

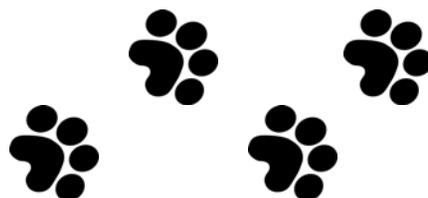
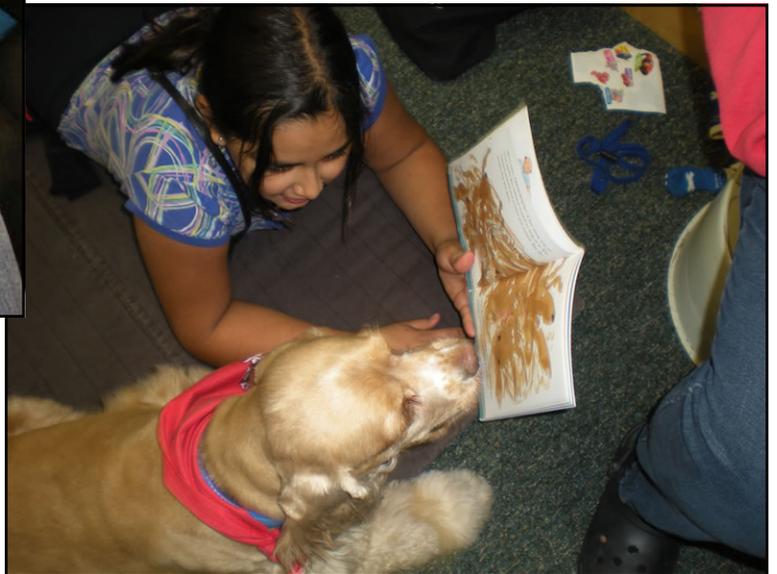


**TALES of
J  Y
R.E.A.D.®
Program**



**Annual Data
Report**

**School Year
2012—2013**



Report Contents:

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



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

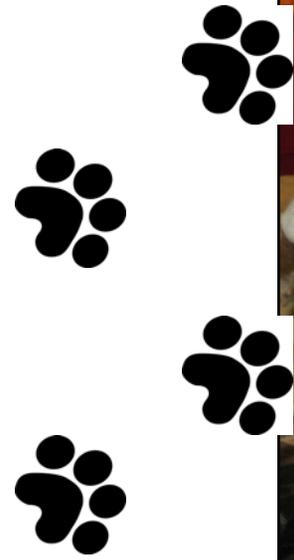
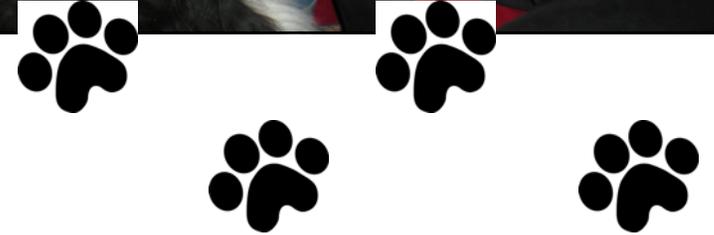
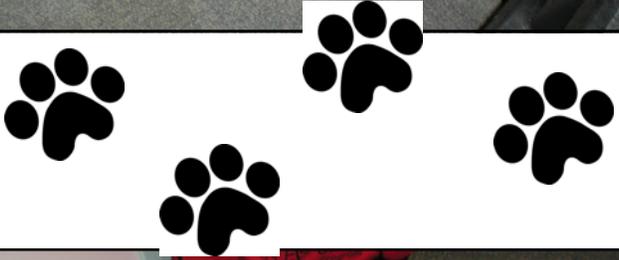


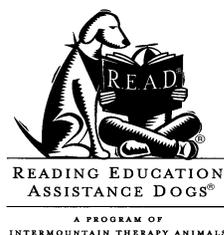
- ◆ *Reading Test Score forms*
- ◆ *Reading Test Score graphs*





**Teams
in
Action!**





TALES of JOY R.E.A.D.® Program

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

Date: June 10, 2013

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 12 - 13

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

Our Tales of Joy R.E.A.D.® program has just completed the seventh full year of implementation! Fantastic!!

We had 18 (of 28) registered Tales of Joy R.E.A.D.® teams at 7 elementary schools; Enchanted Hills, Ernest Stapleton, Martin Luther King, Jr., Puesta del Sol, Rio Rancho, Sandia Vista and Vista Grande.

There were a total of 53 students grades K – 5 that received “one-on-one” weekly reading support (less than 10 were notated students with disabilities – therefore ALL data was reported together). Twenty-five 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 at least 9 teachers! (3 of these are due to retiring TOJ READ teams).

Each Tales of Joy R.E.A.D.® team worked with each student for a maximum of 30 minutes/minimum 20 minutes per week for approximately 34 weeks, for a total of at least 17.0 hours of “one-on-one” reading support/intervention per student.

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

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. A “Data” presentation that I was invited to prepare and give at the R.E.A.D. ® Instructors Training in Salt Lake City, Utah in September 2012 can be found on YouTube – search ***ITA4me*** – select video “Data is a Four Letter Word”.

While our Tales of Joy R.E.A.D. ® Program expands each year – we have also made great strides in connecting with grade level teachers and presenting the B.A.R.K. (Be Aware Responsible & Kind) Child/animal safety program! This is a wonderful DVD with activity handouts that stress the importance of teaching students and adults how to recognize and respect when dogs & cats speak to us . . . and how to be safe in their presence! This is a Youth Humane program that talks directly to the students and teaches life lessons when dealing with dogs and cats! Our hope is to be able to schedule this presentation to additional teachers each year.

This year we presented B.A.R.K. to ALL Kindergarten teachers at Martin Luther King, Jr. elementary school with great success! One teacher that was not able to be present for the presentation had this to say: [“I was unable to be there for your presentation but I am sorry I missed it. Mrs. Rey and the students could not stop talking about how wonderful it was. Thank you so much for doing this for us.”](#) This B.A.R.K. presentation, in addition to our Tales of Joy R.E.A.D.® program fit the criteria and requirements to supply Bonus Points for our schools state assessment grading system. If applicable, each school was given their individual data to include in their Bonus Points application to the State.

We have several prospective NEW Tales of Joy R.E.A.D. ® teams at various stages in the required training process. Our hope is to begin the year with at least 2 additional teams and continue to add others as they complete the criteria throughout the school year.

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. B.A.R.K. (Be Aware Responsible & Kind) Child/animal safety presentations at several of our S.A.F.E. After School program sites and teacher classrooms throughout the school year.
6. Participate in the annual Reader's Café, RRPS
7. 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.

Two new R.E.A.D. ® programs have been implemented in Gallup and Pojoaque based on the training & criteria of our Tales of Joy group! Such an honor to be able to offer support and guidance to new programs throughout the state.

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 for more information. We have a Fusion page on RRPS website www.rrps.net under Departments – Instructional Programs/School Profiles then scroll down to Tales of Joy R.E.A.D.® Program. Two recently published articles (*Albuquerque the Magazine* & *Journal of Reading Recovery*) regarding our program can be found on this Fusion page as well. Enjoy!

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 2012 - May 2013

Completed by Teachers: 22 Classroom Educational Assistants: Other staff Librarian

"**Handler**" and "**Dog**" have been keyed in place of actual names

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

A. Yes

23

Very Positive!

B. No

Comments?

>Wonderful! I will miss **Handler** and **Dog** tremendously. Since **Handler** and her husband will be moving, would another handler and dog be able to work with me with my studnets next year?? I'd love to have someone next year too!!
> Yes I would consider this year a positive experience.

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

22

Very Positive!

B. No

1

Comments?

> As mentioned above, since **Handler & Dog** are moving, can I have another team work with my class next year?? *IEvery effort is made to replace a moved/retired team and fill all those requests from teachers on a waiting list.)*
> The kids love it and it makes them much more confident readers!
> I have participated for two years, it seems only fair to give some other teacher the opportunity to participate in Tales of Joy.

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

> My students' reading level improved this year and gained an increased excitement for reading.
> My students have gained confidence in their reading abilities and have found a love for reading, which can be difficult to teach. They really look forward to **Handler** coming to class and getting that extra attention. It makes them feel special and important. They know that reading is an important skill because of the program.
> Both students improved greatly. They each went up several levels according to the DRA.
> Both students have significantly progressed in reading. One student moved DRA level of 20 to 28/30 in February & increased 6 points in NWEA. The other student moved DRA level 28 to a 30/34 in February.
> I had two students reading with **Handler** and **Dog**. Both of these students began the school year at a DRA 4. These children are both receiving special services due to identified disabilities. One student grew to a DRA 14 (that's a year's growth) and the other student grew to a DRA 12. I'm very excited that all of the time and effort given by our Tales of Joy volunteer had such a positive impact for my students.
> My students didn't make gains in NWEA. I was disappointed, but I think there are other factors in their decline.
> Both students reading levels increased on the DRA and NWEA testing.

