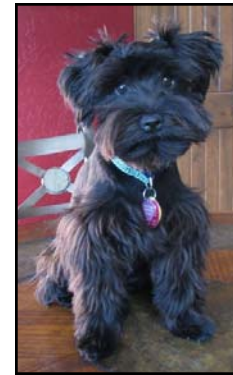
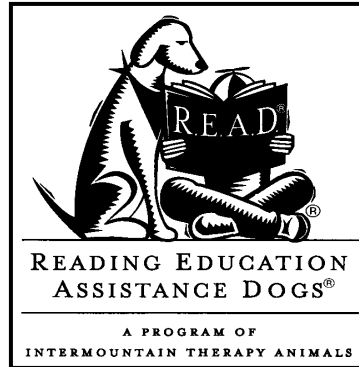


Gracie



Bailey



Cassie

Jesse



TALES of Y R.E.A.D.® Program

Data Report School Year 09 — 10

Chica



Rosy

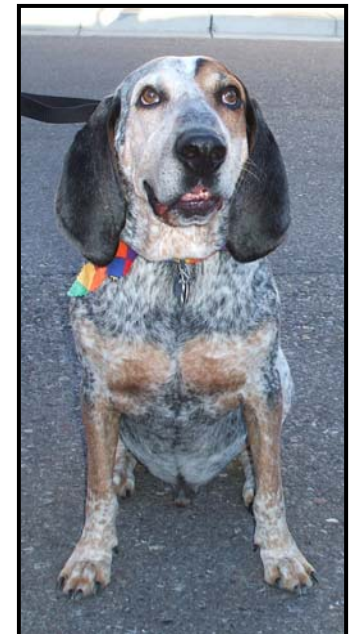


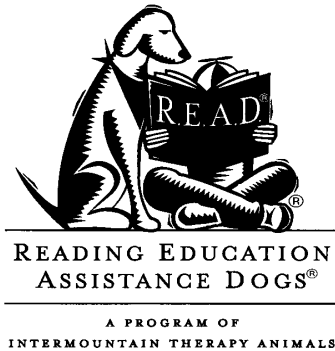
Stella



Ka-ching

Arlo





TALES of JOY R.E.A.D.® Program

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

Date: June 3, 2010

From: Theresa McKinney, Program Coordinator

RE: TALES of JOY R.E.A.D.® Program data results SY 09 -10

cc: Carl Leppelman, Richard Bruce, 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 fourth full year of implementation with great results!

We had 8 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.

There were a total of 52 students (16 students' w/disabilities) grades 1 – 5 that received “one on one” weekly reading intervention [no reported data for 10 students]. Thirteen teachers requested a TALES of JOY R.E.A.D.® team to work with students in their classroom; and we had (have) a waiting list of 11 teachers!

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 2010 we will have a total of 16 registered teams. We will be adding 4 NEW registered teams this summer! There are 6 teams that are RRPS staff: Classroom teacher at Sandia Vista; Reading Recovery teacher at Sandia Vista; District Diagnostician, District SLP/Autism Consultant, District Administrative Assistant and new for next year the Site Specialist at Ernest Stapleton. 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. Monthly R.E.A.D. sessions with students at Presbyterian Ear Institute (PEI), the only speaking school for deaf children in New Mexico.
6. "Dog Safety" programs at several of our S.A.F.E. After School program sites
7. Participate in the annual Reader's Café, RRPS

We are also very proud to have a "sister" TALES of JOY R.E.A.D.® program in Cuba, NM. Ms. Barron and her three 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 is in Bernalillo, NM. Ms. Loeffler is a Special Education teacher at Roosevelt Elementary school. She works with her

dog Elouise in a school setting and will participate in our local community programs as her schedule allows.

The TALES of JOY R.E.A.D.® program teams are doing wonderful things within our community and for the students of RRPS! “Paw” through our website: www.TalesofJoyRead.com for more information.

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 09 - May 10

Completed by 12 Teachers & 2 Classroom Educational Assistants

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

14

B. No

If no, why not?

- > Yes my experience was positive.
- > Very positive, was a great help to us.

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

11

B. No

3

If no, why not?

- > I am retiring at the end of this year.
- > I would if I were staying with RRPS, but I am moving to Texas.
- > I am retiring. I have sent 2 new names in for 1st grade here at Puesta del Sol.
- > Yes, I would like to have D and H work with my students again if possible. I definitely want to be part of TALES of JOY.
- > I understand if H and D would like to work with primary kids.
- > I will let the teacher that we get next year know how great of a program it is!

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

- > Both students grew by one grade level according to the DRA.
- > Increases in reading levels and comprehension.
- > I currently have six children. One student just joined my class last week (4/10). Three of these students have grown significantly in their reading levels. Their growth is documented on the TOJ Student Test Score Record sheet. My other two children have not demonstrated very much growth as far as improved DRA levels, but they developed appreciation of reading.
- > The student's levels of confidence increased encouraging them to try harder.
- > More self confidence in both students.
- > One student two grade levels behind who received several other interventions tested at grade level.
- > Increase in reading levels and comprehension rates having TOJ as one of the interventions used with students in the program.
- > My student went up significantly in his reading (DRA) score as well as his confidence in reading and retelling a story.
- > My students always look forward to reading with D. They look forward to Thursdays and ask if we are rescheduling on weeks that we do not come to school on Thursdays. Most students participating in the program have documented growth in their NWEA scores. All students have shown more interest in reading if D is the incentive!

(continued)

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

September 09 - May 10

- > As in the past years; I believe this program encourages children to read and to feel good about their reading.
- > Reading levels have gone higher because of the program.
- > My students went up by 5 levels in reading this year!
- > Observe: wanting to read, enjoy reading to D.
- > Recognized more sight words.

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

- > Both students loved reading to their dog.
- > They developed a love for reading.
- > Information on this was included in the answer to #3. My students are eager to read with D and H. Specifically, my two lowest performing students are eager to read. Reading with D has increased their motivation to persist in reading tasks that have been and are extremely challenging for these two students.
- > Two of the students did not dread reading anymore.
- > One student a bit more confident.
- > Motivation to read increased, as well as an increase in the enjoyment of reading.
- > My student was always excited when he knew he would be going to read with TALES of JOY R.E.A.D.® program and I could see the excitement continue into reading in the classroom.
- > My students were happy to read to D and eager for their turn. They were quick to inform me if they hadn't gotten a turn in a long time.
- > They had more self-confidence and were more willing to take on challenging texts.
- > Much more confidence in their reading and wanting to share that with others.
- > Fluency improved dramatically.
- > With one student we would work on a book so he could read it to D.
- > They looked forward to reading time.

