

P.O. Box 1002  
Millersville PA 17551-0302  
www.millersville.edu

**MILLERSVILLE**  
UNIVERSITY

*Find Your Future. Here.*

Office of the Dean  
School of Humanities and Social Sciences  
717-872-3553  
Fax: 717-871-2003

February 2, 2006

STACY L SNYDER  
847 BUNKER HILL RD  
STRASBURG PA 17579

Dear Stacy:

I am pleased to acknowledge that you are one of the outstanding students in the School of Humanities and Social Sciences. It is with a great deal of pride and joy that I have placed your name on the dean's list.

Your excellent academic performance is a cause for much celebration. The faculty of the School are dedicated to student success and we take special pride in recognizing those students who have accomplished this worthy goal.

On behalf of the faculty of the School of Humanities and Social Sciences, I congratulate you as one of Millersville University's finest student scholars.

Very truly yours,



John N. Short  
Acting Dean of the School

EXHIBIT 1 of 1  
"1"

# MILLERSVILLE UNIVERSITY EVALUATION OF FOUNDATIONS BLOCK SECONDARY FIELD EXPERIENCE

DIRECTIONS: This evaluation form must be completed at the end of the Millersville University Field Experience. The form should be signed by the student and cooperating teacher and returned to the university professor.

### TO BE COMPLETED BY THE STUDENT

Name Stacy Snyder SS# 186685168 (AND/OR)  
 MAX ID: M 00142408  
 Semester (circle one) Fall Spring Summer 2005 Major(s) English (BSE)  
 (year)  
 Cooperating Teacher Lakisha Hargin  
 Name of School La Academia Charter School  
 MU College Professor Stengel/Hanich  
 Course Title 211/241 Section Number 01

### PROFESSIONAL EVALUATION TO BE COMPLETED BY THE TEACHER

Please evaluate the student's (1) abilities and skills to effectively communicate with you and your students and (2) readiness to begin the preparation to teach.

3 = COMPETENCY ACHIEVED SUCCESSFULLY      1 = COMPETENCY ATTEMPTED BUT NOT ACHIEVED  
 2 = COMPETENCY ACHIEVED WITH SUPERVISION      NA = NOT APPLICABLE

#### COMPETENCY ACHIEVEMENT (Circle one)

#### A. PROFESSIONAL COMPETENCIES

1. Used appropriate language and grammar	(3)	2	1	NA
2. Demonstrated initiative and enthusiasm	(3)	2	1	NA
3. Completed assignments and met obligations promptly	(3)	2	1	NA
4. Interacted positively with students, teacher, and other professionals encountered	(3)	2	1	NA
5. Assumed adult leadership role in classroom	(3)	2	1	NA
6. Dressed in clothing appropriate to classroom	(3)	2	1	NA
7. Maintained a clean and neat appearance	(3)	2	1	NA
8. Attended daily	(3)	2	1	NA
9. Arrived on time, does not leave early	(3)	2	1	NA

EXHIBIT  
"2"

Comments Ms Snyder did an excellent job. She was well liked and respected by the students.

#### B. INSTRUCTIONAL COMPETENCIES

(We encourage MU students to engage in instructional or lesson activities with individual students, small groups, or a whole class. These activities are strictly at the discretion of the teacher.)

1. Engaged in cooperative/collaborative planning	(3)	2	1	NA
2. Used appropriate instructional methods and materials	(3)	2	1	NA
3. Planned for individual differences	(3)	2	1	NA
4. Demonstrated knowledge of subject matter	(3)	2	1	NA

1 of

Comments Ms Snyder jumped right in and participated from the moment she arrived.

1.  Excellent - consistently excellent performance  
 2.  Very Good - consistently very good performance  
 3.  Good - consistently good performance  
 4.  Fair - fair performance  
 5.  Needs Improvement - needs improvement  
 6.  Not Recommended - not recommended

This student has demonstrated a strong understanding of the concepts covered in this course and has consistently performed well on all assignments and examinations.

This student has demonstrated a solid understanding of the concepts covered in this course and has consistently performed well on all assignments and examinations.

This student has demonstrated a fair understanding of the concepts covered in this course and has consistently performed well on all assignments and examinations.

This student has demonstrated a fair understanding of the concepts covered in this course and has consistently performed well on all assignments and examinations.

