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A STUDY OF CENSUS DRIVEN DATA IN SINGLE PARENT FAMILIES AND THEIR IMPLICATIONS

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A STUDY OF CENSUS DRIVEN DATA IN SINGLE PARENT FAMILIES AND

THEIR IMPLICATIONS

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ABSTRACT

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LYNN M. COYLE

Demographics for all school districts in Suffolk County, Long Island, New York were disseminated and analyzed in order to better understand where the highest percentage of single-parent households were located, how school districts support parents and children of single-parent households and how they could better assist them. As an outcome of this analysis, needs were identified in order to assist school leaders in creating an in-school support program. Researching the problems, challenges, and obstacles children face while living in single-parent households were an aid in this study. A preventative, mental health approach, an aspect of public health, is needed in all aspects of school. A preventative and interactive perspective is useful in designing and sustaining systems that work for students, parents, staff, and the society (Comer & Gates, 2004). It is difficult for most people to understand how relationships, child development, teaching, and learning are interrelated (Comer & Emmons, 2006). Students do not simply fail in school because they are from a single-parent home. They fail, partially because schools are not responsive to the conditions and problems accompanying these personal socio-economic characteristics (Wehlage, Rutter, Smith, Lesko, & Fernandez, 1989). "Some families criticize school personnel for not understanding the plight of single parents, grandparents, foster parents, or other caregivers" (NEA Education Policy and Practice Department, 2008, p 2). It is important to place the children at the center of the education process. "Supporting teaching and learning requires addressing students' social service needs, as

well as their academic ones, and this broad-based support is essential to closing achievement gaps" (NEA Education Policy and Practice Department, 2008, p. 1). Responsiveness to the actual characteristics and educational needs of specific children and groups of children who are at risk is essential in designing effective programs (Wehlage et al., 1989).

DEDICATION

To Austin O'Boyle, my amazing son, my best friend – the reason behind every decision

To Janice Coyle and Marty Coyle, my parents, and my foundation

Words cannot express how much I love all of you.

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CHAPTER I: INTRODUCTION

"What's done to children, they will do to society."

- Karl A. Menniger

Purpose of the Study

The purpose of this study was to identify the necessary needs of children from single parent households to develop guidelines that will assist school leaders in the implementation of school-based support programs. Single parents were surveyed in order to understand their perceptions of how their child/children could benefit from an in-school support program, and how schools can best meet the needs of the children. Demographics for all school districts in Suffolk County, Long Island, New York were disseminated and analyzed in order to gain insight into the location of the highest number of single parent households, how school districts are currently supporting the parents and children from such households, and how they can assist them in a better manner. As a result, their needs were identified to provide assistance to school leaders in creating an in-school support program. Research on the problems, challenges, and obstacles faced by children living in single parent households aided this study. Originally, data for this study was to be separated on the basis of 'which parent headed the household' in order to give an insider's perspective on headed by the mother, father, and grandparent. Unfortunately, the lack of data in sub-groups prevented the study from being done as planned. The available data which were collected were utilized to complete the study and examine single parent households as a whole. A preventative mental health approach and an aspect of public health is needed in all the aspects of a school. A preventative and

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interactive perspective is useful in designing and sustaining systems that work for students, parents, staff, and the society (Comer & Gates, 2004). It is difficult for most people to understand how relationships, child development, teaching, and learning are interrelated (Comer & Emmons, 2006). Students do not simply fail in school because they are from a single parent home; rather, they fail, partially because schools are not responsive to the conditions and problems that accompany these personal socio-economic characteristics (Wehlage, Rutter, Smith, Lesko, & Fernandez, 1989). "Some families criticize school personnel for not understanding the plight of single parents, grandparents, foster parents, or other caregivers" (NEA Education Policy and Practice Department, 2008, p.2). It is important to place the children at the center of the education process. "Supporting teaching and learning requires addressing students' social service needs, as well as their academic ones, and this broad-based support is essential to closing achievement gaps" (NEA Education Policy and Practice Department, 2008, p. 1). Responsiveness to the actual characteristics and educational needs of specific children and groups of children who are at risk is essential in designing effective programs (Wehlage et al., 1989). Many children are more comfortable discussing difficult, sensitive issues in groups, rather than handling them by themselves (Department of Justice Canada, 2004).