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

- > It made them feel very special to read to their dog.
 - > More confidence.
 - > Yes. One of my students rarely spoke to anyone. She has opened-up and now talks to adults, her teachers and many other students. Working with D and H had a positive impact on her desire to communicate with others.
- (continued)

TALES of JOY R.E.A.D. Program Teacher Survey September 09 - May 10

- > All three of the students improved in communication and social skills as a result of the program.
- > _____ was very shy. This helped her to speak up more.
- > They seemed very excited to read and looked forward to their time with H and D.
- > More positive about reading and challenging himself to progress.
- > I noticed a benefit with my children with behavior issues once they had read to D in the morning. They seemed to be calmer and more on task for the rest of the day.
- > They want to read, want to help others and love having the opportunity to read aloud to other children or to a group.
- > More confidence in answering questions about the stories they read.
- > My students began to like to read. They also enjoyed being considered lucky to participate (not all students in my class were able to read to D).
- > If that day started off rocky after reading to D the day was better and they were happier.
- > They were happier.

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

A. Yes

B. No

14

7. General Comments:

- > Awesome Program!
- > Low level readers generally have low level self-esteem and feel everyone looks down on them. TALES of JOY R.E.A.D.® program elevates their status in the class to a position envied by peers. It makes them feel special. Students love to read to the dogs. They beam as they leave the room to attend their session.
- > Thanks for everything you do!
- > Would like at least two days per week rather than one.**
- > Great program! Please continue to make it available to teachers and students.
- > I am so lucky to have been a part of TALES of JOY this year. These generous people and pooches give their time and attention to students who might not have that in their lives outside of school. Not only is the TALES of JOY Program a viable literacy intervention, it is giving a purpose and love of reading to students.
- > I have loved this program! It is a wonderful program that positively impacts students who are struggling readers. Hopefully you can spread this program across the U.S.!
- > We could benefit from more teams coming to our school. H & D are absolutely outstanding!

***Note: All of our TALES of JOY R.E.A.D.® program teams are volunteer. Each team offers as much time as possible to this wonderful program and the students, several volunteer at more than one school each week. It would be so beneficial to be able to work with students more than just one day per week; however we simply do not have enough teams (handler & dog) to do so. We actually had a waiting list of ten teachers this year that requested a TOJ team to work with their students!! We will fill as many of these requests as we can for the 2010 - 2011 school year. Each year we add one to two new TOJ teams! The teacher interest and our program continue to grow each year!*

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

September 09 - May 10

Observations and comments:

Cindy Van Meter, M.A., CCC-SLP, Speech Pathologist/Autism Specialist RRPS and her dog Cassie

When she (Cassie) goes to Desert Pathways and Independence High school she becomes a comfort dog that allows the teens with issues to calm down. She is also an allure to get the teens to come to therapy as it is "cool" to go with the lady with the dog. She has been a great success this year in both capacities. She is also a wonderful comfort to the staff at these tense campuses.

Cassie has also been requested at several IEP's where the campus anticipates tension. The staff then enjoys having her on their lap and they pass her around and pet her and calm themselves.

She also assists in speech therapy in a special education kindergarten classroom with children with autism. She has increased the student's ability to follow directions from a one-step direction to a two-step direction with 80-90% accuracy and she has increased verbalizations to 80-95% when she is there. The children's behavior is much improved when Cassie is present. A couple of students that have a tendency to scream will stop when they are told that "they are scaring Cassie and it hurts her ears." The children are also much calmer when listening to a story when Cassie is lying on the floor near them.

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 09 - 10. 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 really loves dogs and has enjoyed the TALES of JOY R.E.A.D.® program. Animals, but dogs in particular, are very comforting and soothing for her as the world is sometimes a frantic and hectic place for kids with autism. Thank you for bringing this program to VGES and allowing my child to participate. We sure hope this program is able to continue.
- (2) This program has provided immense benefit to my daughter. Not only have her reading skills very noticeably improved, but **D** and **H** have provided a continuity of service which has been invaluable to her. They have seen her through countless classroom disruptions to include this school year. Participating in this program has brought a joy of reading for my special needs child. In fact, she enjoys their TALES of JOY R.E.A.D.® time so much we occasionally have to visit **D** at the local public library on Saturdays!

I would invite Dr. Cleveland to visit a classroom during a "TALES" session and observe the transformation in effort alone which takes place when children are reading to **D**.

- (3) My son enjoyed reading to the therapy dogs. He thought it was relaxing and was good personal time.

- (4) My daughter has shown improvement in her want to learn math, she comes home excited, expressing how she likes it and actually wants me to make up problems for her.

I know she has struggled with reading and spelling, but she has been making good or better grades than usual.

- (5) My daughter has been struggling with her reading and after participating in the TALES of JOY R.E.A.D.® program I have seen a huge change in her reading habits – not only does she enjoy reading now, she’s challenging herself with more difficult books and has improved with comprehending what she reads. Her self confidence has improved a great deal and finally bringing her reading level to 5th grade has brought happiness to her – she was so happy.

Thank you for offering a wonderful program to our students at MLK, Jr.

- (6) My daughter has become more confident in her reading. She reads more independently without being prompted by her parent. She loves this program and I give it an A+!!
- (7) I do think pets are therapeutic.
- (8) Yes, I am so glad for this program so my daughter can read to **D**. My son got to when he was at MLK, Jr. I think this helps improve the child’s reading and the kids love reading to the dogs.
- (9) My daughter enjoys reading a lot more when she is reading to the dog. My daughter said she concentrates more and it makes her read clearly because she has to read aloud. This is a very enjoyable program for elementary students.
- (10) My son says he’s very happy in this program. He said its really helped him with reading. His speech and language has also improved.
- (11) My daughter loved reading to **D** because she really listened. “Her ears were always up and she sniffed me . . . she liked me reading stories about animals.” . . . “I loved that we got to feed the dogs treats.” Having a fun atmosphere to read helps students not be so anxious about their reading skills. It takes the primary focus off the student and shares the spot light with the dog. It offers the student another setting outside of the main classroom where reading can be fun and relevant. Dogs often elicit warm fuzzy feelings among children which is conducive to improving communication and social skills. It’s a great idea, hope that the funding for this project continues.

(12) Very good program! Keep up the good work!!

(13) My son has learned how to comprehend what he reads a lot more. I'm not sure if this program is the reason but he loves to read. He can articulate back to me what he read in a much more clear and succinct manner. I think it is a great program.