Tales of Joy R.E.A.D. Program Teacher Survey September 2012 - May 2013

- > The students made growth in DRA & NWEA assessments. They became more confident.
- > Comprehension went up significantly.
- > The reading levels of each student showed progress throughout the year. I noticed a confidence boost in their reading and they were always so excited to read with **Dog**.
- > The greatest change was increased vocabulary skills and self-confidence.
- > All students improved in reading, not just in level, but in confidence and enjoyment as well.
- > All of the students increased their DRA scores. They all became confident readers.
- > A huge amount in confidence levels as well as NWEA test scores.
- > All four students made steady progress on the DRA as well as with their phonemic and reading readiness skills.
- > All three students exceeded their growth targets on their NWEA scores and made a year's growth in DRA.
- > My students have become more confident in their reading. They look forward to meeting with the dog and trainer.
- > The students that read with the dogs all made progress. Two of the students are now at or above grade level and one student is nearing proficiency.
- > Students became more confident in their reading skills and became more of a risk taker.
- > The three students from my class that went with **Handler** and **Dog** made a lot of progress and became more confident readers by participating in this program. One of the children had never been to school before, didn't recognize any letters or his name, and has now proficiently read a 16. He also now has the confidence to read in small groups. Another of the children was retained and is currently reading at Level 16. The other child only began the program in January and is now reading a Level 16.
- > Confidence level and desire to read.
- > Due to my student's special needs, I did not observe a change in his reading level.

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

- > He really enjoyed reading and was eager to check out new books from the school and class library.
- > They seem to enjoy reading and sharing activities and stories that they read with the dogs. They love finding hair in their reading books too! They love sharing their reading with others because of the positive encouragement that they feel from **Handler** and her dog.
- > My students really looked forward to reading. They couldn't wait to be with the dogs. The rest of the class was jealous and wanted to go.
- > Students are more confident in their abilities. This has increased class participation. Having a stronger confidence has challenged them to try books on harder levels and taking A.R. test on them.
- > All of my students wanted to read to **Handler** and **Dog**. Periodically, **Dog** and **Handler** would stay in my class so a child could at least have a minute to read with them. The Tales of Joy program inspired all of my students, not only the two who spent 1:1 time weekly with **Handler** and **Dog**. These two students now view themselves as readers!

Tales of Joy R.E.A.D. Program Teacher Survey September 2012 - May 2013

- > My students were excited and looked forward to Tuesdays when **Handler** would come to read with them. They were excited about reading.
- > Both students were always eager to read to **Handler** and **Dog**.
- > They were more comfortable with reading.
- > Our students enjoyed reading and wanted to - rather than it being a task.
- > They were telling me after we read a book in our reading group that they wanted to read it to **Dog**!
- > The students that participated in Tales of Joy this year are both second language learners. I observed an increase in their vocabulary and oral reading fluency.
- > They are more willing to try reading texts on their own.
- > The students all looked forward to reading with **Dog**. They gained responsibility and let me know when they needed new books.
- > Loved reading more.
- > All four began to spend more time with the books in the classroom. They had the confidence to partner read with their classmates in the class library.
- > All read with more confidence and enjoyed reading more.
- > Students were very excited about reading. Some of my students also attending Reading Recovery program so the Tales of Joy gave them additional support.
- > Students are eager to come and read when there is a dog. They're excited because they get more attention and they are learning at their reading level. This program assists first grade teachers with their reading program.
- > They seem more eager/willing to begin activities that involve reading.
- > All three students were more willing to participate in reading activities and read to the class due to their confidence, knowledge, and strategies they had learned for reading.
- > His eagerness remained the same.
- > Excitement, engaged and no more hearing "It's too hard." ☺
- > Due to my student's special needs, there were not any notable behaviors observed. This does not mean that this program was not beneficial to my student. We used this program not for academics, however, for his social/emotional needs.

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

- > It was great because it allowed him to have a break from the classroom and get positive adult attention that he enjoys.
- > Yes-they seemed less nervous during reading and they were more willing to work with other students during reading time. They seemed to enjoy school more because of the Tales of Joy program and they never wanted to miss a reading session with **Handler**.
- > The students felt special.
- > Students were very excited about the program and couldn't wait to be picked up.

Tales of Joy R.E.A.D. Program Teacher Survey September 2012 - May 2013

> This is a really good question. Both of my students have significant language disabilities that negatively impact all of their academic skills. Both benefited from having 1:1 time with another adult and **Dog** because this provided another opportunity every week for these two students to engage in a conversation with an adult that was centered on literacy.

> I did see self-confidence in my two students. It helped them to communicate with others.

> Social and emotional growth through the year.

> Our students were excited to see the dogs and enjoy them while reading. We weren't sure if our students have any pets of their own.

> The students overall confidence in their reading skills increased.

> Reading with **Handler** and **Dog** motivated the students to make sure their work was completed so they could be the first to read (though I never intended to make them think that). They are happy kids!

> One student, in particular, is very shy. She enjoyed reading with **Dog** the most!

> School confidence.

> All four students had little support at home with their nightly reading homework. Tales of Joy allowed these students to receive extra support with their leveled book each week. They were able to work individually with someone who was willing to listen to them and who was non-judgemental. It made them feel special!

> One student in our classroom was very afraid of animals. He became more comfortable being around our Tales of Joy dog as the year progressed.

> These students gained social status as they "got" to read with **Dog** rather than "needing" to go to the reading teacher. They were excited to go and never forgot when she was coming.

> Yes, they were more confident and some were able to overcome their shyness.

> Students became more self-confident.

> I felt that all three students' overall well being improved, along with their ability to interact more positively with the other students in my class.

> Overall, no.

> Confidence level and desire to read. Excitement, engaged and no more hearing "It's too hard."

> I do believe that this program had a positive impact on my student. Due to his special needs, it gave him the opportunity to interact with another adult that he is not familiar with and an animal.

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:

> **Handler** has been absolutely amazing! She has such a warm and positive attitude and I have really enjoyed working with her. She has been very flexible in her schedule and really shows a desire to help the students. I would love to continue to work with her in the future.

Tales of Joy R.E.A.D. Program Teacher Survey September 2012 - May 2013

- > I will miss **Handler & Dog** greatly! They have worked with my students for a lot of years. I hope that another Tales of Joy volunteer will be able to work with me next year. I will have a REED Model classroom next year composed of students with and without IEPs. I will have approximately 16 or 17 students. I would love to have a Tales of Joy Volunteer work with at least four of my students. I know this is a lot to ask, but I believe in this program. It helps kids succeed!
- > The kids love **Handler & Dog**!
- > It has been a wonderful experience. Thank you!
- > You do such great work. The kids really love and appreciate it!!!!
- > It was easy to work with the Tales of Joy team.
- > Great program!
- > Wonderful program! I'm so glad my students were able to participate.
- > Love it♥
- > Thank you so much for the safety presentation too!! All of the Kindergarten teachers enjoyed and found it informative. Great job!!
- > It is an intervention that allows them a privilege and reward for hard work. Most interventions are seen by the students in a negative way. Tales of Joy offers a positive spin to a much needed intervention.
- > Yes, I do.
- > This is a great program to encourage the students to read.
- > I really enjoyed working with you this year and hope we can continue this program for a very long time. It was very valuable to me and my students.
- > My student enjoyed this program. He looked forward to it every day!
- > Great Program! Thank you for your help!