Background

Single parent households have increased over the years. "Traditional husband – wife households have been declining on Long Island for decades, a trend fueled in part by high divorce rates and greater acceptance of single parent families" (Winslow, 2011, p. A20). This leaves many children with little to no contact with one of their biological

parents. This lack of contact can have a profound effect on the children involved. It can

create negative feelings and attitudes, especially when not dealt with or acknowledged.

"Ianni collected data from interviews in ten different communities and suggested that

adolescent peer groups are generated from the adult institutions that give them a sense of

identity" (Taylor-Dunlop, 1995, p. 5). Students from all types of one-parent homes have

a higher incidence of tardiness, discipline problems, suspensions, truancy, and school

mobility at both the elementary and high school levels (Hetherington, 1988). "The

anguish and uncertainty which come from loneliness are accentuated when there is no

connection to a family or caring community" (Taylor-Dunlop, 1995, p. 5).

School-run support programs have been scarce among districts across Long

Island, New York. The few that have existed in varying districts have primarily focused

on providing support to children from divorced households. Many of our children who

live in different forms of one-parent households are experiencing the same feelings

and/or facing the same issues. The same in- and out-of-school demands are placed on

every child regardless of their home environment. By the time students in the United

States are up to reach 18 years of age, 50-60% of them will be affected by divorce

(Miller, 1999, p. 285). It is estimated that 40% of all marriages have ended in divorce by

of 2008 (Wikipedia.com), which contributes to the number one-parent households.

According to the U.S. Census, the number of divorced people increased from

9,900,000 in 1980 to 19,881,000 in 2000. "The structure of the American family has

undergone dramatic changes in the last twenty years as the single parent home has

become a prevalent living situation for many children" (Wanat, 1991, p. 7). Many people

have failed to consider do not think about the numerous other situations that account for

one-parent households, such as widowhood, separation, adoption, incarceration, military, and premarital birth. The U.S. Census revealed that single parents account for 27% of family households with children who are under 18 years in the year 2000, and the number of single mothers increased from three million to ten million between 1970 and 2000. In 2005, the U.S. Census reported an estimate of 270,313 children in the United States living in households headed by same-sex couples, which until 2011 same sex marriage was legalized in New York State; therefore, adoption by same sex couples was perceived as a single parent adoption. Table 1.1 outlines the living arrangements of children that reside within single parent families as reported by the U.S. Census Bureau in its 2010 current population survey. The table indicates the total number of children living with either their mother or father, and then the numbers were broken down according to the gender of the child living with their mother, father, or grandparent.

Table 1.1

U.S. Census Bureau, Current Population Survey, Living Arrangements, 2010

Living Arrangements	Total Children Under 18 years
Both Sexes	
Living with Mother	17,283
Living with Father	2,573
Living with Grandparents	4,850
Male Only	
Living with Mother	8,670
Living with Father	1,452

Living with Grandparents	2,410
Female Only	
Living with Mother	8,613
Living with Father	1,121
Living with Grandparents	2,440

Note. U.S. Census Bureau, Current Population Survey, 2010 (numbers in thousands).

The effort to cope with stress is the core of the problems faced by children when their parents' marriage breaks down. Due to the loss experienced by these children in a relationship, the stress they experience is most similar to dealing with grief (Butler, 1988). It is not uncommon for children to assume guilt to be the cause of divorce (Hetherington, 1988). Taylor-Dunlop stated that "a critical aspect of family influence on children and teenagers is the relationship between the parents" (p. 5).