(14) I really have not seen any changes in my child's reading, communication skills and social skills with this program.

(15) I have seen a great improvement with her reading skills. She has increased her amount of reading at least almost every night and even reads a lot to her younger brother. I've seen a great improvement with her confidence too, which is a great big factor in her personality. I think the program helped her a lot and we are very thankful for all the positive effects it has done her.

(16) I have noticed the changes in my son's writing of stories after his reading of an interesting book. He has become more involved in the story of books he has read. He has more interest in reading books or articles at home which is a great improvement. I am very pleased with how my son has shown this increased change in reading.

Thank you for offering this program to the students.

(17) I am very grateful for this program. It has been an important part of my son's life. This program has benefited my son in several ways. I thank the people and the dogs for helping my son. My son was behind in his reading but with the help of the program my son has advanced from a level 6 reading to almost a 12 and the dogs are a great inspiration to him. Thank you staff and dogs!

(18) My daughter has told me that they have a dog in the school and they read and talk to him. About a week ago I brought a small Chihuahua dog for them and they are very happy. My daughter and her brothers are always carrying him and feeding him, they love him very much and Pappy loves them a lot too, they named the little dog Pappy. Pappy has his own little house but likes to sleep with my daughter. *Parent's response in Spanish, translated.*

(19) I am very happy with this program because it has helped my son very much in reading. He has progressed quite well. *Parent's response in Spanish, translated.*

- (20) My daughter enjoyed reading to **D**. I believe she began to show more interest in reading from participating in this program.
- (21) My child enjoys the one on one time reading with the dog. He feels he has a relationship with him/her. We are happy with this program!
- (22) This has been a tough year for my son. We noticed him struggling more and more with his reading. His teacher recommended the program as additional practice. At first he was worried about what it “meant.” However as the year progressed he would often come home telling me about the dog and what he read to her. He thoroughly enjoyed the chance to sit with her.

When he came home and told me this was his last week with her, he was sad. However, in his next breath he made sure I knew that he could see her again in the summer

This program has helped him relax while he’s reading. Thank you for letting him be a part of it.

- (23) I think that this program is helping me and I have got higher in my reading grade. It is helping me and the dogs are very well trained by the owner so keep this TALES of JOY alive!!! *Response of a student participant.*
- (24) It helped me go up more. I was at 3rd grade reading and I am at a 4th grade, almost 5th. It made me go up. *Response of a student participant.*



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 2009

Program End Date: May 2010

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>		
A	5 SpEd	English	8/09	180	1/10	181	4/10	190	NWEA	
M	5 SpEd	English	8/09	200	1/10	200	4/10	205	NWEA	
T	5 SpEd	English	8/09	181	1/10	188	4/10	192	NWEA	

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

Reading Education Assistance Dogs® (R.E.A.D.®) is a registered program of Intermountain Therapy Animals, Salt Lake City, Utah. All rights reserved.

4050 SOUTH 2700 EAST, SALT LAKE CITY, UTAH 84124 (or) PO BOX 17201, SALT LAKE CITY, UTAH 84117 • TEL 801.272.3439 • FAX 801.272.3470

WEBSITE: www.therapyanimals.org



TALES of JOY R.E.A.D.® Program

Student Reading Test Scores

Name of School: Ernest Stapleton Elementary school

Phone Number: 891-8473

Contact Person: [REDACTED]

E-Mail: [REDACTED]

Program Start Date: September 2009

Program End Date: May 2010

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>		
RS	4 th	English	8/09	3.1		3.8	5/10	3.7	Star Reading	
BP	4 th	English	8/09	2.5		5.1	5/10	4.6	Star Reading	

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

Reading Education Assistance Dogs® (R.E.A.D.®) is a registered program of Intermountain Therapy Animals, Salt Lake City, Utah. All rights reserved.

4050 SOUTH 2700 EAST, SALT LAKE CITY, UTAH 84124 (or) PO BOX 17201, SALT LAKE CITY, UTAH 84117 • TEL 801.272.3439 • FAX 801.272.3470

WEBSITE: www.therapyanimals.org



TALES of JOY R.E.A.D.® Program

Student Reading Test Scores

Name of School: E. Stapleton Elementary

Phone Number: 891-8473

Contact Person: [REDACTED]

E-Mail [REDACTED]

Program Start Date: Sept. 2009

Program End Date: May 2010

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>		
LP	1	English	Aug. '09	DRA 2	Oct. '09	DRA 3	May '10	DRA 3	DRA	Has an IEP
RH	2	English	Aug. '09	DRA 6	Oct. '09	DRA 6	May '10	DRA 14	DRA	Has an IEP
TR	2	English	Aug. '09	DRA 16	Oct. '10	DRA 16	May '10	DRA 30	DRA	Has an IEP
WS	2	English	Not with me	-----	Dec. '09	DRA 18	May '10	DRA 18	DRA	Has an IEP. Can decode at a level 24, but can demonstrate adequate comprehension above a level 18.
AE	3	English	Aug. '09	DRA 2	Oct. '09	DRA 2	May '10	DRA 2	DRA	Has an IEP (alternate assessment)

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

Reading Education Assistance Dogs® (R.E.A.D.®) is a registered program of Intermountain Therapy Animals, Salt Lake City, Utah. All rights reserved.

4050 SOUTH 2700 EAST, SALT LAKE CITY, UTAH 84124 (or) PO BOX 17201, SALT LAKE CITY, UTAH 84117 • TEL 801.272.3439 • FAX 801.272.3470

WEBSITE: www.therapyanimals.org



TALES of JOY R.E.A.D.® Program

Student Reading Test Scores

Name of School: Colinas del Norte Elementary school

Phone Number: 896-3378

Contact Person: [REDACTED]

E-Mail: [REDACTED]

Program Start Date: September 2009

Program End Date: May 2010

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		
G	5	English	8/09	68			5/10	79	DRA	Went from a 3 rd grade level to a 4 th grade level
			10/09	198	1/10	204	4/10	202		
K	5	English	8/09	70			5/10	79	DRA	Went from a 3 rd grade level to a 4 th grade level
			10/09	182	1/10	203	4/10	197		
T	5	English	8/09	67			5/10	87	DRA	Went from a 3 rd grade level to a 5 th grade level
			10/09	194	1/10	196	4/10	196		
B	5	English	8/09	72			5/10	83	DRA	Went from a 3 rd grade level to a 4 th grade level
			10/09	204	1/10	208	4/10	201		

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

Reading Education Assistance Dogs® (R.E.A.D.®) is a registered program of Intermountain Therapy Animals, Salt Lake City, Utah. All rights reserved.