This student has demonstrated a fair understanding of the concepts covered in this course and has consistently performed well on all assignments and examinations.

I recommend that this student be admitted to Advanced Professional Studies.

I DO NOT recommend that this student be admitted to Advanced Professional Studies.

This information will be shared with appropriate University people working with you in your teacher preparation program.

**MILLERSVILLE UNIVERSITY  
EVALUATION OF PROFESSIONAL BLOCK  
SECONDARY FIELD EXPERIENCE**

**DIRECTIONS:** This evaluation form must be completed at the end of the Millersville University Field Experience. The form should be signed by the student and cooperating teacher and returned to the university professor.

**TO BE COMPLETED BY THE STUDENT**

Student Name: Stacy Snyder M# (must have): 186085168

Course Name: Issues in Secondary Education Section: 0 Semester: FA Year: 05

School District: Lampeter-Strasburg School Name: Lampeter-Strasburg H.S.

Teacher Name: Sue Fetterolf Grade: 10/11

**PROFESSIONAL EVALUATION  
TO BE COMPLETED BY THE TEACHER**

Please evaluate the student's (1) abilities and skills to effectively communicate with you and your students and (2) readiness to begin the preparation to teach.

4=OUTSTANDING, CONSISTENTLY EXCEEDS STANDARDS  
3=COMPETENCE ACHIEVED

2=COMPETENCE ACHIEVED WITH SUPERVISION  
1=COMPETENCY ATTEMPTED BUT NOT ACHIEVED  
NA=NOT APPLICABLE

**COMPETENCY ACHIEVEMENT**

(Circle One or If you feel the student consistently Exceeds a competency, record an A4 after the statement)

**A. PROFESSIONAL COMPETENCIES**

1. Used appropriate language and grammar	(3)	2	1	NA
2. Demonstrated initiative and enthusiasm	(3)	2	1	NA
3. Completed assignments and met obligations promptly	(4)	3	2	1
4. Interacted positively with students, teacher, and other professionals encountered	(4)	3	2	1
5. Assumed adult leadership role in classroom	(4)	3	2	1
6. Dresses in clothing appropriate to classroom	(3)	2	1	NA
7. Maintains a clean and neat appearance	(3)	2	1	NA
8. Attends daily	(3)	2	1	NA
9. Arrives on time, does not leave early	(3)	2	1	NA

Comments Stacy showed up on time each day dressed appropriately and enthusiastic about participating. She sent me a professionally written email several weeks ahead to apprise me of her arrival.

**B. INSTRUCTIONAL COMPETENCIES**

1. Engaged in cooperative/collaborative planning	(4)	3	2	1	NA
2. Used a variety of instructional methods and materials	(4)	3	2	1	NA
3. Planned for individual differences	(3)	2	1	NA	
4. Demonstrated knowledge of subject matter	(3)	2	1	NA	

Comments Students responded very well to Stacy's hands-on lessons. She created great concept maps and thorough handouts. She researched her subject matter well.

EXHIBIT "3"

10P2

(Over Please)

**C. CAREER ATTITUDES**

1. Is enthusiastic about the teaching profession	3	2	1	NA
2. Expresses positive opinions about the field	3	2	1	NA
3. Evaluates own performance continuously	3	2	1	NA
4. Dresses in clothing appropriate to classroom	3	2	1	NA
5. Maintains a clean and neat appearance	3	2	1	NA
6. Attends regularly	3	2	1	NA
7. Arrives on time	3	2	1	NA
8. Is eager to learn from cooperating teacher	4	3	2	1
9. Looks for chances to contribute/interact	4	3	2	1
10. Maintains confidentiality	3	2	1	NA

Comments Stacy took notes and was eager for my feedback.  
She also observed other teachers and observed struggling  
students, individualizing instruction

**Please comment on the over-all experience for this student, noting strong points, areas of positive growth, and suggestions for improvement:**

- Stacy has great ideas, ingenious activities, and is well planned.
- She is very professional.
- She rewards students verbally and tangibly (candy - they loved it!).
- As any beginning teacher, Stacy can work on lesson pacing.

**FINAL COMMENT**

I believe Stacy has the time management,  
planning, and subject area skills to make  
a notable contribution to our profession.  
She did a great job here.

