This year she made a big gain in her reading level, and she also sounds more fluent when she reads aloud. I don't know if these gains are due to other factors or to TALES of JOY, but I do believe that every bit helps!
- (5) My child has developed more confidence in reading. She showed excitement and enthusiasm about reading and positive feeling toward dogs. This is a child who was a little nervous about sitting next to the dog. She loves **H & D**. Thanks for your patience and time!
- (6) Before anything else, thank you. I know that it helps my son, because he loves dogs and this encourages him more. He tells me that he likes to participate because he can touch the dog and play with it, my son says that the

dog knows him because he sniffs him. I think this is a very good program for my son. Again, thank you. (Parent response was in Spanish)

- (7) I am very please with this program because my daughter tells me that she is delighted with this program and I think it is helping them a lot. Thank you. (Parent response was in Spanish)
- (8) The change I've noticed in my child is that her reading level has gone up exceptionally high and I'm very proud of that. I'm very thankful for this program and would recommend this for any parent whose child is having problems in reading.
- (9) This is a great program. It gave my child more confidence in his/her reading abilities. He/she seemed to enjoy the time spend with **D**. He/she thought it was fun to just read to her.
- (10) She has only been able to participate once so far, but she loves animals – especially dogs. I know it helps her relax and enjoy school to be able to participate with the Therapy dogs. It is an excellent program (she participated in a similar one in Kansas) and I hope it continues.
- (11) My child enjoys reading – here self esteem is amazing because of her accomplishments – looks forward to go to school – more outgoing.
- (12) My child enjoys animals and they help her express herself. The therapy dogs also help with her socialization. This is a wonderful program!



TALES of JIMMY R.E.A.D.® Program

Student Reading Test Scores

Name of School: Puesta del Sol

Phone Number: 994-3305

Contact Person: [REDACTED]

E-Mail: _____

Program Start Date: September 2008

Program End Date: May 2009

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>		
MD	1	E	8/08	2	12/08	12	Student Dis- enrolled	DRA	Left school Winter Break	
AG (SpEd)	1	E	8/08	2	12/08	12	5/09	16	DRA	Absent a lot
BP	1	E	8/08	3	12/08	14	5/09	20	DRA	
EP	1	E	8/08	2	12/08	12	5/09	16	DRA	Began program Winter Break

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

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WEBSITE: www.therapyanimals.org



TALES of Y R.E.A.D.® Program

Student Reading Test Scores

Name of School: Sandia Vista ES

Phone Number: 338-2526

Contact Person: XXXXXXXXXX

E-Mail: _____

Program Start Date: September 2008

Program End Date: May 2009

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>		
AC (SpEd)	3	E	8-08	18	12/08	20	5/09	28	DRA	NWEA 178 (5/09)
MZ	3	E	8-08	20	12/08	24	5/09	30	DRA	NWEA 194 (5/09)
KR	3	E	8-08	16	12/08	20	5/09	30	DRA	NWEA 205 (5/09)

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TALES of JAY R.E.A.D.® Program

Student Reading Test Scores

Name of School: Martin Luther King, Jr.

Phone Number: 892-2575

Contact Person: [REDACTED]

E-Mail: _____

Program Start Date: September 2008

Program End Date: May 2009

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>		
TB (SpEd)	3	E	8-08	16	12-08	20/168	5/09	28/173	DRA/NWEA	
NE (SpEd)	3	E	8-08	6	12-08	6/161	5/09	8/155	DRA/NWEA	
KS (SpEd)	3	E	8-08	20	12-08	24/177	5/09	24/177	DRA/NWEA	
[REDACTED]										
QD	3	E	8-08	30	12-08	34/197	5/09	38/205	DRA/NWEA	

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TALES of JOY R.E.A.D.® Program

Student Reading Test Scores

Name of School: Ernest Stapleton

Phone Number: 891-8473

Contact Person: [REDACTED]

E-Mail: _____

Program Start Date: September 2008

Program End Date: May 2009

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>		
RM	4	E	8/08	34/197	12/08	40/205	5/09	40+/202	DRA/NWEA	
AleR	4	E	8/08	30/188	12/08	38/187	5/09	38/175	DRA/NWEA	Taking to SAT mid year
AlyR	4	E	8/08	30/209	12/08	40/197	5/09	40+/208	DRA/NWEA	

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WEBSITE: www.therapyanimals.org



TALES of JOY R.E.A.D.® Program

Student Reading Test Scores

Name of School: E. Stapleton Elem.

Phone Number: 891-8473

Contact Person: XXXXXXXXXX

E-Mail _____

Program Start Date: September 2008

Program End Date: May 2008

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>		
XA	2	English	8/08	A	12/5/08	2	5/09	2	DRA and OS	OS = Observation Survey by Marie Clay
JC	3	English	8/08	28	12/09	30	5/09	34	DRA	
TR	1	English	1 st qtr.	1	12/09	6	5/09	16	DRA	
JS	3	English	8/08	6	12/08	6	5/09	8	DRA	



TALES of JOY R.E.A.D.® Program

Student Reading Test Scores

Name of School: Colinas del Norte ES

Phone Number: 896-3378

Contact Person: [REDACTED]