Tales of Joy R.E.A.D.® Program 2012 - 2013

Observations and comments from Handlers:

(no student or dog names)

- ❁ Each and every year in this program is different. While we work with the same teachers (most times) the students are new. It is amazing to watch the special relationship between child and dog begin and grow with each passing week. I am honored and privileged to be a part of such a special program!
- ❁ I worked with a student this year that had no reading knowledge or experience at all. It was a challenge and an opportunity to really make a difference in this child's life and education. We needed to begin with the alphabet, letters and the sounds they make. It took time and patience . . . but it was all worth it! I watched this student's knowledge and desire to learn grow every week. I learned to approach the reading obstacles from various angles . . . used all kinds of support materials and in the process learned a lot myself! We made our own "sight word" cards & I drew silly pictures to assist when looking at the cards. I gave the student these cards at the end of the year and stated that some day (many years down the road) he would look back on those cards and remember his time with **Dog** and where it all began. In working with a student such as this, it reinforced just how important education and reading is to a child's well being and life.
- ❁ Several times over the years I have heard teachers, counselors and school administration make reference to the fact that students with "behavior issues" in the classroom never exhibit the same behaviors when working with their Tales of Joy R.E.A.D.® team.
- ❁ I gave the "end of the year certificates" to my 3 kids yesterday. Each one loved his/her certificate. **Student**, my ESL animal lover, was so enamored of his certificate that he got up and left without a word and without giving **Dog** treats, staring at his treasure as he walked out of the media center! It was amazing to watch.
- ❁ On our last day with the students one of my first grade boys had tears in his eyes as he said good bye to **Dog**.
- ❁ I have decided to retire my dog at the completion of this school year; she really has a difficult time making it through the hour with her recent physical condition. Thanks for all your help over these 5 years. You are the person who got us interested in the program, and I've really enjoyed working with the students. *(Note: this Handler will continue on as a Reading mentor next school year without her dog; with the approval & blessing of both the teacher and school principal. Just awesome!)*

- ❖ Just a couple of observations about our year. First, **Dog's** last day at the school was a great one. We got to watch the butterfly release with all the kids yelling, "They're free." All the yelling managed to keep the birds from eating the newly freed butterflies. If that had happened, **Dog** and I would have needed to use all our therapeutic skills!
- ❖ At the other school, I think **Dog's** biggest accomplishment was in helping the shy one of our two students learn to be more self confident. When we did the B.A.R.K. presentation a couple of months ago, I was so surprised when she grabbed the microphone to help with the presentation. I think the far more assertive student was also surprised; she just let her do it. At the beginning of the year, the one student was too timid to even come to the library alone, so she has made a lot of progress. Anyway, the experiences we had at both schools left the boys and me feeling good about our work. We will miss it. *(Note: this Handler and her dogs will continue to do our monthly library programs; however, since the family has relocated to Albuquerque they will not be participating in our weekly school program. They may participate in a special school visit every now and then!).*

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

- ❖ Our program has been very busy in the Bernalillo middle school and the students who attend continue to make gains in both reading and social skills. The ever changing Administration at this particular school does make it difficult to maintain consistency in the program; however our coordinator has done a wonderful job in spite of the challenges!
- ❖ We are looking forward to this summer; planning on doing a program at the Pena Blanca Community Center and possibly at Cochiti.

Observations and comments from School librarian:
(no student or dog names)

- ❖ I have been able to observe several of our Tales of Joy R.E.A.D. ® teams in our library and it is just amazing to watch and "hear" the growth and improvement of the students.
- ❖ I know this student and the only time that this child ever sits still for any extended period of time is during the time that he is in the library reading to the dog! It is just amazing to observe.

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

- ❁ 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 C & I staff and middle school 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”.
In my new location at the C & I Center I have the opportunity to visit the middle school administration offices and staff as well. When students are changing classes we are often stopped in the halls and asked questions about the dogs, the program and if they can pet. 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 come 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. I was approached by one of the middle school Special Ed teachers and we set up an introduction to her students and the teacher across the hall as well. We did a “story time” with both classes that was just wonderful and each student was able to approach and pet Doc Holliday! We will be working out a schedule for next school year so that we can have a monthly “story time” or classroom activity for these students.
I continue to make “visits” to the main District office at least twice a month so that staff there can get their “puppy fix”! It is funny when I show up at the District office without one of the dogs I get all kinds of questions and funny looks – just love it!
I was just recently asked by several of our Instructional Coaches to have one of the dogs stop by the CCSS working sessions here at C & I Center. These teachers are working very, very hard and diligently getting things ready for next school year. Amazing how our “visits” to each training room just lightens the mood and gives everyone a chance to take a much needed break and get a little “pet-therapy” at the same time! This also offers me the opportunity to meet and speak with staff I would otherwise never come in contact with. The Tales of Joy are never ending . . .
- ❁ Portia Sharp, Elementary District Instructional Coach . . . Thank you for being willing to accommodate us and our need to take mental breaks when engaged in such cerebral-work! You and the “boys” were a perfect tie-in to my PowerPoint for the morning – I had 2 slides that captured a New York Times Article titled: **To Stay on Schedule, Take a Break** (*here is the link - http://www.nytimes.com/2012/06/17/jobs/take-breaks-regularly-to-stay-on-schedule-workstation.html?_r=0*). So many times (I am guilty of this too) we do not take care of ourselves by taking breaks! I want you to know that I witnessed the positive effect your boys had on us, many faces brightened, stress melted away, humor was abundant - sustaining us in our work together! Thank you again, I look forward to continuing this reciprocal relationship (human & dog) in the future.

- ❁ Melissa Graff, Site Specialist Ernest Stapleton Elementary school and her dog Riley. One of the students Riley read with this year has autism. He has been in the same classroom with this student for the last couple of years, but she has been afraid of him. At the beginning of the school year, she would walk about three feet behind Riley and on the opposite side of the hallway. When we would reach the library to read, she would sit as far away from him as I would let her. Riley was very patient with her and let her approach him on her terms. As the year progressed, she gradually walked closer and would sit closer to him while reading. She never sat on the floor with him, but the last several weeks she walked down the hallway with her hand first on his rump then gradually moved toward his shoulders. 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. I usually spent 10 – 15 minutes talking about the R.E.A.D. ® program during the meeting with parents. Every parent was supportive of the program and many asked what they could do to have their child participate in the program. When the students would sit on the floor with Riley, it wouldn't take long for Riley's head to end up in their lap. Whenever this occurred, it seemed the student's confidence and perseverance to attempt unknown words would increase. 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. 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 12 - 13. 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.

“Handler” and “Dog” have been keyed in place of actual names.

- 🌸 When the school year started my child was very nervous about reading aloud. After he started reading with the **Dog** his confidence went up and was much more comfortable reading aloud. He has more of a desire to read now and is excited to read.
- 🌸 My child has been so excited to join this program. She has shared with us how the **Handler** would help her sound out the words. This program has helped her gain confidence in reading out loud at home. Thank you very much for offering this opportunity for my child. Sincerely . . .
- 🌸 I sat my child down to talk to him about how he feels when he gets to read to the **Dog**. He kept telling me how HAPPY it makes him feel inside! He also told me it makes him feel confident about his reading, and he feels smart. He feels like when he reads to the **Dog** he knows his reading ability will get better & better. My child's face glows when he talks about **Dog**. My child's dyslexia has made reading a struggle for him and he has told me many times it makes him feel dumb. For him to tell me he feels smart & confident is awesome! I think this program is wonderful for my son and I'm so glad he has been a part of it. Thank you!

- ❁ My child is more confident and makes less mistakes when reading or talking about **Dog!**
- ❁ My child wants to read books to me at home. She wasn't interested in reading that much before this school year.
- ❁ My child comes home excited the days he has read with the dogs. We don't have animals at home this experience for him has been wonderful.
- ❁ My child's communication has improved this school year. He is able to express his needs more.
- ❁ His reading skill has greatly improved; he has learned to be patient with homework. He loves reading more books than before.
- ❁ I feel that my child has improved in his reading and comprehension skills. He is faster at sounding out the words and enjoys reading more.
- ❁ My child has improved a lot in her reading skills. Her vocabulary is much better and she can read books on her own. Thank you for everything.
- ❁ She was more willing to read because of the puppy. I think this is a good program because it encouraged my daughter to want to read more.
- ❁ I've seen a lot of changes, she even reads to our dog at home. Sometimes she is quiet and I find her in her room reading to our dog. She seems a lot more confident and safe reading.
- ❁ I'm so thankful with this program. It helps a lot to my son now, he's more confident and enjoys reading. Before he was in the program he avoids reading time. He loves' to go to the read therapy and always back home with great things to tell me about it. I was thinking he had problems because I really can't help him because English it's my second language but he's teaching me and helping me. Thank you for all your help and making this program help our district.

- ❖ This program has really helped my son. He came to this knowing nothing at all – he was supposed to be in the 3rd grade already but he had to start with 1st grade. But now here is the end of the year and my son knows how to read, knows his letters and how to do math and everything. This program helped my son greatly. Thank you!
- ❖ Tales of Joy R.E.A.D. made reading for my child a lot of fun! She loved reading to **Dog** and her Read Team owner. She is much better at reading out loud. She shows more confidence and has brought her reading skills up to and above her class's level. Thank you so much for this opportunity for students to have fun with reading.

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.

“Handler” and “Dog” have been keyed in place of actual names.