4050 SOUTH 2700 EAST, SALT LAKE CITY, UTAH 84124 (or) PO BOX 17201, SALT LAKE CITY, UTAH 84117 • TEL 801.272.3439 • FAX 801.272.3470

WEBSITE: www.therpyanimals.org



TALES of JOY R.E.A.D.® Program

Student Reading Test Scores

Name of School: Ernest Stapleton Elementary school

Phone Number: 891-8473

Contact Person: [REDACTED]

E-Mail: [REDACTED]

Program Start Date: September 2009

Program End Date: May 2010

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>		
MB	5	English	8/09	79	12/09	75	5/10	81	DRA	4 th = 74 – 83
										5 th = 84 - 93
AMV	5	English	8/09	67	12/09	85	5/10	81		
BM	5	English	8/09	61	12/09	69	5/10	78		

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

Reading Education Assistance Dogs® (R.E.A.D.®) is a registered program of Intermountain Therapy Animals, Salt Lake City, Utah. All rights reserved.

4050 SOUTH 2700 EAST, SALT LAKE CITY, UTAH 84124 (or) PO BOX 17201, SALT LAKE CITY, UTAH 84117 • TEL 801.272.3439 • FAX 801.272.3470

WEBSITE: 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 2009

Program End Date: May 2010

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>		
Ay	5	English	8/09	196			4/10	205	NWEA	
Ax	5	English	8/09	184			4/10	205	NWEA	
M	5	English	8/09	196			4/10	205	NWEA	

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

Reading Education Assistance Dogs® (R.E.A.D.®) is a registered program of Intermountain Therapy Animals, Salt Lake City, Utah. All rights reserved.

4050 SOUTH 2700 EAST, SALT LAKE CITY, UTAH 84124 (or) PO BOX 17201, SALT LAKE CITY, UTAH 84117 • TEL 801.272.3439 • FAX 801.272.3470

WEBSITE: www.therapyanimals.org



TALES of JOY R.E.A.D.® Program

Student Reading Test Scores

Name of School: Martin Luther King, Jr. Elementary school

Phone Number: 892-2575

Contact Person: [REDACTED]

E-Mail: [REDACTED]

Program Start Date: September 2009

Program End Date: May 2010

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>		
A	1 st	English	10/09	4	3/10	8	5/10	16	DRA	

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

Reading Education Assistance Dogs® (R.E.A.D.®) is a registered program of Intermountain Therapy Animals, Salt Lake City, Utah. All rights reserved.

4050 SOUTH 2700 EAST, SALT LAKE CITY, UTAH 84124 (or) PO BOX 17201, SALT LAKE CITY, UTAH 84117 • TEL 801.272.3439 • FAX 801.272.3470

WEBSITE: www.therapyanimals.org



TALES of JOY R.E.A.D.® Program

Student Reading Test Scores

Name of School: Puesta del Sol Elementary school

Phone Number: 994-3305

Contact Person: [REDACTED]

E-Mail: [REDACTED]

Program Start Date: September 2009

Program End Date: May 2010

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>		
M	1 st	English	8/09	3	12/09	6	5/10	18	DRA	
A	1 st	English	8/09	3	12/09	8	5/10	20	DRA	
K	1 st	English	8/09	3	12/09	8	5/10	18	DRA	
Z	1 st	English	8/09	3	12/09	8	5/10	18	DRA	

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

Reading Education Assistance Dogs® (R.E.A.D.®) is a registered program of Intermountain Therapy Animals, Salt Lake City, Utah. All rights reserved.

4050 SOUTH 2700 EAST, SALT LAKE CITY, UTAH 84124 (or) PO BOX 17201, SALT LAKE CITY, UTAH 84117 • TEL 801.272.3439 • FAX 801.272.3470

WEBSITE: www.therapyanimals.org



TALES of JOY R.E.A.D.® Program

Student Reading Test Scores

Name of School: Martin Luther King, Jr. Elementary school

Phone Number: 892-2575

Contact Person: [REDACTED]

E-Mail: [REDACTED]

Program Start Date: September 2009

Program End Date: May 2010

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		
JM	5	English	10/09	195	1/10	206	5/10	199	NWEA	
TS	5	Vietnamese	10/09	199	1/10	202	5/10	209	NWEA	
JH	5	English	10/09	200	1/10	201	5/10	214	NWEA	
TP	5	Vietnamese	10/09	204	1/10	202	5/10	204	NWEA	
SG	5	English	10/09	206	1/10	204	5/10	206	NWEA	
MR	5	English	10/09	206	1/10	217	5/10	210	NWEA	
DM	5	English	10/09	207	1/10	206	5/10	218	NWEA	
SH	5	English	10/09	208	1/10	201	5/10	214	NWEA	
TN	5	Vietnamese	10/09	209	1/10	212	5/10	211	NWEA	
DV	5	English			1/10	191	5/10	195	NWEA	

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

Reading Education Assistance Dogs® (R.E.A.D.®) is a registered program of Intermountain Therapy Animals, Salt Lake City, Utah. All rights reserved.

4050 SOUTH 2700 EAST, SALT LAKE CITY, UTAH 84124 (or) PO BOX 17201, SALT LAKE CITY, UTAH 84117 • TEL 801.272.3439 • FAX 801.272.3470

WEBSITE: www.therpyanimals.org



TALES of JOY R.E.A.D.® Program

Student Reading Test Scores

Name of School: Sandia Vista Elementary school

Phone Number: 338-2526

Contact Person: [REDACTED]

E-Mail: [REDACTED]

Program Start Date: September 2009

Program End Date: May 2010

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>		
B	3	Spanish	8/09	20	12/09	28	5/10	34	DRA	They both loved it!
A	3	English	8/09	20	12/09	28	5/10	34	DRA	

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

Reading Education Assistance Dogs® (R.E.A.D.®) is a registered program of Intermountain Therapy Animals, Salt Lake City, Utah. All rights reserved.

4050 SOUTH 2700 EAST, SALT LAKE CITY, UTAH 84124 (or) PO BOX 17201, SALT LAKE CITY, UTAH 84117 • TEL 801.272.3439 • FAX 801.272.3470

WEBSITE: www.therapyanimals.org



TALES of JOY R.E.A.D.® Program

Student Reading Test Scores

Name of School: Puesta del Sol Elementary school

Phone Number: 994-3305

Contact Person: [REDACTED]

E-Mail: [REDACTED]

Program Start Date: September 2009

Program End Date: May 2010

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>		
JG	1 st	Spanish	8/09	3	12/09	12	5/10	28	DRA	Way above grade level now!
CV	1 st	English	8/09	1	12/09	4	5/10	16	DRA	Where he needs to be to end the year.
IV	1 st	Spanish	8/09	2	12/09	6	5/10	20	DRA	A little above at this point.