E-Mail: _____

Program Start Date: September 2008

Program End Date: May 2009

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>		
TC	5	E	8/08	30/204	12/8	38/205	5/09	207	DRA/NWEA	
WS	5	E	8/08	30/200	12/8	34/205	Student withdrew		DRA/NWEA	
AZ	5	E	8/08	34/200	12/8	38/195	5/09	201	DRA/NWEA	
DJ	5	E	8/08	30/192	12/8	38/189	5/09	208	DRA/NWEA	

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TALES of J & Y R.E.A.D.® Program

Student Reading Test Scores

Name of School: Ernest Stapleton

Phone Number: 891-8473

Contact Person: [REDACTED]

E-Mail: _____

Program Start Date: September 2008

Program End Date: May 2009

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>		
ZS (SpEd)	5	E	8/08	24/172	12/08	38/181	4/09	50/179	DRA/NWEA	
PO (SpEd)	5	S	8/08	30/186	12/08	40/184	4/09	40/190	DRA/NWEA	
<i>Bonnie Kids:</i>										
AM (SpEd)	5	English	8/08	38/204	12/08	50/204	4/09	50/213	DRA/NWEA	
JT (SpEd)	5	English	8/08	40/193	12/08	50/193	4/09	50/188	DRA/NWEA	

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WEBSITE: www.therapyanimals.org



TALES of JOY R.E.A.D.® Program

Student Reading Test Scores

Name of School: Martin Luther King, Jr.

Phone Number: 892-2575

Contact Person: [REDACTED]

E-Mail: _____

Program Start Date: September 2008

Program End Date: May 2009

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>		
AG	4	E	8-08	34/194	12/08	38/196	5/09	40/200	DRA/NWEA	
SB	4	E	8-08	34/206	12/08	38/202	5/09	40/210	DRA/NWEA	
SS	4	E	8-08	24/195	12/08	28/192	5/09	34/195	DRA/NWEA	Helped self esteem

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

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WEBSITE: www.therapyanimals.org



TALES of JOY R.E.A.D.® Program

Student Reading Test Scores

Name of School: Vista Grande ES

Phone Number: 771-2366

Contact Person: [REDACTED]

E-Mail: _____

Program Start Date: September 2008

Program End Date: May 2009

First Name	Grade	First Language	<u>Beginning</u>		<u>Middle</u>		<u>End of Year</u>		Testing Instrument	Comments
			Test Date	Test Score	Test Date	Test Score	Test Date	Test Score		
Ha. M (SpEd)	3	E	8/08	5 words	12/08	12	5/09	30	Fry Sight Word List	
Hy. E (SpEd)	1	E	8/08	7 words	12/08	7	5/09	13	Fry Sight Word List	
Ly. (SpEd)	3	E	8/08	3 words	12/08	3	5/09	7	Fry Sight Word List	
La. (SpEd)	5	E	8/08	19 words	12/08	19	5/09	30+ Word families	Fry Sight Word List	
Ty. (SpEd)	3	E	8/08	5 words	12/08	5	5/09	23	Fry Sight Word List	
Co. (SpEd)	3	E	8/08	20 words	12/08	30	Student Dis-enrolled		Fry Sight Word List	
Ke. B (SpEd)	1	E	Not enrolled		12/08	25	5/09	60	Fry Sight Word List	Going to Inclusion next year – will be DRA assessed.
Em.G (SpEd)	2	E	Not enrolled		12/08	0	5/09	0	Fry Sight Word List	Not yet appropriate for her skill level.

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TALES of JOY R.E.A.D.® Program

Student Reading Test Scores

Name of School: Ernest Stapleton

Phone Number: 891-8473

Contact Person: [REDACTED]

E-Mail: _____

Program Start Date: September 2008

Program End Date: May 2009

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>		
T (SpEd)	2	E	8/08	4	12/08	10	5/09	18	DRA	
I (SpEd)	2	E	8/08	4	12/08	8	5/09	14	DRA	
D (SpEd)	2	E	8/08	10	12/08	12	5/09	14+	DRA	
J (SpEd)	2	E	8/08	4	12/08	8	5/09	12	DRA	

DRA/NWEA

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WEBSITE: www.therapyanimals.org



TALES of JOY R.E.A.D.® Program

Student Reading Test Scores

Name of School: Ernest Stapleton

Phone Number: 891-8473

Contact Person: [REDACTED]

E-Mail: _____

Program Start Date: January 2009

Program End Date: May 2009

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>		
MM (SpEd)	5	English	8/08	34/199	*12/08	40/197	5/09	50/197	DRA/NWEA	*Started program in January 2009

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TALES of JOY R.E.A.D.® Program

Student Reading Test Scores

Name of School: Puesta del Sol

Phone Number: 994-3305

Contact Person: XXXXXXXXXX

E-Mail: _____

Program Start Date: September 2008

Program End Date: May 2009

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>		
TA (SpEd)	1	E	8/08	3	12/08	12	5/09	18	DRA	
JM	1	E	8/08	2	12/08	6	5/09	16	DRA	
JN	1	E	8/08	3	12/08	6	5/09	12	DRA	

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TALES of JOY R.E.A.D.® Program

Student Reading Test Scores

Name of School: Puesta del Sol

Phone Number: 994-3305

Contact Person: [REDACTED]

E-Mail: _____

Program Start Date: September 2008

Program End Date: May 2009

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>		
LM (SpEd)	4	E	8-08	16/156	12/08	30/171	5/09	30/177	DRA/NWEA	