- ❀ My student said that he loved reading with the dog and hopes that he can do it again next year.
- ❀ I like the program. It pushed me to read. I like reading a little better now!
- ❀ I enjoy reading with the dog. It is fun reading with **Dog** because we get to read in the library. **Dog** is a good dog. I love reading with **Dog**.
- ❀ Thank you for letting me be in this program. It meant a lot to me. I would like to be in this every year. Sincerely . . .
- ❀ I got to read any book I want with the dog. I miss you so, so, so, so, so much. You listened when I read to you. I like when you were proud of me for reading. Love . . .
- ❀ I love reading with **Dog** and I hate leaving you and **Dog**.
- ❀ I use to read a lot of words wrong. **Dog** kept looking at the picture so I had to read it. It helped me read more. I liked reading with **Dog**.

- ❁ Dear Tales of Joy, The experience I had was awesome because I got to work on my reading better. I learned to pay attention and read carefully. Reading to the dog was a lot of fun because I get to do activities some times. The dog helped me focus by thinking when I'm reading. The dog also comforted me when I am sad or mad. Thank you for making Tales of Joy. Sincerely . . .
- ❁ I like reading more. He helped me with words I forgot. **Handler** and **Dog** helped me pick out new books.
- ❁ I can read faster. Reading is getting easier. I like reading a lot more and I read at home more.
- ❁ I like reading. **Handler** showed me a way to split the bigger words a part. I think I'm a better reader.
- ❁ It made me want to read so much.
- ❁ It was fun reading with **Dog**.
- ❁ The dog was nice, she listened to me.
- ❁ If there was a dog in the book, we would show it to **Dog**.
- ❁ It made me feel special to be chosen.
- ❁ **Handler** helped me if I was stuck on a word.
- ❁ I like working with **Dog** and **Dog** and I feel that when they listen to me I feel proud when they listen to me. I like that they don't get up and start walking around in the library. They sit down quietly. And at the end I like giving them cookies and they do tricks.
- ❁ Some things I liked about reading with the dog is that I became more fluent and that I get to read with the dog and I enjoy it.

- ❁ It is really fun reading aloud to the dogs – its not hard at all. I love it a lot to know that I'm listened to. I feel more confident reading aloud and to others.
- ❁ I like reading with **Dog** and **Handler**. It helps me not being shy about reading. I like to read now.
- ❁ I am happy about reading with **Handler** and **Dog**. I learned new words. It helped me with different books. I got to pet **Dog** everyday when I went to reading.
- ❁ I like to pet **Dog** and read to **Dog**.
- ❁ You've been a great teacher. My favorite part is when we got our certificate was so fun.
- ❁ I like that the dog lays next to me. I like that the dog comes to me. I like that the dog licks me.
- ❁ I like it because it helps me with my reading. I learned new words. Dog lays next to me. I get to read new books. Sit get to give **Dog** treats!
- ❁ I like that **Dog** lays down next to me. I like giving **Dog** treats. I like reading to **Dog**.
- ❁ I like to go with the dog because I got to read my favorite books.
- ❁ Thank you for letting me read with **Dog**.
- ❁ I love reading with **Dog** because she is cute and funny. My favorite book I read was "Arthur's New Puppy". Reading with **Dog** made me want to read more. This program helped me read better. I love reading now it is fun. I am glad I can read with **Dog**. Love . . .



TALES of JOY R.E.A.D.® Program

Student Reading Test Scores

Name of School: Martin Luther King, Jr. School

Phone Number: 892-2575

Contact Person: [REDACTED]

E-Mail: [REDACTED]

Program Start Date: December 2012

Program End Date: May 2013

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	N/A	N/A	12/10/13	1	5/7/13	2	DRA	
Student 2	K	English	N/A	N/A	12/10/13	1	5/7/13	4	DRA	
Student 3	K	ELL	N/A	N/A	12/10/13		5/7/13		DRA	He is still working on recognizing letters and letter sounds. He made a lot of progress with communicating his needs. He is able to write his name.

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: Martin Luther King, Jr. School

Phone Number: 892-2575

Contact Person: [REDACTED]

E-Mail: [REDACTED]

Program Start Date: September 2012

Program End Date: May 2013

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	K	English	8/12	1	12/12	2	4/13	4	Developmental Reading Assessmt	On grade level!
Student 5	K	English	8/12	1	12/12	2	4/13	4	Developmental Reading Assessmt	On grade level!
Student 6	K	English	8/12	1	12/12	2			Developmental Reading Assessmt	Student moved
Student 7	K	English			12/12	2	4/13	3	Developmental Reading Assessmt	Began in March

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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: Sept 2012

Program End Date: May 2013

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	Aug 2012	A	Dec 2012	12	May 2013	20	DRA	
Student 9	1	English	Aug 2012	2	Dec 2012	6	May 2013	16	DRA	
Student 10	1	English	Aug 2012	3	Dec 2012	8	May 2013	16	DRA	
Student 11	1	English	Aug 2012	3	Dec 2012	16	May 2013	20	DRA	Was discontinued due to progress

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TALES of JOY R.E.A.D.® Program

Student Reading Test Scores

Name of School: Martin Luther King, Jr.

Phone Number: 505-892-2575

Contact Person: [REDACTED]

E-Mail: [REDACTED]

Program Start Date: August 2012

Program End Date: May 2013

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 12	1	English	8/12	2	12/12	6	5/13	16	DRA	Great progress made
Student 13	1	English	8/12	2	12/12	8	5/13	14	DRA	Made awesome growth



TALES of JOY R.E.A.D.® Program

Student Reading Test Scores

Name of School: Martin Luther King, Jr.

Phone Number: 505-892-2575

Contact Person: [REDACTED]

E-Mail: [REDACTED]

Program Start Date: December 2012

Program End Date: May 2013

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 14	1	English			12/12	10	5/13	20	DRA	Proficient score
Student 15	1	Spanish			12/12	8	5/13	16	DRA	Proficient score
Student 16	1	English			12/12	8	5/13	16	DRA	Proficient score



TALES of JOY R.E.A.D.® Program

Student Reading Test Scores

Name of School: Martin Luther King, Jr.

Phone Number: 505-892-2575

Contact Person: [REDACTED]

E-Mail: [REDACTED]

Program Start Date: August 2012

Program End Date: May 2013

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 17	1	English	8/12	2	12/12	4	5/13	14	DRA	
Student 18	1	Spanish	8/12	4	12/12	16	5/13	24	DRA	End of Year above Grade level
Student 19	1	English	8/12	8	12/12	16	5/13	24	DRA	End of Year above Grade level

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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: 505-994-3305

Contact Person: [REDACTED]

E-Mail: [REDACTED]

Program Start Date: September 2012

Program End Date: April 2013

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	8/12	3	12/12	6	5/13	18	DRA & Reading Recovery Info	Student did very well with the support of all his interventions & family
Student 21	1	English	8/12	4	12/12	10	5/13	18	DRA	Student was very quiet at first & would sometimes withdraw from the class. He has become more confident in reading. He also appears to enjoy independent reading.

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TALES of JOY R.E.A.D.® Program

Student Reading Test Scores

Name of School: Rio Rancho Elementary

Phone Number: 505-892-0220

Contact Person: [REDACTED]

E-Mail: [REDACTED]

Program Start Date: August 2012

Program End Date: May 2013

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 22	1	English	8/12	4	12/12	10	5/13	16	DRA	
Student 23	1	English	8/12	3	12/12	8	5/13	10	DRA	
Student 24	1	English	8/12	6	12/12	8	5/13	28	DRA	



TALES of JOY R.E.A.D.® Program

Student Reading Test Scores

Name of School: Rio Rancho Elementary

Phone Number: 505-892-0220

Contact Person: [REDACTED]

E-Mail: [REDACTED]

Program Start Date: August 2012

Program End Date: May 2013

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 25	1	English	8/12	A	12/12	4	5/13	16	DRA & Reading Recovery info	
Student 26	1	English	8/12	2	12/12	4	5/13	16	DRA	
Student 27	1	English	8/12	3	12/12	10	5/13	16	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: Sept. 2012

Program End Date: May 2013

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 28	2	English	10/12	4	12/12	8	5/2013	14	DRA (weekly Running Records)	
Student 29	2	English	10/12	4	12/12	6	5/2013	12	DRA (weekly Running Records)	

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TALES of JOY R.E.A.D.® Program

Student Reading Test Scores

Name of School: Martin Luther King, Jr. School

Phone Number: 892-2575

Contact Person: [REDACTED]

E-Mail: [REDACTED]

Program Start Date: September 2012

Program End Date: May 2013

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 30	2	English	8/12	18	1/13	20	5/13	28	DRA	
Student 31	2	English	8/12	8	1/13	18	5/13	18	DRA	

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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: February 2013

Program End Date: May 2013

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	2	English	8/12	6	10/12	12	5/13	16	DRA	

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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 2012

Program End Date: May 2013

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 33	3	English	8/12	20	12/12	28	3/13	28	DRA	
			Fall	174	Winter	181			NWEA	
Student 34	3	Spanish & English	8/12	28	12/12	30	3/13	34	DRA	
			Fall	181	Winter	180			NWEA	

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WEBSITE: www.therapyanimals.org



TALES of JOY R.E.A.D.® Program

Student Reading Test Scores

Name of School: Puesta del Sol Elementary

Phone Number: 505-994-3305

Contact Person: [REDACTED]

E-Mail: [REDACTED]

Program Start Date: August 2012

Program End Date: April 2013

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 35	3	English	8/12	14	12/12	18	4/13	24	DRA	All three students made
Student 36	3	English	8/12	10	12/12	14	4/13	18	DRA	excellent growth this
Student 37	3	English	8/12	20	12/12	24	4/13	30	DRA	year!