As the number of single parent homes increases rapidly and many children being affected by their home life, it has become necessary for educators to address related issues in education. Learning about the potential behaviors and effective ways to respond to the behaviors that support the learning experiences of single parents is beneficial. Traditionally, schools have utilized individualized educational programs to meet the needs of children with special needs. Specified programs such as at-risk, special education, and Title I have been designed to address specific cognitive and clearly defined problems. With the increasing change in the traditional family structure, current school programs and practices may not meet the needs of single parent children (Wanat, 1991). There are five indicators of risk that are associated with "a youth's exposure to

inadequate or inappropriate educational resources and experiences" (Pallas, 1989, p. 2).

Those five factors are:

- Poverty

- Race and Ethnicity

- Family Composition

- Mother's Education

- Language Background

Family composition refers to children who grow up in single parent households. Schools need to acknowledge the three most important sources of influence, which are: school, family, and the community. "Most school programs ignore the impact of the community context or family environment on a child's academic development" (Pallas, 1989, p. 2).

Since many schools lack an effective and formalized program that meets the needs of all children from these similar backgrounds, teachers can spend a good portion of their day attending to the needs of these students. This brings about a decline in the learning that occurs in the classroom, and other children who should not be affected may suffer. Although most teachers are compassionate and caring individuals who want to help their students, they are not qualified to offer the type of support needed in this particular situation. Time constraint is also an issue due to the fact that there are many other children who demand the teacher's attention, and the student in need gets a Band-aid when, in fact, this child needs a full cleansing. In order to "make schools more responsive to at-risk students, they must have the appropriate academic and non-academic programs and services for students" (Pallas, 1989, p. 3). There could be serious

long-term education problems if schools do not identify students and match them with a program that meets their needs immediately (Pallas, 1989).

Definition of Terms

The following definitions are provided:

- At Risk:

  Someone who is consistently discouraged by the school because of signals about academic inadequacies and failures, has little interest or lack of adult caring, and sees the institution's discipline system as ineffective and unfair, but has serious encounters with that system (Wehlage et al., 1989).

- Single Mother Households:

  "In 1989 alone, more than one million babies were born to single mothers" (Miller, 1992, p. 11). Families which are headed by a mother are frequently below or near the poverty line, partially because of the unwillingness of non-residential fathers to pay child support (United States, Bureau of the Census, 1989). Several U.S. surveys have shown that only a third of all single mothers receive regular child support. Low levels of child support are usually accompanied with low levels of contact with the child's natural father (American Sociological Review, 1987). Single mothers vary with respect to their age, social and economic status, and educational level. A combination of these issues along with other factors may affect the mother's ability to parent effectively (MacCallum & Golombok, 2004).

- Single Father Households:

  Single fatherhood is still a rarity and is usually viewed as untraditional. "Fathers who raise their children alone have to contend with such diverse attitudes; they are viewed as saintly or as incapable of knowing how to handle children" (Miller, 1992, p. 206). "Boys generally do better than girls who are raised by single fathers" (Miller, 1992, p. 206).

- Gay and Lesbian Households:

  In 2011, same-sex marriage was legalized in the State of New York. Before 2011, according to the U.S. Census, single parent households also comprised of same-sex couples. In 2000, the U.S. Census reported that single parent households comprised of 33% female and 22% male same-sex parents. "An increasing number of lesbian women and single heterosexual women are bringing up children with no male involvement" (MacCallum & Golombok, 2004, p. 1407). "Prejudice against those that do not conform to the norms of society is not new, and the children of gay parents have to deal not only with these issues, but also with their reactions to their parents' lifestyles" (Miller, 1992, p. 162). Children of gay parents have to face a unique set of problems with regard to their families: societal responses, their own responses, along with their own reactions. These children find it difficult to disclosing to their peers that their parents are gay. Many researchers suggest that the quality of the parenting is far more important that the parents' sexual orientation in determining how well-adjusted a

child grows up to be. "Teenage girls usually express more anger than boys when they have a lesbian mother, whereas boys can distance themselves from their mothers" (Miller, 1992, p. 164). "Gay fathers usually have more difficulty than lesbian women in disclosing their gay identity to their children" (Miller, 1992, p.167).