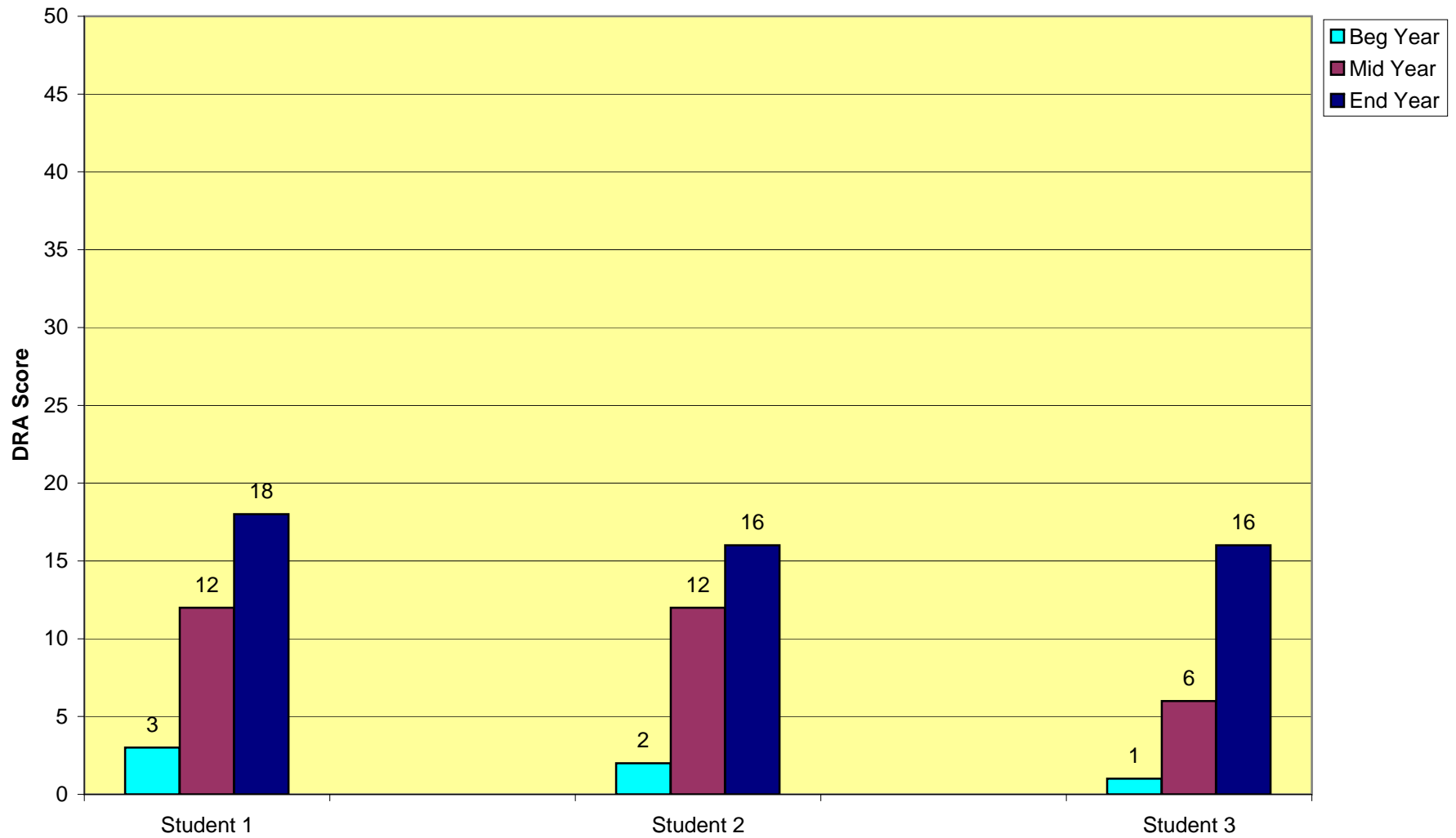
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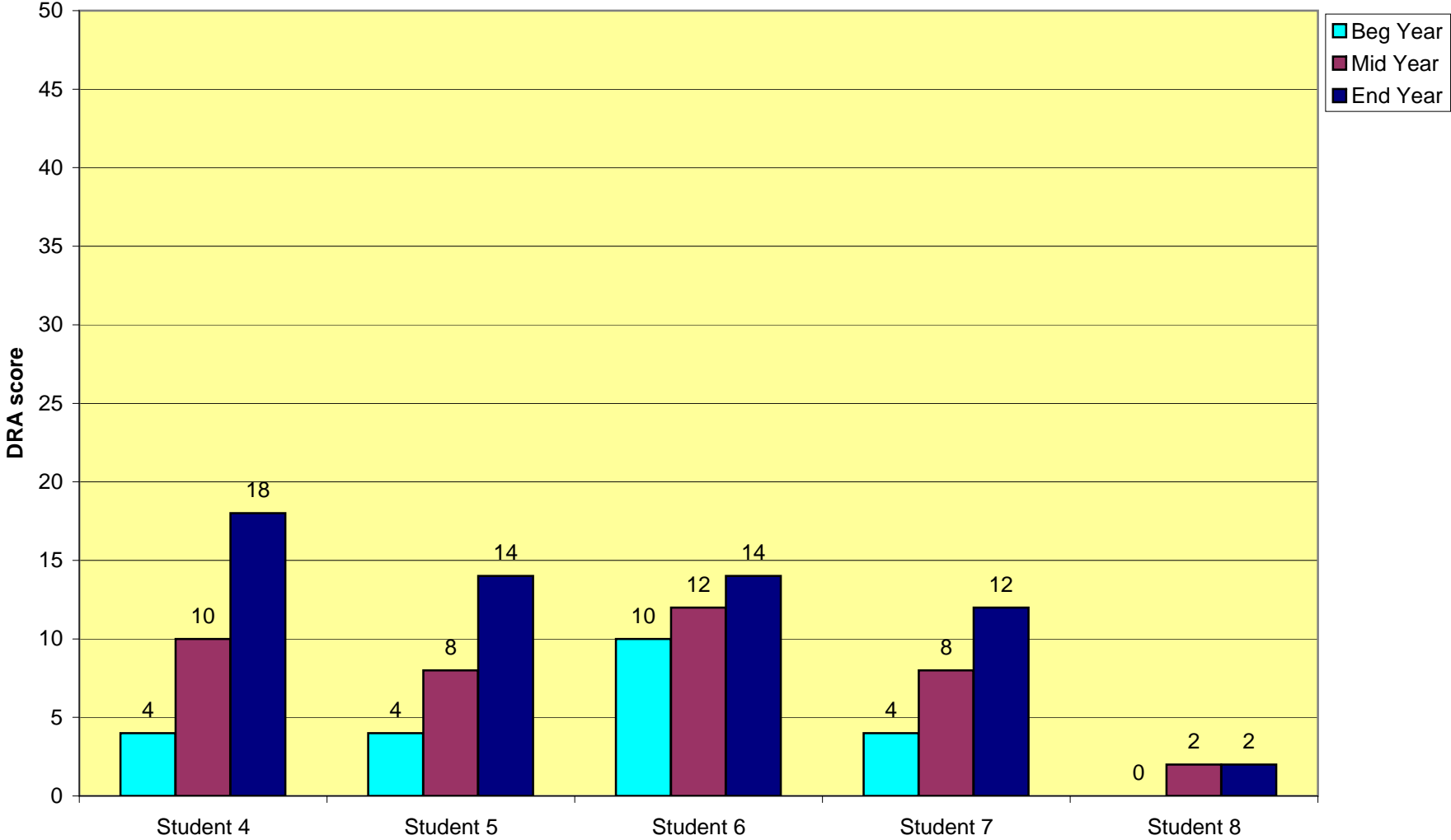
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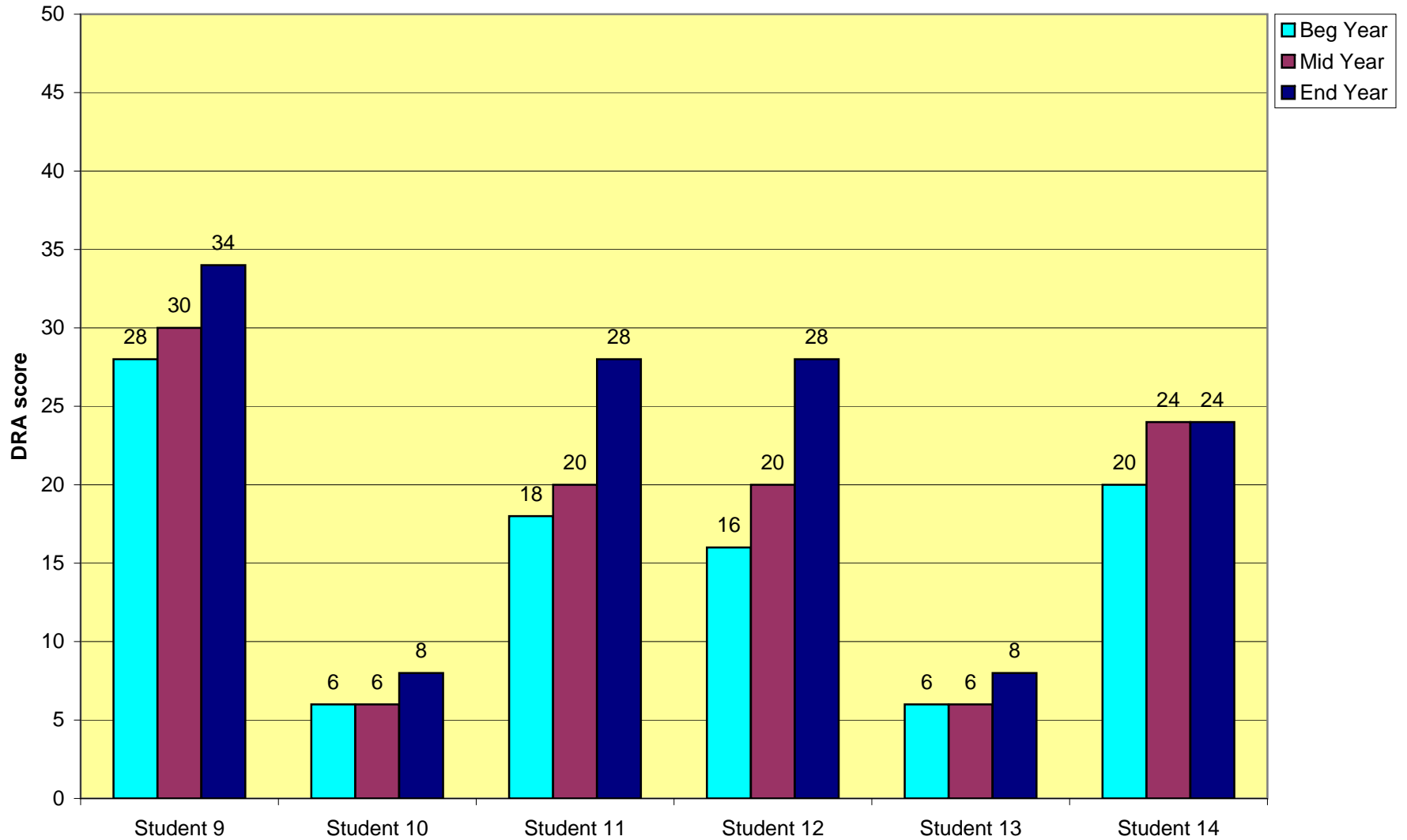
TALES of JOY R.E.A.D. Program Data - First grade DRA scores 08 - 09
Students w/Disabilites