Susan Jetterson  
**Signature of Cooperating Teacher**

December 2, 2005  
**Date**

**Signature of Student**

**Date**

L. M. Dowell  
**Signature of Professor**

**Date**

**MILLERSVILLE UNIVERSITY  
EVALUATION OF PROFESSIONAL BLOCK  
SECONDARY FIELD EXPERIENCE**

DIRECTIONS: This evaluation form must be completed at the end of the Millersville University Field Experience. The form should be signed by the student and cooperating teacher and returned to the university professor.

**TO BE COMPLETED BY THE STUDENT**

Student Name: Stacy L Snyder M# (must have): M00142408  
 Course Name: Teaching Writing (487) Section: 0 Semester: FA Year: 05  
 School District: Garden Spot School District School Name: Garden Spot High School  
 Teacher Name: Neil Weidman Grade: 9th

**PROFESSIONAL EVALUATION  
TO BE COMPLETED BY THE TEACHER**

Please evaluate the student's (1) abilities and skills to effectively communicate with you and your students and (2) readiness to begin the preparation to teach.

4=OUTSTANDING, CONSISTENTLY EXCEEDS STANDARDS  
 3=COMPETENCE ACHIEVED

2=COMPETENCE ACHIEVED WITH SUPERVISION  
 1=COMPETENCY ATTEMPTED BUT NOT ACHIEVED  
 NA=NOT APPLICABLE

**COMPETENCY ACHIEVEMENT**  
 (Circle One or If you feel the student consistently Exceeds a competency, record an A4 after the statement)

**A. PROFESSIONAL COMPETENCIES**

1. Used appropriate language and grammar <i>some slips</i>	<u>3</u>	2	1	NA
2. Demonstrated initiative and enthusiasm <u>4</u>	3	2	1	NA
3. Completed assignments and met obligations promptly <u>4</u>	3	2	1	NA
4. Interacted positively with students, teacher, and other <u>4</u> professionals encountered	3	2	1	NA
5. Assumed adult leadership role in classroom <u>4</u>	3	2	1	NA
6. Dresses in clothing appropriate to classroom <u>4</u>	3	2	1	NA
7. Maintains a clean and neat appearance <u>4</u>	3	2	1	NA
8. Attends daily as appropriate <u>4</u>	3	2	1	NA
9. Arrives on time, does not leave early <u>4</u>	3	2	1	NA

Comments Stacy is highly competent and motivated. She will be a welcome addition to a secondary faculty.

**B. INSTRUCTIONAL COMPETENCIES**

1. Engaged in cooperative/collaborative planning <u>4</u>	3	2	1	NA
2. Used a variety of instructional methods and materials <u>4</u>	3	2	1	NA
3. Planned for individual differences <u>4</u>	3	2	1	NA
4. Demonstrated knowledge of subject matter <u>4</u>	3	2	1	NA

Comments Wonderfully competent / altruistic / compassionate

EXHIBIT  
"4"

1 of 2

C. CAREER ATTITUDES

1. Is enthusiastic about the teaching profession 4	3	2	1	NA
2. Expresses positive opinions about the field 4	3	2	1	NA
3. Evaluates own performance continuously 4	3	2	1	NA
4. Dresses in clothing appropriate to classroom 4	3	2	1	NA
5. Maintains a clean and neat appearance 4	3	2	1	NA
6. Attends regularly 4	3	2	1	NA
7. Arrives on time 4	3	2	1	NA
8. Is eager to learn from cooperating teacher 4	3	2	1	NA
9. Looks for chances to contribute/interact 4	3	2	1	NA
10. Maintains confidentiality 4	3	2	1	NA

Comments exceptionally professional

Please comment on the over-all experience for this student, noting strong points, areas of positive growth, and suggestions for improvement:

Stacy will become an excellent teacher. Her love for  
students and her passion for education are infectious.  
One area to improve could be to formalize speech  
to include proper usage (just a bit.)

FINAL COMMENT

I hope she keeps in touch — in case we have an  
opening in our faculty.