- Grandparents Raising Grandchildren Households:

  There are more than six million children, approximately 1 in 12, living in households headed by grandparents (4.5 million children) or other relatives (1.5 million children). 71% of these grandparents are under the age of 60, and 19% live in poverty (www.grandfactsheets.org, 2007). The number of grandparents who raise their grandchildren has increased up to 8% between 2000 and 2008 in the United States. 2.9 million of these children are in grandparent-headed households without any parents present (Newsday, 2010).

Research Questions

The following research questions will guide the collection and analysis of data:

1. What are the demographics of single-family homes in Suffolk County?

2. How are parents currently informed about services and programs provided by their school districts in Suffolk County?

3. Do single parents feel that their children are supported by their school district in all aspects?

4. What guidelines would assist in creating a supportive program that school districts may consider utilizing it?

5. What issues appear to be the biggest concerns to the parents of single parent households

Data that address these questions were obtained through surveys conducted with single parent households from Suffolk County school districts. Surveys were typed, distributed, and collected anonymously from single parent households by the researcher using Survey Monkey, an online data-collecting program.

Significance of the Study

A compilation of data may assist school districts in making informed decisions when forming and implementing support programs in their schools. School leaders may be able to utilize the data collected in order to better serve the children who are from single parent households for the purpose of creating a supportive, nurturing environment that will help them increase their emotional, social, and academic capabilities.

Limitations of the Study

An accurate collection of data depends on the willingness of the subjects to respond to survey questions truthfully and accurately. The survey distributed was only written in the English language. The data may not be representative of all Suffolk Counties; these 96 surveys are reflective responses of those respondents who chose to participate in the survey.

The U.S. 2010 Census Bureau data was distributed via GeoTracks Scope Suffolk County 2010 and tabulated by J. Hughes, with a limited data released by the Census Bureau. The following comparisons were unable to be made:

- Suffolk County School Districts by Male Employment Status

- Suffolk County School Districts by Female Employment Status

- Suffolk County School Districts by Grandparents Raising Grandchildren

- Suffolk County School Districts by Single Parent Households

- Suffolk County School Districts by Age of Children 17 and Under broken down by Gender

- Top Ten School Districts in Suffolk County with the Highest Percentage of Single Parent Households

Organization of the Study

The remaining sections of this study were organized into four chapters. Chapter II gives an overview of the literature and research related to this study. Chapter III presents the qualitative research design, population, methodology, and technique used in the collection and analysis of the data. Chapter IV describes the findings which resulted from the data analysis. Finally, Chapter V shows the conclusions drawn from the data, in addition to recommendations and suggestions for further research.

CHAPTER II: A REVIEW OF THE LITERATURE

The purpose of this chapter is to review the literature on the development of guidelines to assist in creating an in-school program to benefit children from single parent households.

Single Parent Households

Comer and Gates stated that the way in which teachers and school personnel deal with issues relating to children could have a profound influence on children's success in the school and beyond. Children spend a large portion of their day in a school building, and schools need to be equipped in handling the rather mundane issues that many of our children face in today's society. We need to remember that a public-school entail more than preparing students to achieve high test scores. The purpose is to prepare students to be successful in school and in life. To be successful in life, the skills that will enable individuals to make good family and group members, learners and problem solvers, workers, and citizens of their respective communities are required. We desire to make the school a supportive place for all children, especially those facing adversity at home. Allowing children to feel a sense of empowerment will help them to improve their educational and social standards both academically and socially (2004).

To survive and thrive as a democracy, a society must attend to its children. "One way to do this is to maintain a sound community and functioning of the family so that critical tasks, particularly child rearing, can be well performed" (Comer, 1997, p. 10). "The anguish and uncertainty that arises from loneliness are accentuated when there is no connection to a family or caring community" (Taylor-Dunlop, 1995, p. 5). Through his upbringing, Comer was aware of how crucial good child rearing and development are.