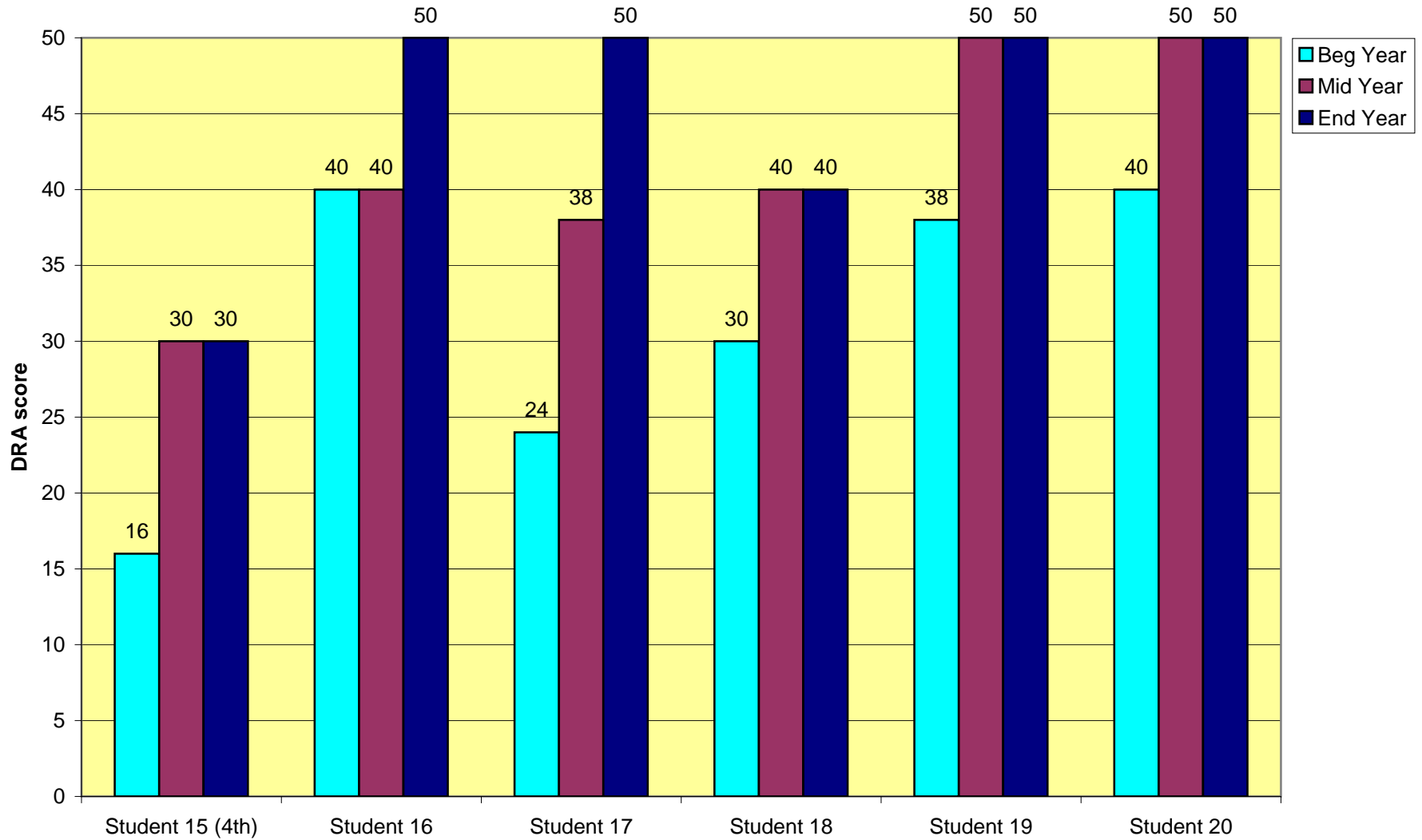
**TALES of JOY R.E.A.D. Program Data - Second Grade DRA scores 08 - 09
Students w/Disabilities**