*Neil Uhart*

Signature of Cooperating Teacher

12/7/05

Date

Signature of Student

Date

Signature of Professor

Date

2 of 2

Student Teacher Candidate Stacy Snyder

Stage 1 Shadowing, Teacher Interview, Prior-Assessment, & Planning with Students in Mind were all completed and:

Stage 1 Score E

Exemplary	Superior	Satisfactory	Unsatisfactory
Addresses all questions with constructive in-depth analysis, multiple good ideas that are used in Unit Plan. Insightful connections between theory / observations of student / suggestions from coop / and planning	Addresses most questions with constructive sound analysis Good ideas that are used in Unit Plan Ideas have consistent basis, Easy to follow formatting	Adequate analysis, plausible ideas Connections are not made explicit	Harmful ideas, weak or little analysis, non-constructive critique of others Unexplained contradictions Inappropriate critique of teacher

Stage 2 Unit plan overview along with 4-8 consecutive lessons and lesson reflections

Stage 2 Score E

Exemplary	Superior	Satisfactory	Unsatisfactory
Clear, extensive relation to Stage 1 analysis. Creative, thoroughly planned, good variety strategies to promote student inquiry and critical thinking, highly motivational. Variety of assessments appropriate to students and task Analysis of formative assessments is specific, useful, and is used in planning next lesson	Clear relation to stage 1 Completely planned based on supervisor requirements Many of the qualities described in exemplary present.	No explicit relation to Stage 1 Completely planned, including some "exemplary" qualities	Poorly completed, unplanned Formative assessments aren't completed or aren't used in planning next lesson

Stage 3: Summative Student Work Sample Analysis Includes 3 labeled samples

Stage 3 Score E

Exemplary	Superior	Satisfactory	Unsatisfactory
Very detailed analysis of individuals and class. Analysis broken down by objectives	Specific analysis of samples and whole class learning	Analysis is general	Samples are not provided Analysis is very limited
Constructive, insightful reflection on teaching clearly connected to evidence of student learning and feedback from others.	Constructive, useful reflection on teaching clearly connected to evidence of learning from samples and whole class	Too much reliance on numerical information without discussion of qualities of learning or context	
Evidence of positive impact on student learning including struggling students.	Evidence of positive impact on student learning as a whole	Reflection on teaching is sound, but not explicitly related to evidence of learning	

Holistic Evaluation (exemplary, Superior, Satisfactory, Unsatisfactory)

- use to assessment to monitor learning and adjust teaching
- Quality planning, high expectations, planned with students in mind
- Positive impact on student learning

Holistic Score E

Supervisor J. Barry Quinn Date 5-2-06

EXHIBIT "5"

10/1





Thursday, May 04, 2006

So.. Updates!!!!  
Current mood: ☹️dorky  
Category: [Life](#)

Updates:

First, Bree said that one of my students was on here looking at my page, which is fine. I have nothing to hide. I am over 21, and I don't say anything that will hurt me (in the long run). Plus, I don't think that they would stoop that low as to mess with my future. So, bring on the love! I figure a couple students will actually send me a message when I am no longer their official teacher. They keep asking me why I won't apply there. Do you think it would hurt me to tell them the real reason (or who the problem was)?

EXHIBIT "6"

1 of 1

CVSD 193

**Deann Buffington**

**From:** Nicole Reinking  
**Sent:** Thursday, May 11, 2006 7:54 AM  
**To:** Deann Buffington  
**Subject:** FW: Graded Material

Read Stacy's response to my email. She drives me crazy.

-----Original Message-----

**From:** Stacy Snyder [mailto:ssmb112801@yahoo.com]  
**Sent:** Wednesday, May 10, 2006 4:31 PM  
**To:** Nicole Reinking  
**Subject:** Re: Graded Material

Nicole,

That sounds fine to me. From our talk the other day, I figured that you would be taking care of the final *Hamlet* assessment. Thank you for making a sound judgment with the students about the assignment I gave. I know that you have the students' best interests in mind. Thanks for all your help within the units this semester. I have a better understanding of British literature and poetry from the time spent in your classroom. I apologize about this incident because I feel like I didn't finish my job to the fullest extent I could have.

I just wanted to let you know that I appreciate all the help you have given me this semester. I am sorry that we had to end on the terms that we are on, but I want to assure you that anything being questioned wasn't about you, any staff member, or any student at CVHS. I would not stoop so low as to talk about someone behind their back in an online forum. I just wanted to clarify that before I spoke with you tomorrow.

Once again, even though it isn't under the best circumstances, I look forward to meeting with you and removing the problem at hand.