These factors are underestimated by the school and modern society. The failure of our leaders to adequately protect and promote supportive families highly contributes to the problems that now tear apart the fabric of our society (Comer, 1997). Taylor-Dunlop (1995) stated, "public schools have an obligation to respond and provide for children from all different backgrounds and social conditions" (p. 28). Home and school need to develop a partnership in order to help children succeed and overcome their challenges in order to become successful. "Good relationships among and between the people in the institutions that influence the quality of a child's life, especially home and school, bring about the possibility of a good child and adolescent rearing and development" (Comer & Gates, 2004).

"In a span of thirty years, the traditional family had declined from constituting 44% of all households in 1960 to 26% in 1990" (Miller, 1992, p. 1). Single parent households may be the result of many different circumstances. A person can become a single parent for a variety of reasons, including separation, widowhood, divorce, adoption, incarceration, and premarital birth (Hanson, Heims, & Doris, 1995). "Between 1970 and 1990, single parent households almost tripled in our country, as 3.8 million were recorded in 1970 compared to 9.7 million in 1990" (Miller, 1992, p. 1). In the United States, many children are born to unmarried mothers of various races and nationalities each year. According to the U.S. Census, the number of one-parent homes across the country in the year 2000 was 19,220,000 out of 72,012,000 with children under 18 years nationwide. It is important to note that the Census Bureau identifies two major household categories: family and non-family. A family household is comprised of a householder (a person who owns or rents the living quarters) and at least one other person

related to the householder by birth, marriage, or adoption. The three types of family households are: married couple families, female-headed households, and male-headed households (Hanson et al., 1995).

Table 2.1 outlines the status of the single parent by gender and how many children reside in these households as reported by the U.S. Census Bureau in its 2010 population survey.

Table 2.1

U.S. Census Bureau, Current Population Survey, Marital Status, 2010

	Living with Mother only	Living with Father only
Widowed	624	163
Divorced	5,316	1,221
Separated	2,727	371
Never Married	7,543	660

Note. U.S. Census Bureau, Current Population Survey, 2010 (numbers in thousands).

Single parenting is associated with an increased risk of negative social, behavioral, and emotional outcomes for children. Many factors can influence a child's development in a single parent family, including parent's age, education level, occupation, family income, and the family's support network of friends and extended family members. "Since fewer than half of all absent fathers currently pay child support, children of divorced parents are almost twice as likely to be living in poverty than children in intact families" (Miller, 1992, p. 110). "Individualized development is directly related to the quality of community and family functioning, which has only recently been recognized" (Comer, 1997, p.11). The adolescent stage is the most

challenging period of growth for a child (Hughes & Taylor-Dunlop, 2006). Over the years, it has been realized that academic, social, and emotional development components need to be put together to support the entire growth of the child.

It would be useful to give clearer recognition to the single-parent family as a form of family in its own right, not a preferred form, but one that exists, functions, and represents something other than the mere absence of a complete family. We need to consider the strengths and weaknesses of the characteristics it shares with two-parent families, as well as the differences in the ways it copes with its undeniable difficulties, and the ways in which the community supports or undermines its coping capacity (Miller, 1992, p. 207).

School Support

"Henry Levin formerly of Stanford University, now of Teacher's College and Columbia University, estimated that almost one-third of the nation's school children are educationally disadvantaged, lacking the home and community resources to fully benefit from conventional schooling practices and the proportion is steadily increasing" (Levy & Shepardson, 1992, p. 45). One of the conclusions from Amato's 2001 Meta-analysis is that supportive programs within the school settings have improved the functioning of children after a marital disruption. A school-based support program can create the opportunity for children to learn how to cope with fantasies of reconciliation, self-blame, depression, blaming parents, anger, anxiety, withdrawal, acting out, and feelings of competence and self-esteem, all of which could affect as a result of their living situation. Supportive services may help to ensure educational success and self-sufficiency; therefore, school districts should be responsible for the provision of these services. If