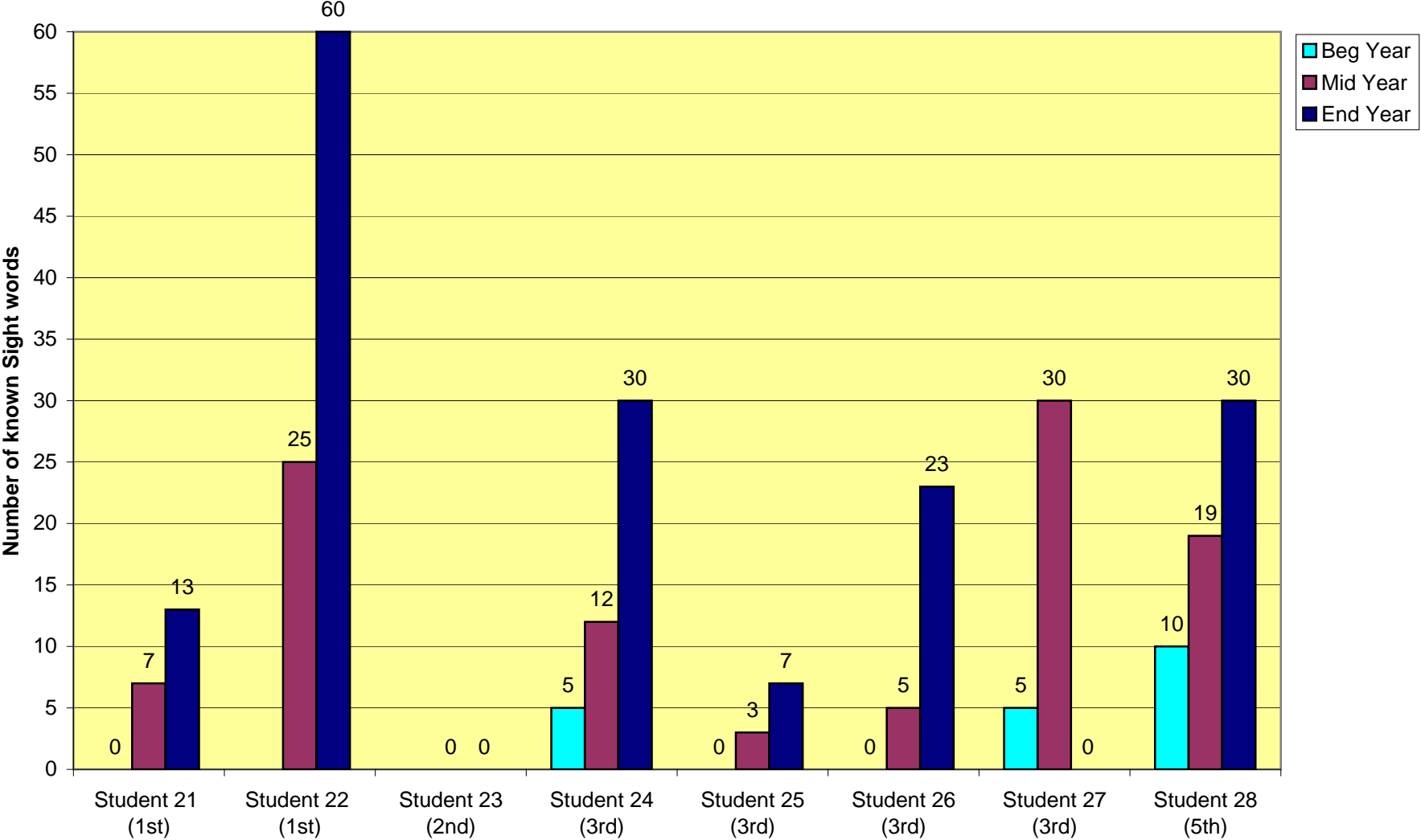
**TALES of JOY R.E.A.D. Program Data - Third Grade DRA scores 08 - 09
Students w/Disabilites**