Thanks,

Stacy

*Nicole Reinking* <[nicole\\_reinking@cvsd.k12.pa.us](mailto:nicole_reinking@cvsd.k12.pa.us)> wrote:

Hi Stacy,

EXHIBIT "7"

I'm emailing to clear up any confusion that there may be concerning work from the students. Barry Girvin just left CV with a few items of make-up work from blocks one and three. Block two did not turn anything in to me. Please just enter the grades you can, and I will take care of closing out the gradebook without a problem. I can make decisions on collecting or exempting any delinquent work from your *Macbeth* unit. 10#2

Otherwise, many students had questions that I could not answer this week concerning the *Hamlet* assignment you gave them. Therefore, I made the decision to tell those who were able to complete the assignment to hold on to it. If I can incorporate it somehow into my assessments, I will. Those

CVSD 183

students who were absent or confused were instructed to disregard the assignment. You will not need to grade any additional work from the students. Ultimately, I will handle and assign any *Hamlet* unit grades for all three blocks.

Thanks,  
Nicole

---

New Yahoo! Messenger with Voice. Call regular phones from your PC and save big.

2012

CVSD 184



The One-Hundred and Fiftieth  
Annual Commencement

SATURDAY, THE THIRTEENTH OF MAY  
TWO THOUSAND SIX  
TEN O'CLOCK A.M.

MILLERSVILLE UNIVERSITY OF PENNSYLVANIA  
MILLERSVILLE, PENNSYLVANIA

EXHIBIT "8"

1 OF 2

Katharine A. Scull  
BA Social Work

Amber Leigh Seitz  
BA International Studies  
BA Spanish

Kathryn Leigh Seres  
BS Speech Communication

Janelle Cindee Shank  
BA Social Work

Destinee Ann Shank-Otto  
BSE Social Studies Education

Scott W. Shaw<sup>1</sup>  
BA Geography

Justin Sheaffer<sup>1</sup>  
BFA Art

Zhu Shengdong  
BS Business Administration

Kathleen Joan Sherry.  
BSE English

Valentina Corinne Sherry  
BA History

Rebecca Jane Shirk  
BA Social Work

Samantha Lynne Shrawder<sup>1</sup>  
BS Speech Communication

Kirsten Leigh Shull  
BS Business Administration

Jason Todd Shultz  
BA Sociology

Megan R. Shultz  
BA Spanish

Fawn Elizabeth Smith<sup>1</sup>  
BA Government & Political Affairs  
BA Psychology