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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: October 2012

Program End Date: May 2013

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 38	3	English	8/12	28	12/12	34	3/13	40	DRA	Improvement on fluency & expression



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: Sept 2012

Program End Date: May 2013

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 39	4	English	Aug 2012	20	Dec 2012	24	May 2013	28	DRA	He has made lot of gains in comprehension and fluency



TALES of JOY R.E.A.D.® Program

Student Reading Test Scores

Name of School: Martin Luther King, Jr. School

Phone Number: 892-2575

Contact Person: [REDACTED]

E-Mail: [REDACTED]

Program Start Date: September 2012

Program End Date: May 2013

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	8/12	18	3/13	28	5/13	30	DRA	
Student 41	4	English	8/12	20	3/13	30	5/13	34	DRA	

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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: Sept 2012

Program End Date: May 2013

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	5	English	8/2012	24	1/2013	30	5/2013	40	DRA	
Student 43	5	English	8/2012	20	1/2013	24	5/2013	28	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 2012

Program End Date: May 2013

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	10/12	198	1/13	187	5/2013	194	NWEA	Poor attendance affected this student's academics
Student 45	4	English	10/12	198	1/13	209	5/2013	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



TALES of JOY R.E.A.D.® Program

Student Reading Test Scores

Name of School: Martin Luther King, Jr. School

Phone Number: 892-2575

Contact Person: [REDACTED]

E-Mail: [REDACTED]

Program Start Date: September 2012

Program End Date: May 2013

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 46	4	Spanish	9/12	195	12/12	208	5/13	200	NWEA	
Student 47	4	English	9/12	210	12/12	211	5/13	215	NWEA	
Student 48	4	English	9/12	183	12/12	197	5/13	199	NWEA	

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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 2012

Program End Date: May 2013

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 49	4	English	9/12	40	12/12	40	3/13	40	DRA	
	4	English	9/21	203			4/15	212	NWEA	

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: Martin Luther King, Jr. School

Phone Number: 892-2575

Contact Person: [REDACTED]

E-Mail: [REDACTED]

Program Start Date: September 2012

Program End Date: May 2013

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 50	5	English	Fall	207	Winter	212	Spring	220	NWEA	
Student 51	5	English	Fall	214	Winter	222	Spring	228	NWEA	

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: Rio Rancho Elementary

Phone Number: 505-892-0220

Contact Person: [REDACTED]

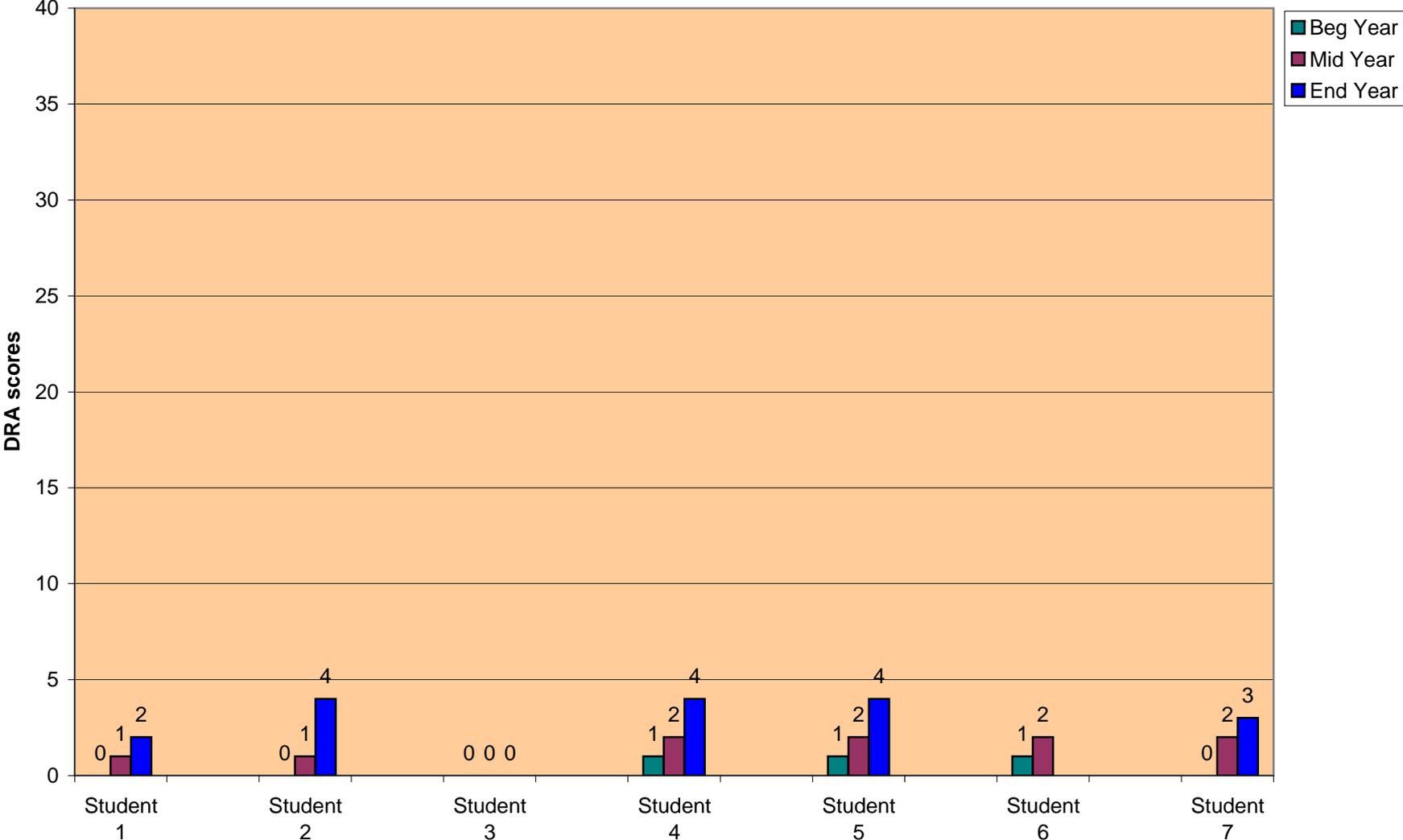
E-Mail: [REDACTED]