supportive services can help ensure educational success and self-sufficiency, then the institution responsible for education should have a part in the provision of those services (Levy & Shepardson, 1992). When offered strategies that would involve the family and staff members at school, we would be promoting the overall development of the children and providing them with a sense of security. Children from families that are facing extreme stress and crisis are the children who most need academic benefits (Hughes & Taylor-Dunlop, 2006). To help students who are in greatest need, their schools and parents, we must understand how economic and social stress factors create dysfunctional institutions and interfere with preparation, motivation, and learning (Comer & Gates, 2004). The development of emotional resources is crucial to students' success (Payne, 1996). "Comer believes that every child can learn in a school designed for success, and that success depends on the link between home and school experiences through a program built in the schools" (Taylor-Dunlop, 1995).

Divorced Parent

"For the first time in our history, two people entering marriage are just as likely to be parted by divorce as by death."

– Lenore J. Weitzman

"Divorce has become the norm for American society" (Fassel, 1991, p. 4) and the "United States has the highest divorce rate in the industrialized world" (Manning, 1991, p. 13). "If one thing characterizes divorce, it is change" (Emery, 1999, p. 1). "Few people realize the various ways by which divorce affects not only a child's life, but the child as well" (Wallerstein, Lewis, & Blakeslee, 2000, pg. 305). "Divorce can be the most devastating experience of a child's life, because it debars his/her from developing a

sense of trust, security, self-worth, and where they fit into the family and other groups"

(Weyburne, 1999, p. 2). "Recent statistics indicate that 14 million of all ever-married

Americans today have been divorced, at least once" (Miller, 1992, p. 103). This

indicated that anyone who gets married today has only a 50-50 chance of staying married

until they pass away. "People in the past were more likely to stay in an unsatisfying

marriage for the sake of the children; this no longer appears to be the case" (Miller, 1992,

p. 103). Divorce is a cumulative experience and its impact increases over time. Children

suffer various effects from the divorce process, and they carry these effects with them

into the classroom. "By knowing what to expect, educators will be better equipped to

effectively teach children of divorced parents whom they come in contact with"

(Benedek, 1988, p. 61). Due to the prevalence of divorce in the society, "every teacher

needs to be familiar with the effects which divorce may have on a child's classroom

behavior" (Miller, 1999, p. 285). Children can feel frightened and angry, scared of being

abandoned by both parents, and feel responsible for the divorce (Wallerstein et al., 2000).

Wallerstein et al. (2000) reported that compared to children who grew up in intact

families, children of divorced parents are more likely to engage in alcohol and drug use,

as well as engage in early sexual experiences. After the divorce, a child's world can

become a strange place. The home can become boring and in disarray. Many children are

forced to move, leave behind friends, familiar schools, and other systems of support.

"Social lives are interrupted by having to shuffle back and forth between two parents'

homes" (Wallerstein et al., 2000, pg. 298). There seems to be no best age to divorce.

Wallerstein et al. (2000) wondered if an "educational intervention can replace the

learning that occurs naturally over many years within the family unit" (p. 305). In the

absence of specialized programs, there is little evidence that the children from divorced families can be protected. "This can reduce a child's anxiety to understand the changes happening in their life and help them think of ways to actively deal with those changes" (p. 310). Children often struggle with abrupt change to their family structure and most times blame themselves and/or their parents. "Effective teaching of children of divorce requires an understanding of the impact of divorce, a supportive environment, safe channels for children to communicate feelings and problems, instruction on building coping and self-regulation skills, and resources to help parents" (Miller, 1999, p. 285). Wallerstein et al. (2000) stated, "children who were able to get support from school did better than those who did not have that resource" (p. 209). Teachers who work with children of divorce can be trained to identify problems, such as uncontrolled aggression, speech disturbances, and/or depression. School peer group programs "can be a great way to clarify divorce, alleviating parents' anger, dealing with issues of morality, and discussing the adolescents' fears of failure in the future" (p. 311). These groups can also help to reduce or even abort the action with a variety of behaviors.