Katie Christine Smith  
BA Sociology

Nicholas K. Smith  
BS Business Administration

Timothy D. Smith  
BA English

Biljana Smitran<sup>1</sup>  
BA International Studies

Stacy Lee Snyder  
BSE English

Martina Irmgard Soden  
BA Geography

Katharine Sosinski  
BS Speech Communication

Sophorn Sou  
BS Business Administration

Daniel J. Spalde<sup>1</sup>  
BS Business Administration

Erin L. Sparmblack  
BSE English

Michael Jason Spurr  
BA History

Andrew Ben Stadler  
BA History

Eric R. Stas  
BS Business Administration

Sarah E. Steiger  
BS Business Administration

Timothy David Stier  
BA English

Andrea Lynn Stoltzfus  
BSE Art Education

Michelle DeeAnn Stoltzfus  
BSE Music Education

Lawrence John Stopper Jr.  
BS Business Administration

Jenna E. Strobl<sup>1</sup>  
BS Speech Communication

Cristen A. Stump  
BA Sociology

Jonathan S. Stunkard  
BA Sociology

Herbert L. Suereth IV  
BA Music

Bridget Ann Sullivan  
BS Speech Communication

Roshontia A. Swartswelder  
BA Social Work

Dawn Marie Tansi  
BA Social Work

Ryan J. Tegtmeier  
BSE Social Studies Education

Renaë F. Thomas<sup>1</sup>  
BA Social Work

William J. Thompson  
BA Art

Marc R. Thorne  
BSE Social Studies Education

Sarah Victoria Timtishin  
BS Speech Communication

Bradford Topping  
BA English

Laura Elizabeth Travis<sup>1</sup>  
BA Music

Adam Michael Trone  
BSE Social Studies Education

Beth Rachel Trout  
BA History

James Edward Tulos  
BS Business Administration  
BS Speech Communication

Alexander R. VanTassel III  
BS Business Administration

Efrain Daniel Vazquez<sup>1</sup>  
BA Government & Political Affairs

Denise Vega  
BSE English

Kristin M. Vespignani  
BA Social Work

Michael P. Vigoda III  
BA History  
BA Government & Political Affairs

Christina Soan Vu<sup>1</sup>  
BA Art

Dana Waldner  
BS Business Administration

Holly Christina Walker  
BSE English

Kelly Lee Walraven  
BS Business Administration

Jessica Mae Waltz<sup>1</sup>  
BA English

Amy M. Wandling  
BS Speech Communication

Matthew S. Ward  
BA History

Jennifer Wascavage  
BS Business Administration

Kimberly J. Watkins  
BA Social Work

Emily Cowell Webster  
BS Speech Communication

Michelle Marie Wenzel<sup>1</sup>  
BA English

Elisa Michelle Wheeler  
BA History

Ashley Lynn White  
BA Sociology

Meghan R. Whitman  
BS Speech Communication

Robert Bernard Whittaker  
BS Speech Communication

Richard S. Wiegand  
BA Art

Andrew Thomas Wildman Jr.  
BSE Social Studies Education

Ryan Dale Wile  
BS Business Administration

Jason Michael Williams  
BS Speech Communication

Michele S. Williams-Ober  
BA Social Work

Brian Andrew Witkowski  
BA History

Anne C. Wonsetler  
BA Government & Political Affairs

Dennis C. Wood  
BS Business Administration

Dina Xapakdy  
BS Business Administration

S. Michael Yetter  
BA Sociology

Steven J. York  
BS Business Administration

Jennifer L. Youndt  
BSE English

May 15, 2006

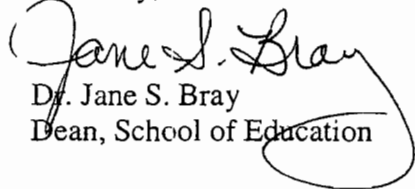
Ms. Stacy Snyder  
847 Bunker Hill Road  
Strasburg, PA 17579

Dear Stacy:

This letter is being sent to you in response to your appeal held in my office on Monday, May 15, 2006. I reviewed the additional material you submitted to me as well as the other materials that were submitted regarding your student teaching experience. I regret to inform you that I am not able to grant your appeal. However, I am pleased that we were able to make the exceptions necessary to allow you to graduate on time with a Bachelors of Arts degree in your discipline.

I wish you the best and hope that you will continue your educational pursuits at the graduate level as we discussed this morning.

Sincerely,

  
Dr. Jane S. Bray  
Dean, School of Education

/cjs

c: Dr. Judith Wenrich, Student Teaching Coordinator

1 of 1

EXHIBIT "9"

Term: 200620 Registration From Date: Registration To Date:  
ID: M00142408 Snyder, Stacy L.

CRN	Subj	Crse	Seq	Title	Creds	Lv	Stat	Days	Time	Build	Room	Instructor
7102	GRAD	999	01	Graduation	.00	U	RE	TBA	TBA			TBA
8843	EDEN	461	3B	Student Teaching in English	12.00	U	RE	TBA	TBA			Girvin, J B.

Total Credits: 12.00

EXHIBIT

~10" 1 of 1

ATTN-BOB

Department of the Treasury - Internal Revenue Service  
**U.S. Individual Income Tax Return (99) 2006**

IRS Use Only - Do not write or staple in this space

STACY L SNYDER  
 139 MILLER ST APT. A2  
 STRASBURG, PA 17579

OMB No 1545-0074  
 Your social security number  
**186-68-5168**  
 Spouse's social security number  
 You must enter  
 ▲ your SSN(s) above. ▲  
 Checking a box below will not  
 change your tax or refund.

Check here if you, or your spouse, if filing jointly, want to be treated as a member of a trust (see page 18)  You  Spouse

1  Single 4  Head of household (with qualifying person). (See page 18.)  
 2  Married filing jointly (even if only one has income) 5  Qualifying widow(er) with dependent child (see page 20)  
 3  Married filing separately. Enter spouse's SSN above and name below. If the qualifying person is a child but not your dependent, enter the child's name here.