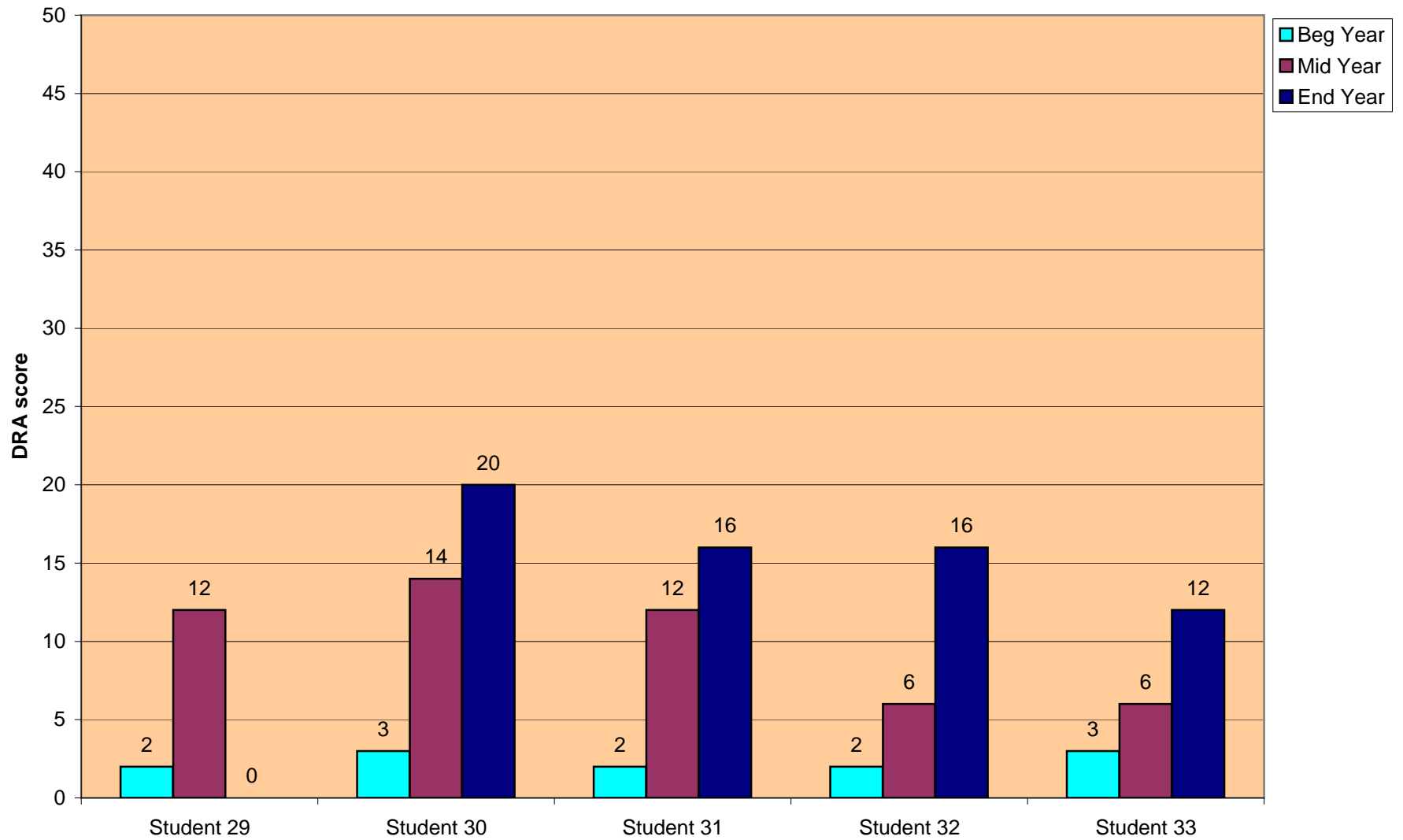
**TALES of JOY R.E.A.D. Program Data - Fourth & Fifth Grades DRA scores 08 - 09
Student w/Disabilites**