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

Reading Education Assistance Dogs® (R.E.A.D.®) is a registered program of Intermountain Therapy Animals, Salt Lake City, Utah. All rights reserved.

4050 SOUTH 2700 EAST, SALT LAKE CITY, UTAH 84124 (or) PO BOX 17201, SALT LAKE CITY, UTAH 84117 • TEL 801.272.3439 • FAX 801.272.3470

WEBSITE: www.therapyanimals.org



TALES of JOY R.E.A.D.® Program

Student Reading Test Scores

Name of School: Colinas del Norte Elementary school

Phone Number: 896-3378

Contact Person: [REDACTED]

E-Mail: [REDACTED]

Program Start Date: September 2009

Program End Date: May 2010

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>		
DM	5	English	8/09	70			5/10	80	DRA	Went from a 3 rd grade level to a 4 th grade level
			10/09	194	1/10	197	4/10	200	NWEA	Good growth here
JM	5	English	8/09	71			5/10	77	DRA	Went from a 3 rd grade level to a 4 th grade level
			10/09	198	1/10	202	4/10	194	NWEA	Dropped in the spring

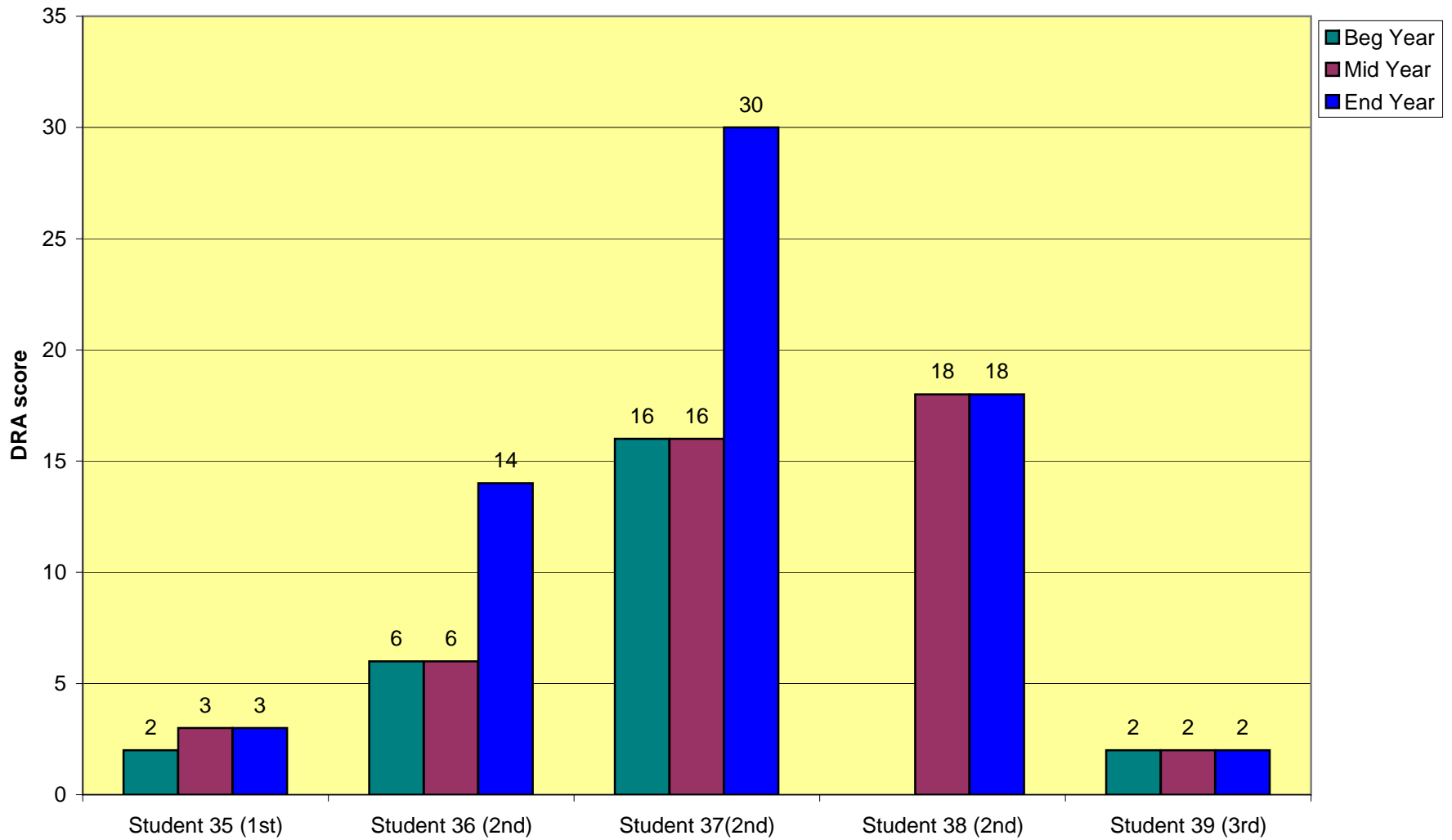
TALES of JOY R.E.A.D.® Program Rio Rancho, NM 87124 (505) 463-3626

Reading Education Assistance Dogs® (R.E.A.D.®) is a registered program of Intermountain Therapy Animals, Salt Lake City, Utah. All rights reserved.