Program Start Date: September 2012

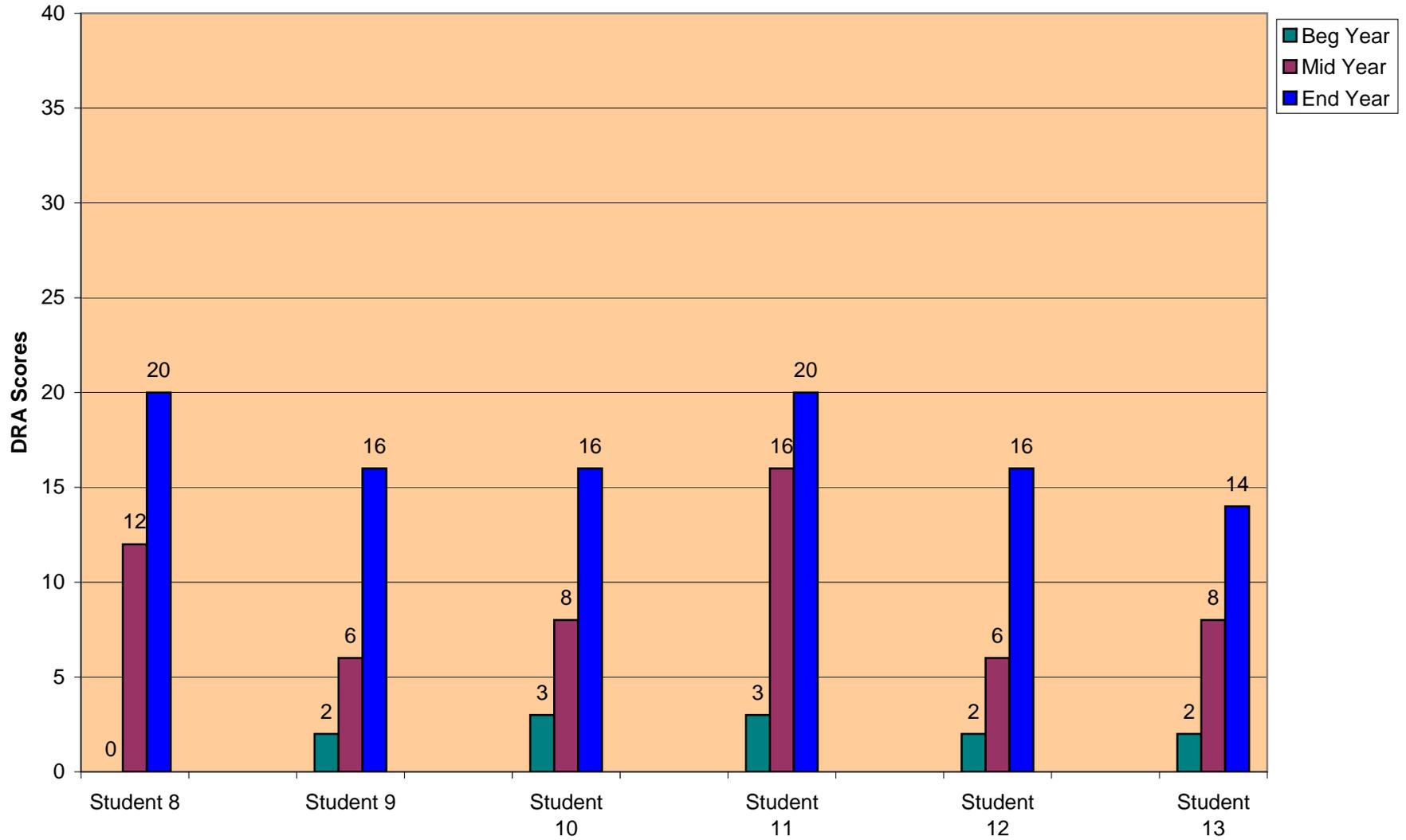
Program End Date: May 2013

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	Spanish	8/12	165	1/13	180	4/13	180	NWEA	
Student 53	5	Spanish	8/12	173	1/13	176	4/13	186	NWEA	

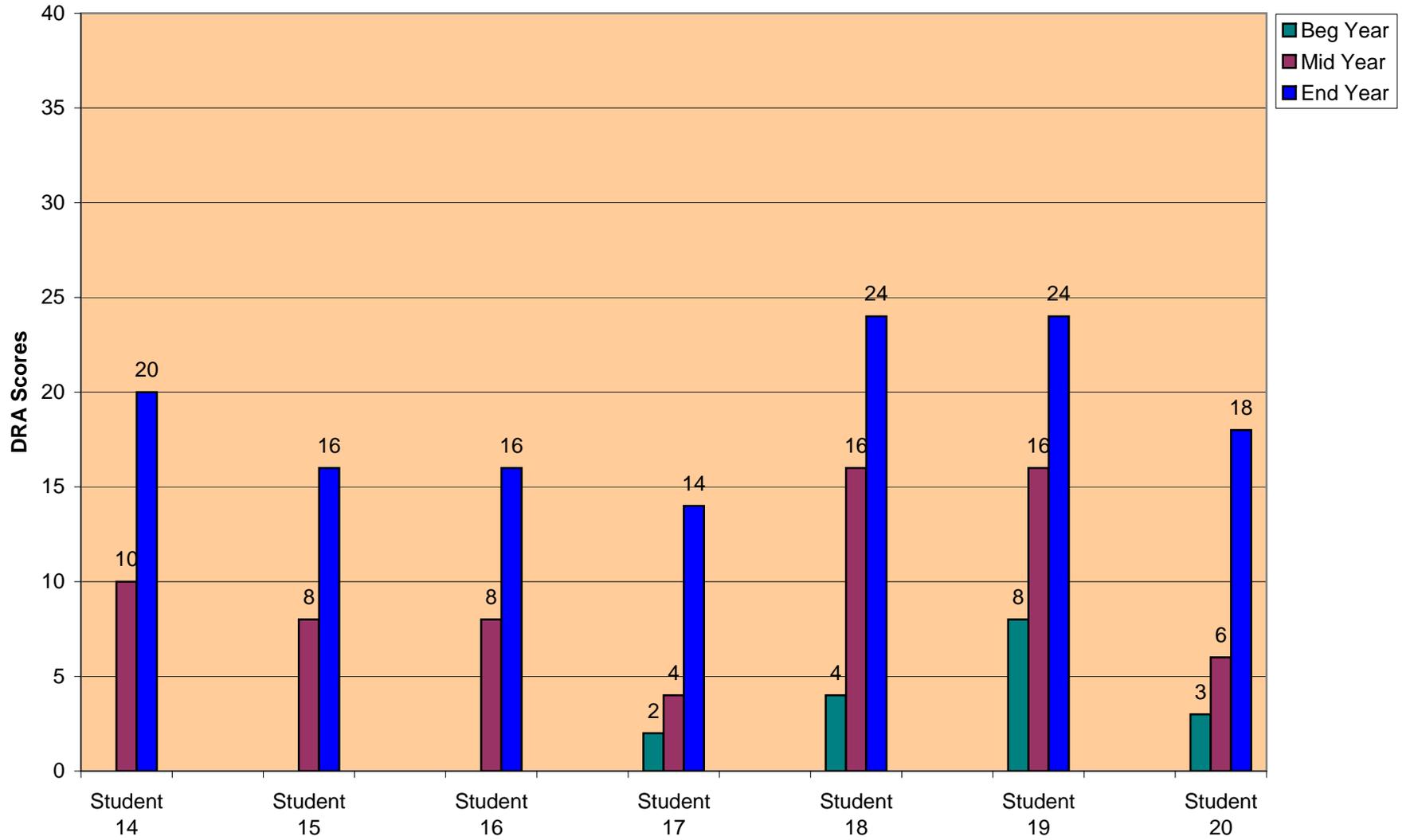
Tales of Joy R.E.A.D.® Program Data - Kindergarten DRA scores 2012 - 2013



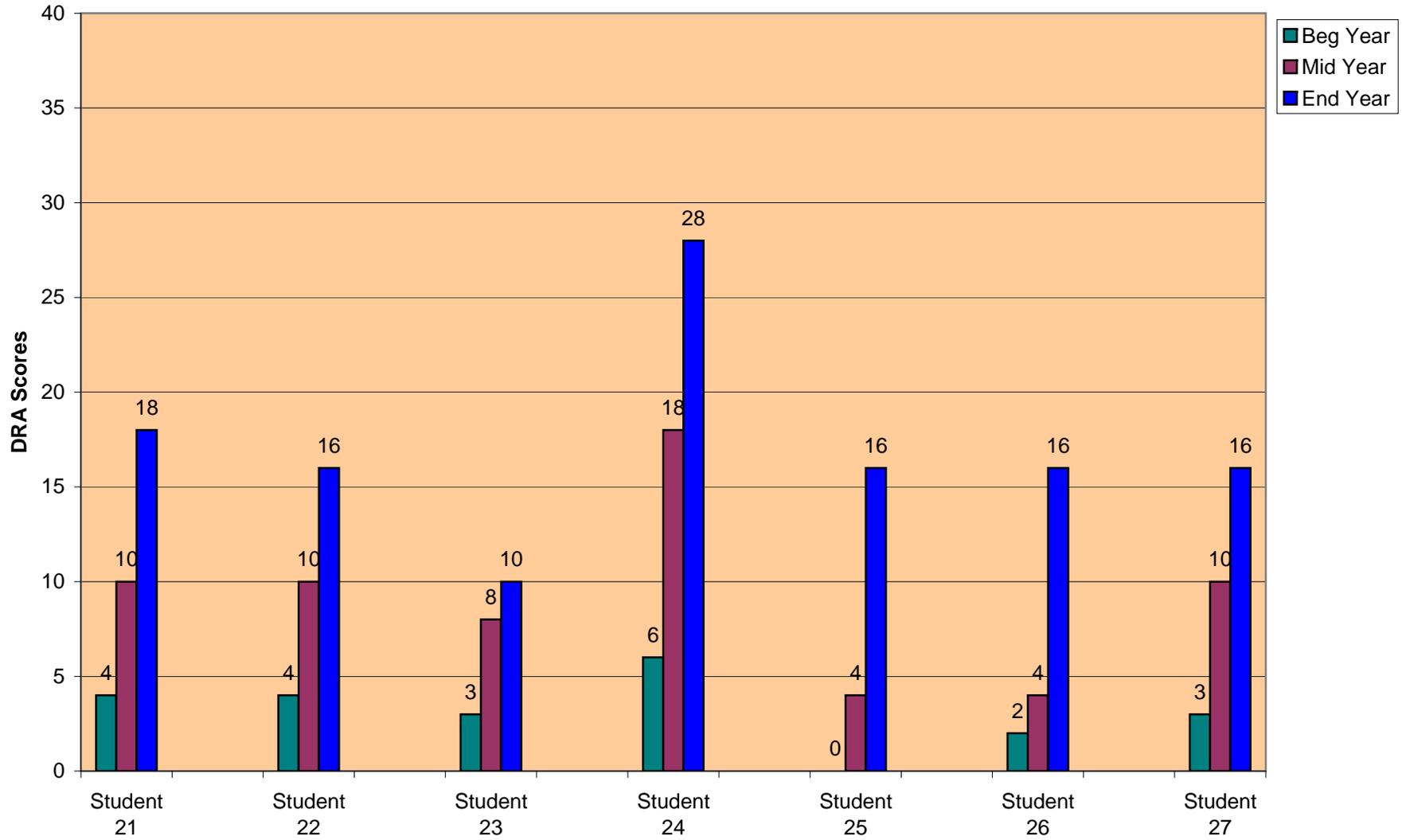
Tales of Joy R.E.A.D.® Program Data - First Grade DRA scores 2012 - 2013