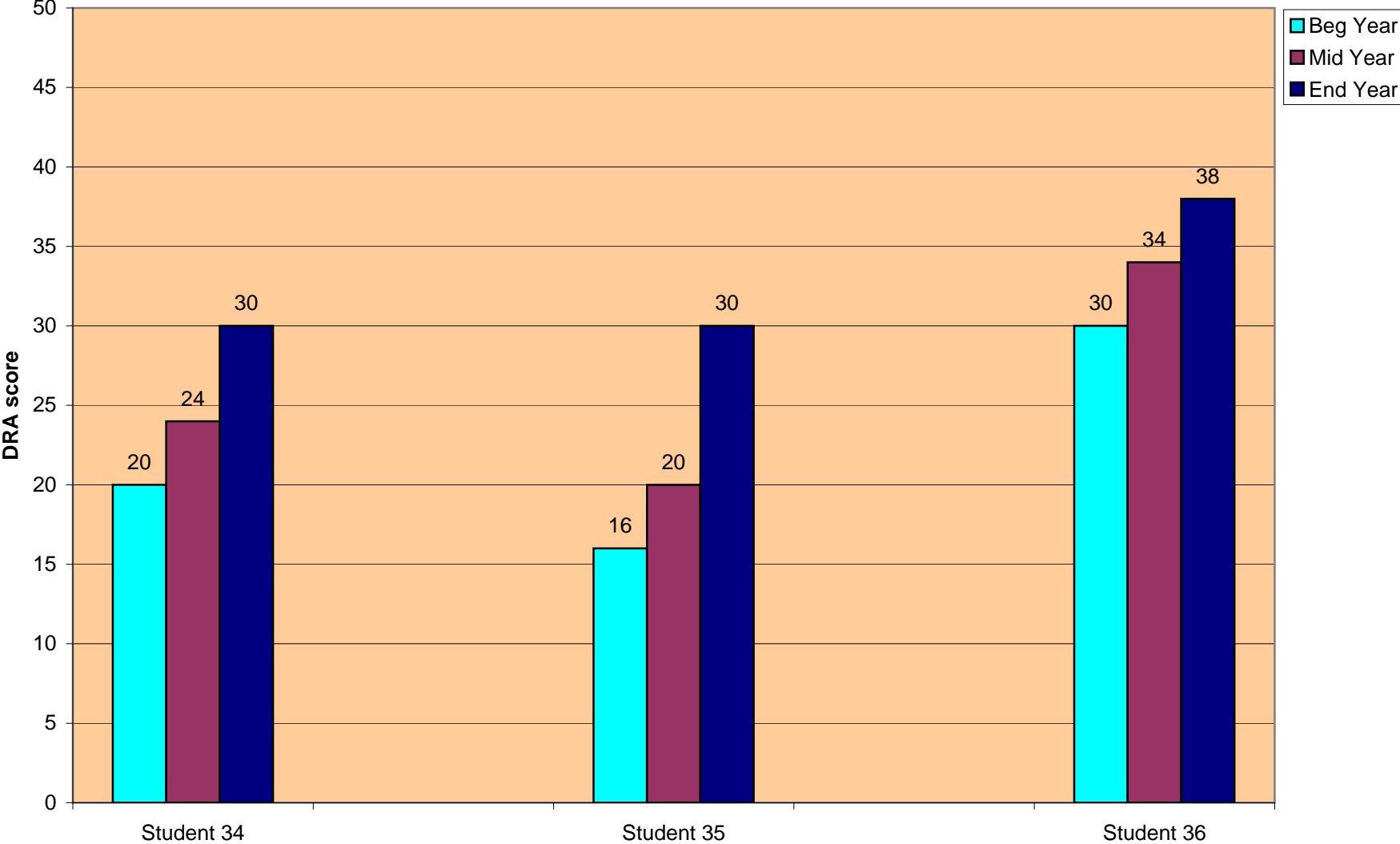
**TALES of JOY R.E.A.D. Program Data - First - Fifth Grades FRY Sight Word List 08 - 09
Students w/Disabilities**