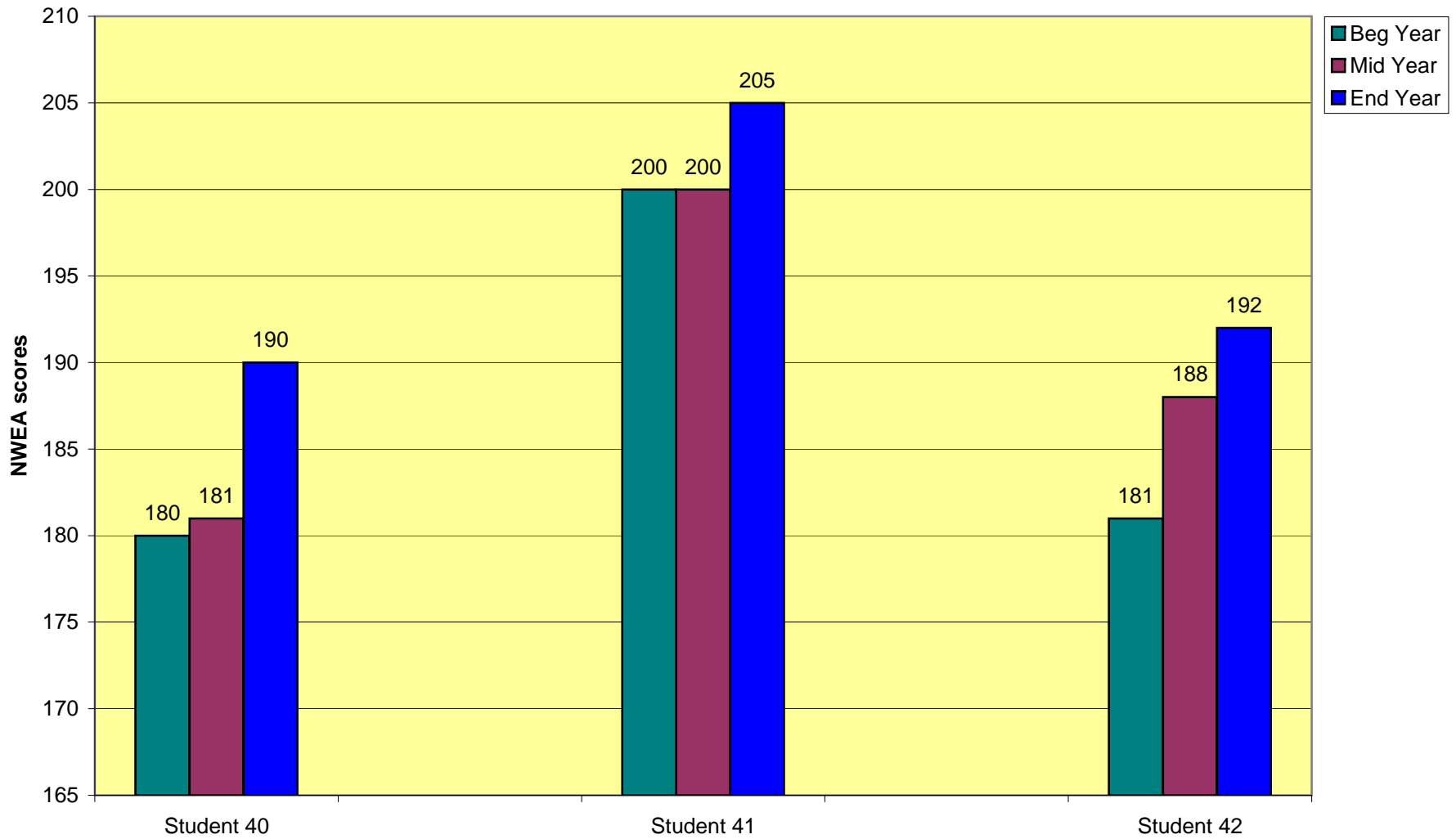
4050 SOUTH 2700 EAST, SALT LAKE CITY, UTAH 84124 (or) PO BOX 17201, SALT LAKE CITY, UTAH 84117 • TEL 801.272.3439 • FAX 801.272.3470

WEBSITE: www.therapyanimals.org

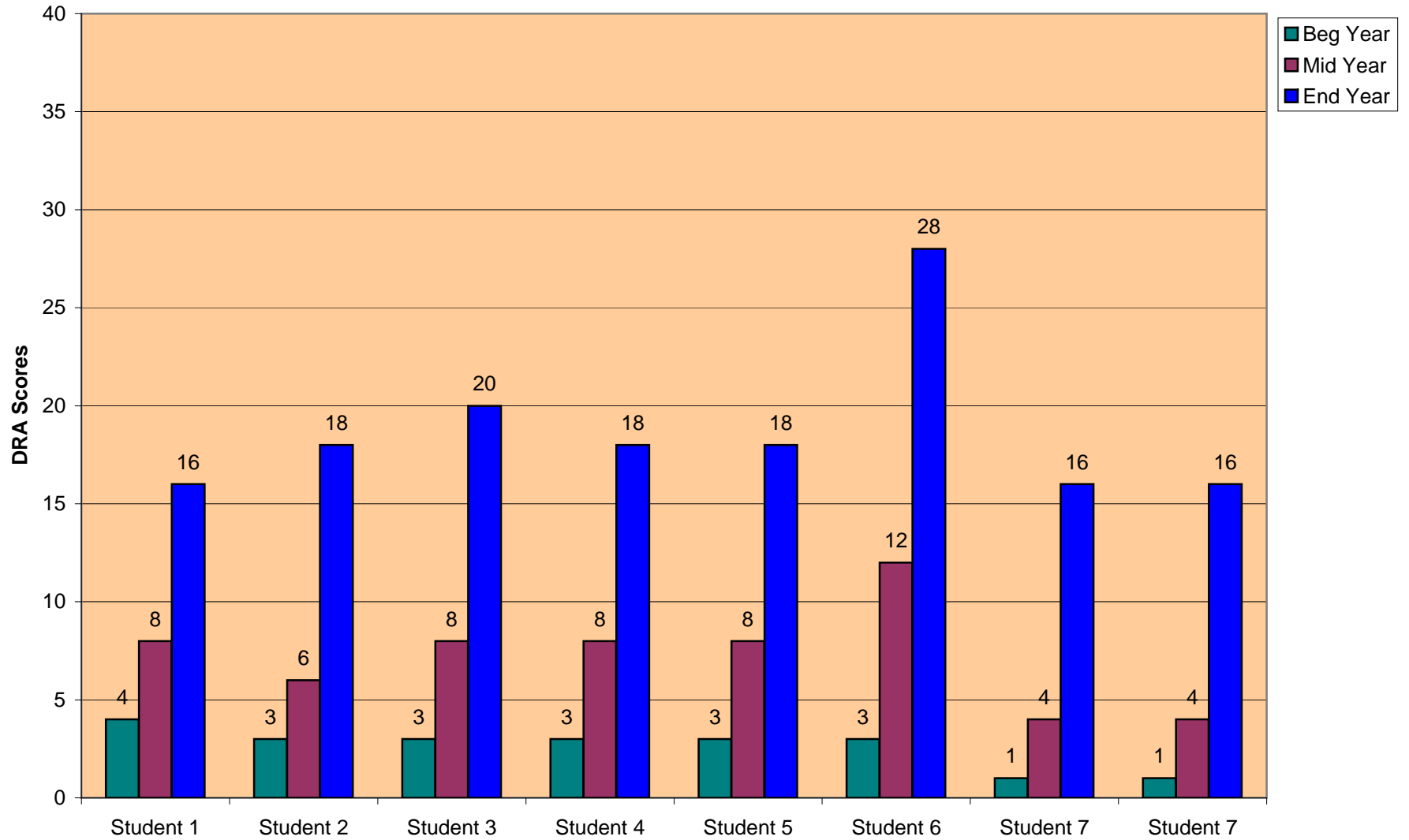
**TALES of JOY R.E.A.D. Program Data - First - Third Grade DRA scores 09 - 10
Students w/Disabilities**