6a  Yourself. If someone can claim you as a dependent, do not check box 6a. Doesn't checked on this line 6a

b  Spouse No. of children under 18

c Dependents:

(1) First name	Last name	(2) Dependent's social security number	(3) Dependent's relationship to you	(4) <input checked="" type="checkbox"/> if qual child for child tax cr. (see pg 21)	Does not live with you due to absence of separation (see page 22)
IAN NIEVES		186-4-78-486288N	SON	<input checked="" type="checkbox"/>	<input type="checkbox"/>
KYLE SNYDER		211-76-0821SON	SON	<input checked="" type="checkbox"/>	<input type="checkbox"/>

d Total number of exemptions claimed. Add numbers on lines above **3**

7 Wages, salaries, tips, etc. Attach Form(s) W-2. 7 11,295.

8a Taxable interest. Attach Schedule 1 if required. 8a

b Tax-exempt interest. Do not include on line 8a. 8b

9a Ordinary dividends. Attach Schedule 1 if required. 9a

b Qualified dividends (see page 25). 9b

10 Capital gain distributions (see page 25). 10

11a IRA distributions. 11a 11b Taxable amount (see page 25). 11b

12a Pensions and annuities. 12a 12b Taxable amount (see page 26). 12b

13 Unemployment compensation, Alaska Permanent Fund dividends, and jury duty pay. 13

14a Social security benefits. 14a 14b Taxable amount (see page 28). 14b

15 Add lines 7 through 14b (far right column). This is your total income. 15 11,295.

16 Penalty on early withdrawal of savings (see page 28). 16

17 IRA deduction (see page 28). 17

18 Student loan interest deduction (see page 31). 18

19 Jury Duty pay you gave your employer (see page 31). 19

20 Add lines 16 through 19. These are your total adjustments. 20

21 Subtract line 20 from line 15. This is your adjusted gross income. 21 11,295.

For Disclosure, Privacy Act, and Paperwork Reduction Act Notice, see page 58. Form 1040A (2006)

EXHIBIT  
 "11" 1 OF 2



ATTN-BOB

Department of the Treasury - Internal Revenue Service  
**U.S. Individual Income Tax Return 2007**

IRS Use Only - Do not write or staple in this space

LABEL HERE

STACY L SNYDER  
 139 MILLER ST APT. A2  
 STRASBURG, PA 17579

OMB No. 1545-0074  
 Your social security number  
**186-68-5168**  
 Spouse's social security number

You must enter  
 ▲ your SSN(s) above. ▲

Checking a box below will not change your tax or refund

Check here if you, or your spouse, if filing jointly, want to contribute to this fund (see page 15)  You  Spouse

1  Single  
 2  Married filing jointly (even if only one had income)  
 3  Married filing separately (Enter spouse's SSN above and name below)  
 4  Head of household (with qualifying person) (See page 16)  
 5  Qualifying widow(er) with dependent child (see page 17)

6a  Yourself. If someone can claim you as a dependent, do not check box 6a.  
 b  Spouse  
 c Dependents:

(1) First name	Last name	(2) Dependent's social security number	(3) Dependent's relationship to you	(4) <input checked="" type="checkbox"/> If you wish to claim this child (see pg 10)
IAN	NIEVES	284-78-4862	SON	<input checked="" type="checkbox"/>
KYLE	SNYDER	211-76-0221	SON	<input checked="" type="checkbox"/>

d Total number of exemptions claimed **3**

7 Wages, salaries, tips, etc. Attach Form(s) W-2 **9,851.**

8a Taxable interest. Attach Schedule 1 if required  
 b Tax-exempt interest. Do not include on line 8a

9a Ordinary dividends. Attach Schedule 1 if required  
 b Qualified dividends (see page 22)

10 Capital gain distributions (see page 22)

11a IRA distributions. 11a  
 11b Taxable amount (see page 22) 11b

12a Pensions and annuities. 12a  
 12b Taxable amount (see page 23) 12b

13 Unemployment compensation and Alaska Permanent Fund dividends 13

14a Social security benefits. 14a  
 14b Taxable amount (see page 25) 14b

15 Add lines 7 through 14b (far right column). This is your total income. **9,851.**

16 Educator expenses (see page 25) 16  
 17 IRA deduction (see page 27) 17  
 18 Student loan interest deduction (see page 29) 18

19 Tuition and fees deduction. Attach Form 8917 19  
 20 Add lines 16 through 19. These are your total adjustments. 20

21 Subtract line 20 from line 15. This is your adjusted gross income. **9,851.**

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