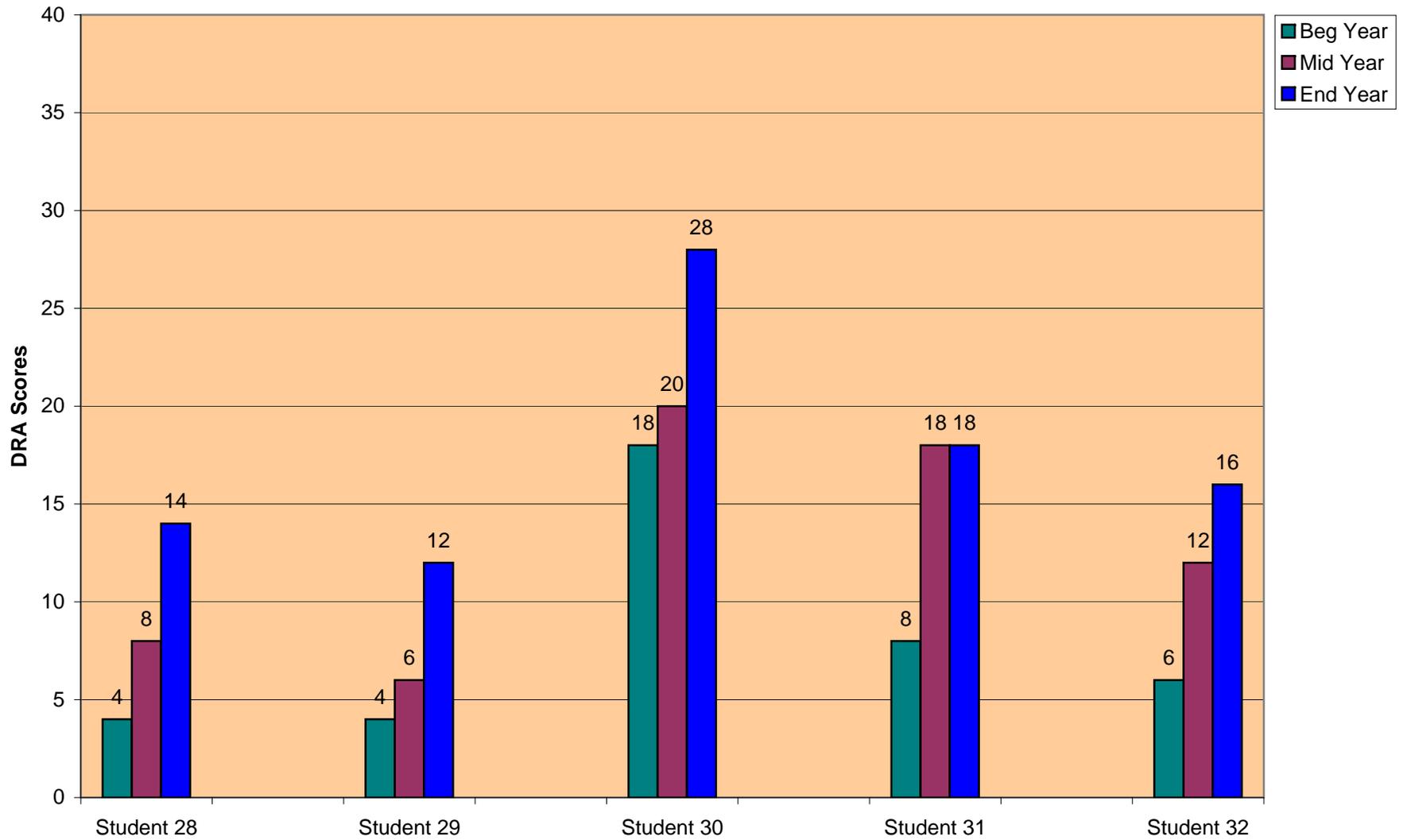
Tales of Joy R.E.A.D.® Program Data - First Grade DRA scores 2012 - 2013



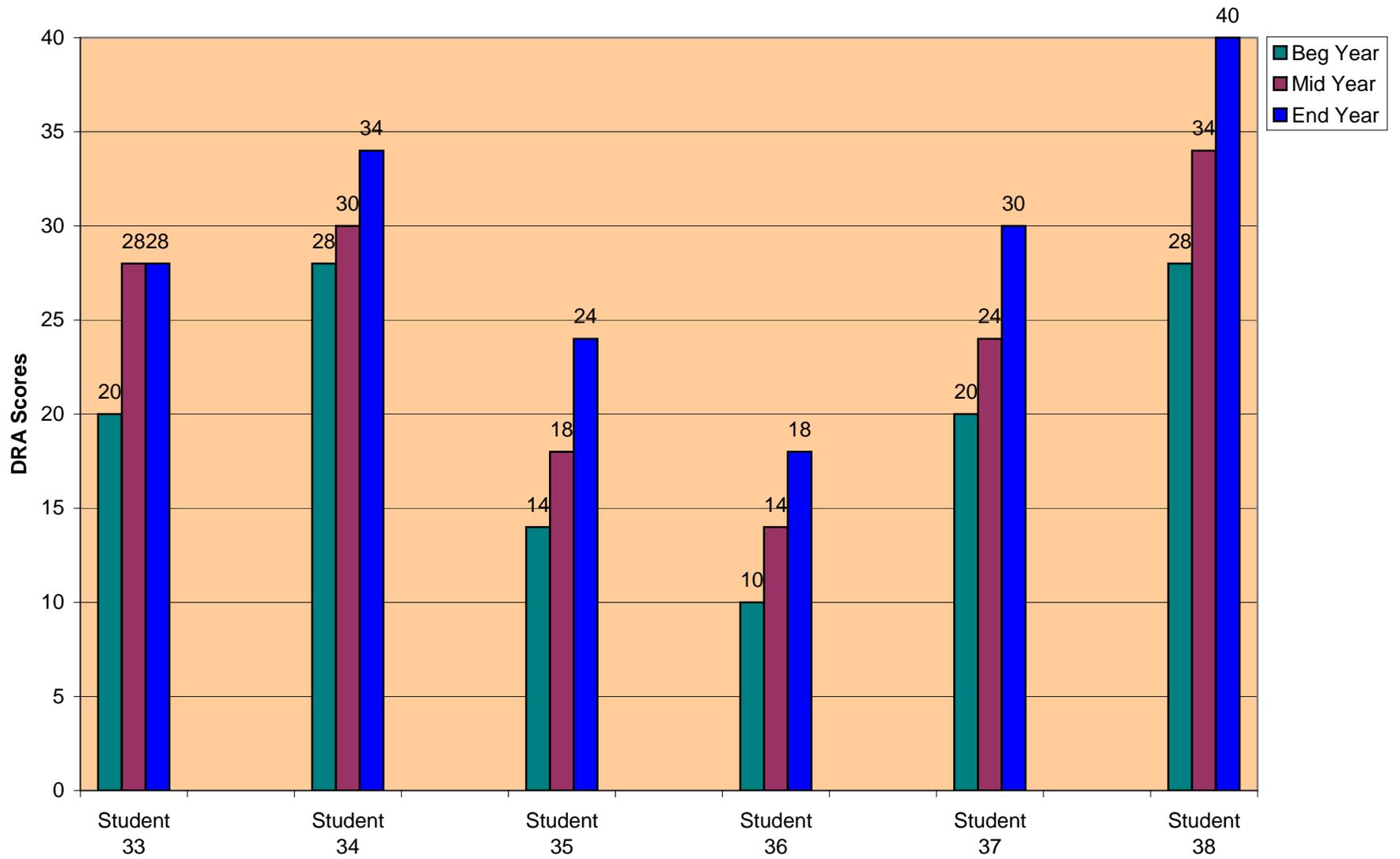
Tales of Joy R.E.A.D.® Program Data - First Grade DRA scores 2012 - 2013