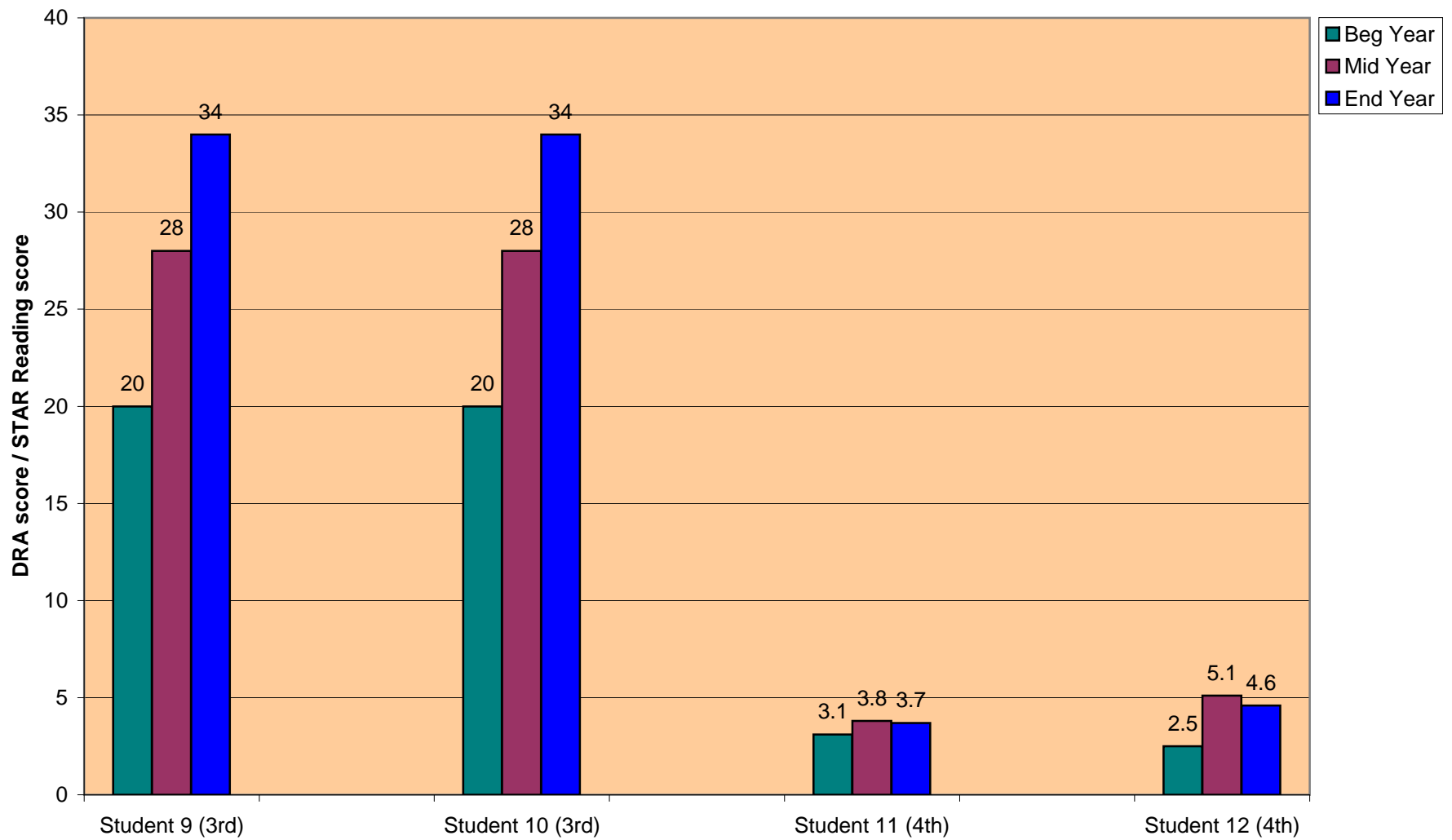
**TALES of JOY R.E.A.D. Program Data - Fifth Grade NWEA scores 09 - 10
Students w/Disabilities**