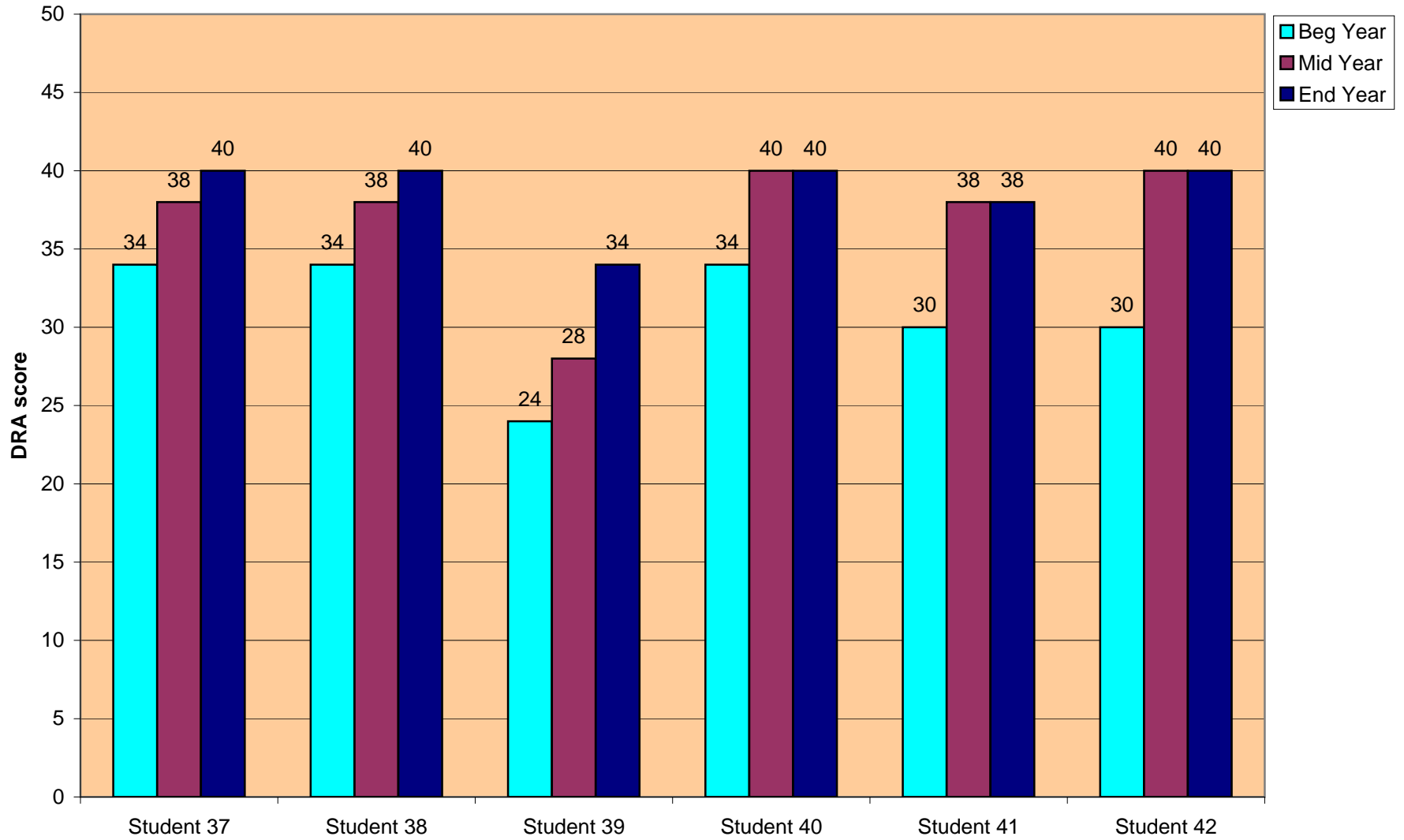
TALES of JOY R.E.A.D. Program Data - First Grade DRA scores 08 - 09



TALES of JOY R.E.A.D. Program Data - Third Grade DRA scores 08 - 09



TALES of JOY R.E.A.D. Program Data - Fourth Grade DRA scores 08 - 09



TALES of JOY R.E.A.D. Program Data - Fifth Grade NWEA scores 08 - 09