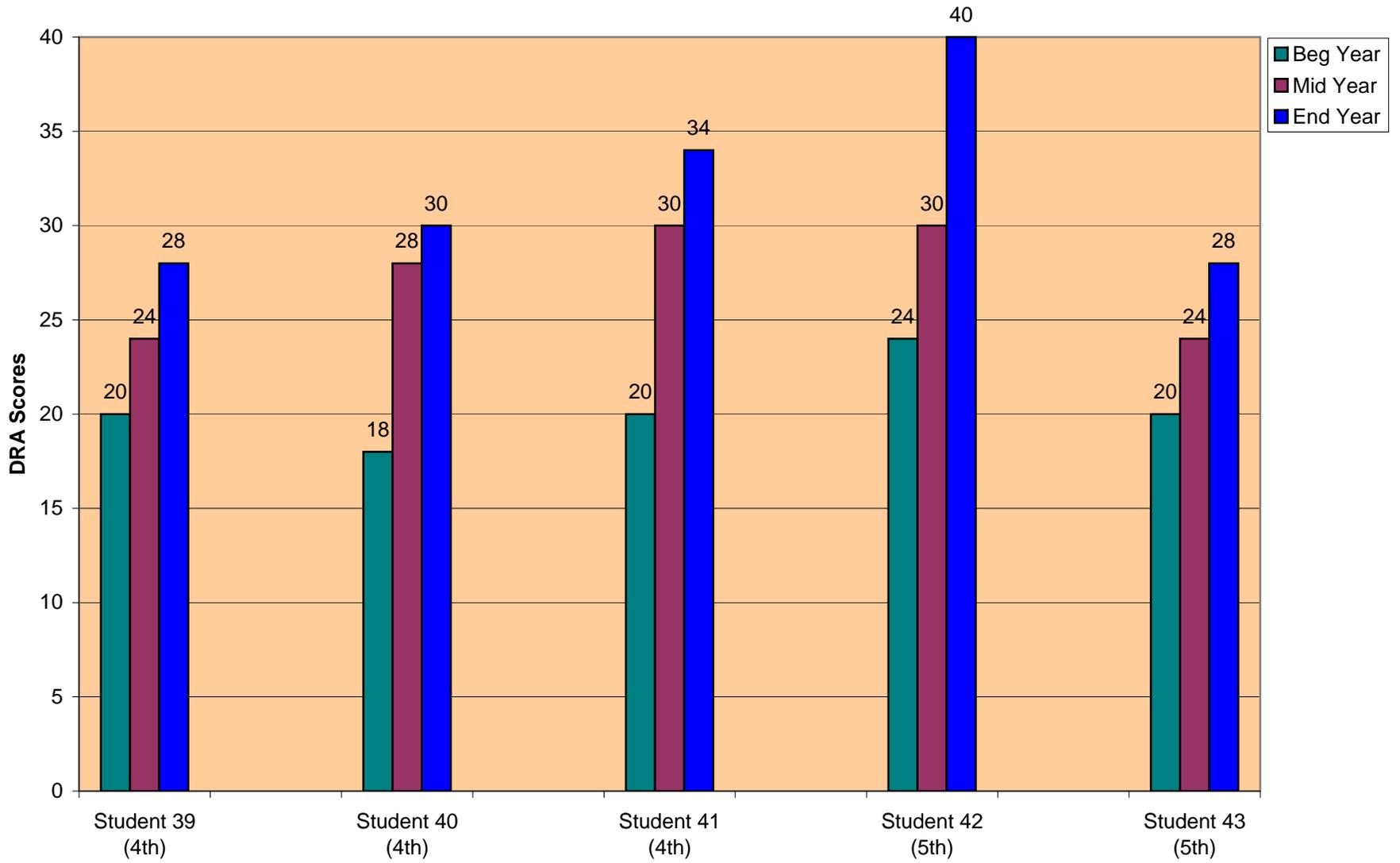
Tales of Joy R.E.A.D.® Program Data - Second Grade DRA scores 2012 - 2013



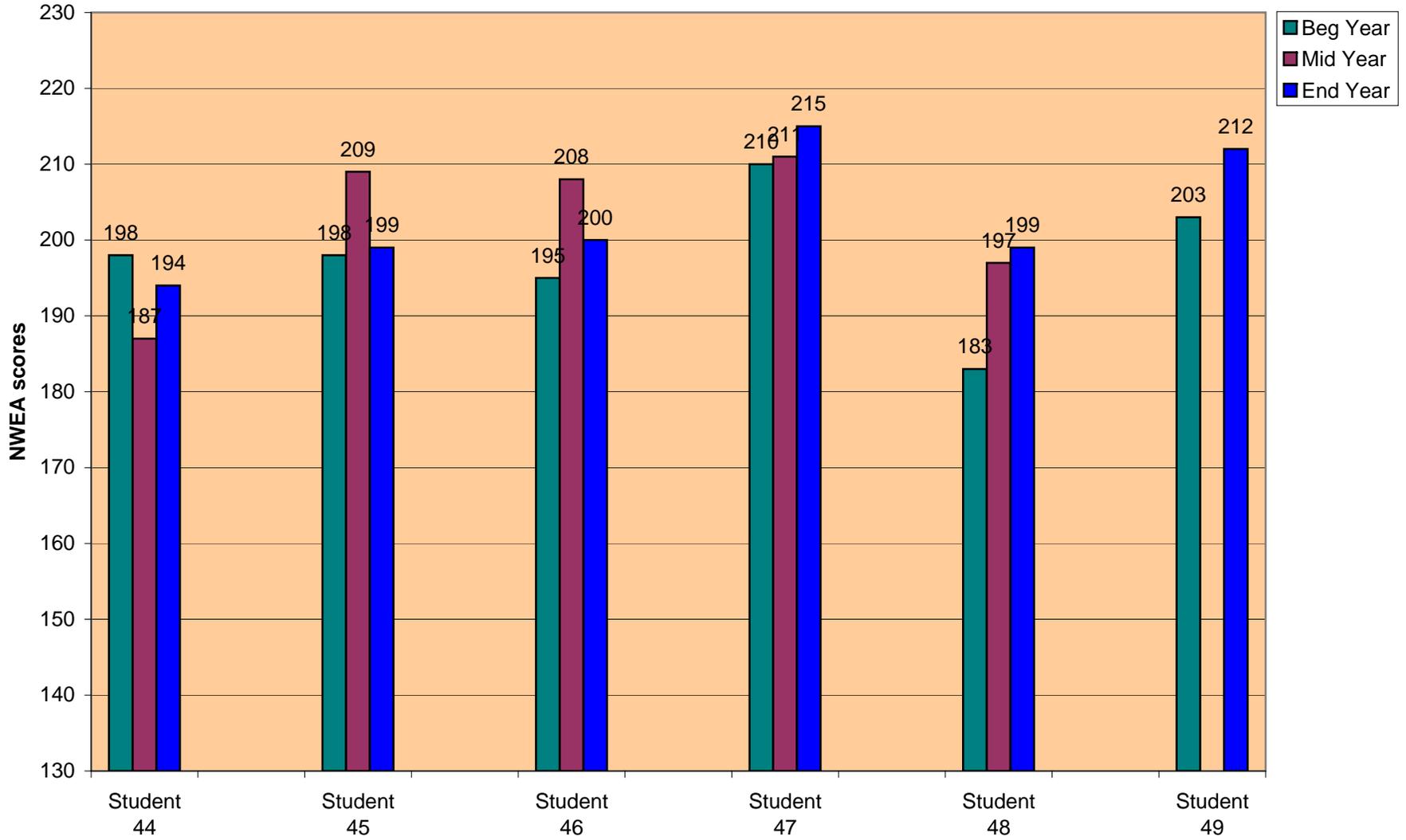
Tales of Joy R.E.A.D.® Program Data - Third Grade DRA scores 2012 - 2013



Tales of Joy R.E.A.D.® Program Data - Fourth & Fifth Grade DRA scores 2012 - 2013



Tales of Joy R.E.A.D.® Program Data - Fourth Grade NWEA scores 2012 - 2013



Tales of Joy R.E.A.D.® Program Data - Fifth Grade NWEA scores 2012 - 2013