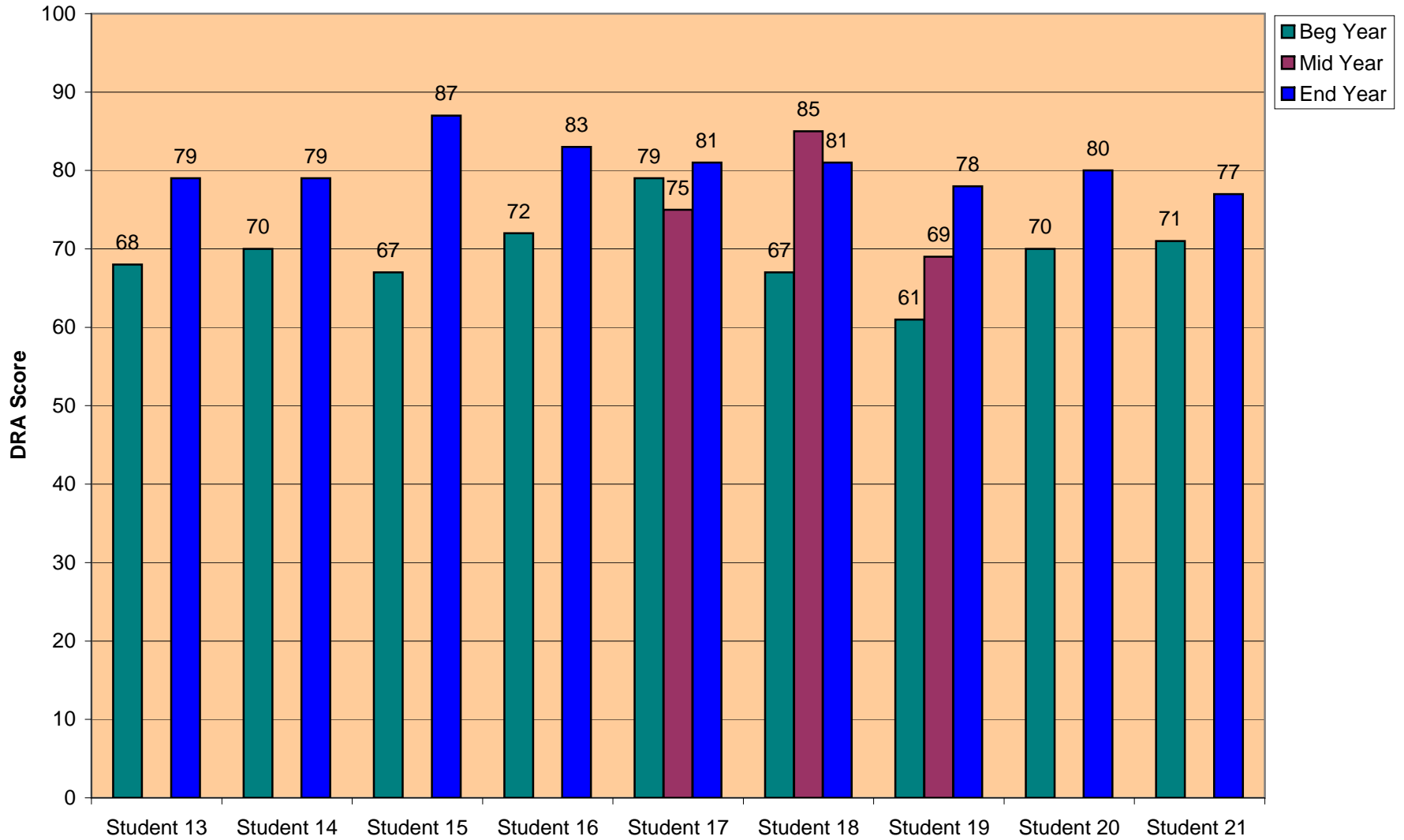
TALES of JOY R.E.A.D. Program Data - First Grade DRA scores 09 - 10



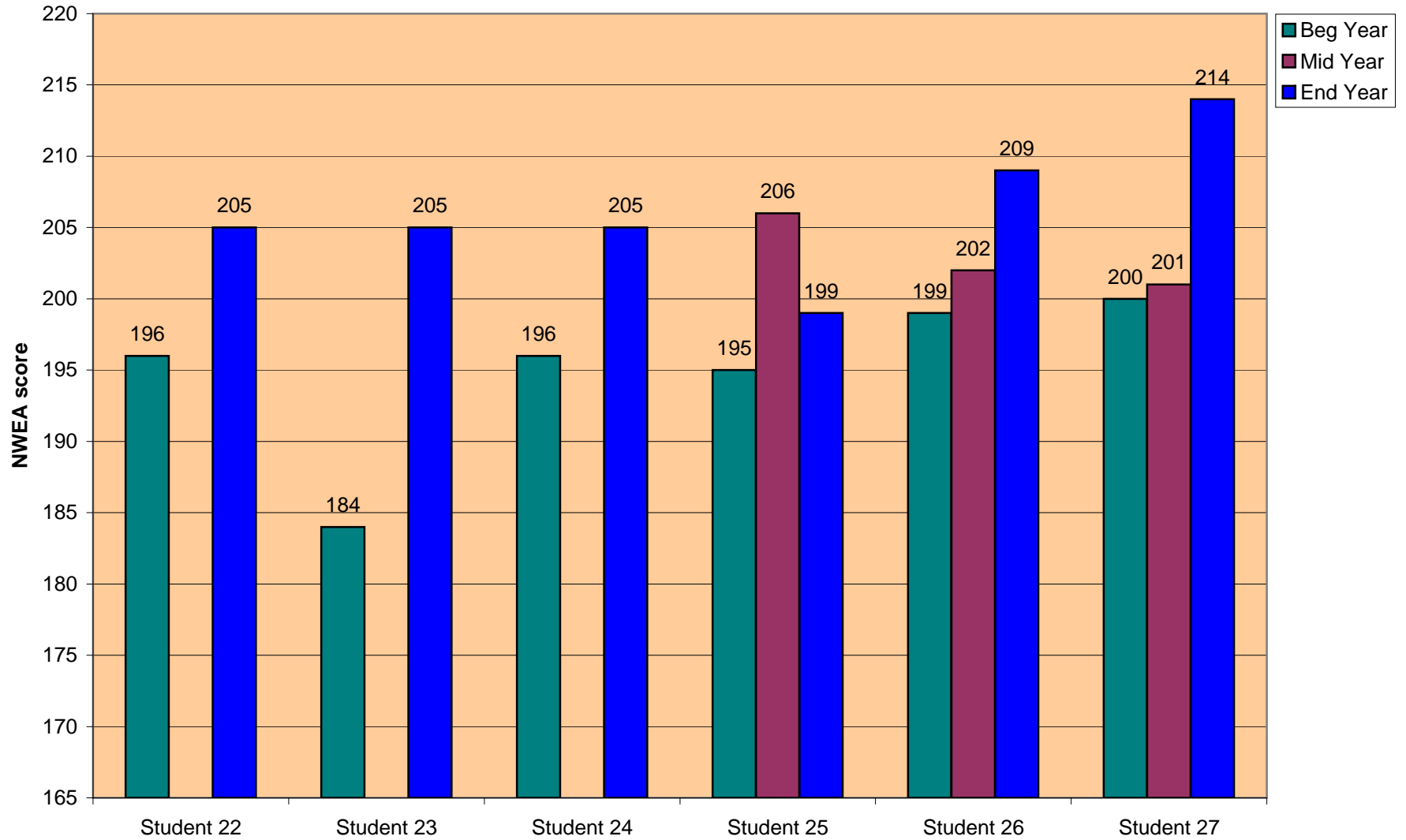
TALES of JOY R.E.A.D. Program Data - Third Grade DRA scores/Fourth Grade STAR Reading scores 09 - 10



TALES of JOY R.E.A.D. Program Data - Fifth Grade DRA scores 09 - 10



TALES of JOY R.E.A.D. Program Data - Firth Grade NWEA scores 09 - 10



TALES of JOY R.E.A.D. Program Data - Fifth Grade NWEA scores 09 - 10