According to Dr. Archibald D. Hart (1996), children experience different responses to their parents divorcing at different ages:

- Toddlers (two to four years of age): They often show signs of regression to an earlier stage of development. They become more dependent and passive, engaging in babyish behavior. Rather than feeding themselves, they demand that you feed them, and they revert to a need for diapers, even though they may already be potty-trained. Some psychologists feel that the absence of the parent

of the opposite sex at this stage may be detrimental to a child's sexual development.

- Young children (five to eight years of age): They also regress. In addition, these children tend to take responsibility for the marriage breakup. They tend to have irrational fears for being abandoned and even of starving. These fears need to be confronted and appropriate assurances given. Loss of sleep, bedwetting, nail-biting, a deep sense of sadness, and a retreat to a fantasy as a way of solving the family crisis.

- Older children (nine to twelve years of age): They experience anger as the dominant emotion. This anger is usually directed at the parent who is believed to be the initiator of the breakup, but it is easily scapegoated outside the family and directed at peers just at a time when the support of loving friends is most needed. Children may alienate those who are close to them, including teachers and close relatives. The spiritual development of the child is most likely to be damaged at this age. Disappointment, disillusionment, and rejection of the parents' spiritual values could easily occur.

- Teenagers (thirteen years of age and over): They have a different set of problems to deal with. They tend not to blame themselves for the divorce as readily as younger children do because they have a better understanding of the reasons for the divorce. They can be deeply hurt and resent their parents for breaking up the home. They have the fear of being separated from their friends, and there is a natural tendency toward withdrawing and feeling depressed at this age; a divorce could accentuate these problems. It is common for them to isolate themselves and

refuse to talk about what bothers them. Teenagers also feel the loyalty dilemma.

They know that their mother does not want them to like their father (or vice

versa). This parental attitude can create conflict for teenagers. Maintaining the

peace with both parents can be emotionally draining for them.

Hart (1996) identified six stages of experience which children will have as time passes,

after their parent's divorce. Those stages are:

- Fear and anxiety

- Abandonment and rejection

- Aloneness and sadness

- Frustration and anger

- Rejection and resentment

- Re-establishment of trust

These emotional stages are normal and expected. It is important for those involved in the

child's life to be aware of these changes and become knowledgeable in how to deal

effectively with them as they encounter each phase.

Existing Support Programs

"Programs implemented in the school setting have improved the functioning of

children following a marital disruption" (Amato, 2001, p. 356). Manning recommended

organizing support groups where children can talk about and work through their

experiences. Richardson (1999) identified three characteristics of any effective school-

related intervention. First, the intervention should develop a strong support system for

the child. This can be accomplished by involving parents through meetings,

questionnaires, and parent-child interactions. Teachers are involved in the support

system by rating the child's behavior. Also, the intervention program should "foster peer support" (Richardson, 1999, p. 25). Secondly, the support program should focus on building skills. Lastly, "flexibility of the program that allows modifications to accommodate children of different genders, ethnicities, and socioeconomics is needed" (Richardson, 1999, p. 25). Richardson supported the "utilization of effective school-based interventions to help children deal with their differing family life" (Richardson, 1999, p. 25). Different types of support programs for children from designated single-parent homes have been designed to help children cope with the emotional and behavioral consequences related to their family situation.

Pedro-Carroll developed an intervention program for children of divorce, called Children of Divorce Intervention Program (CODIP). This structured intervention program is run by mental health professionals for 12 to 15 sessions. She stated that her program combines affective and cognitive components to facilitate better adjustment and behavioral competence in children. Pedro-Carroll offered four main components within the intervention program: affective, cognitive, anger control and a conclusion component assess children individually after they have completed the program (Pedro-Carroll, 1985). The Children of Divorce Intervention Program helps children to identify and express feelings, share experiences, form bonds with peers, enhance positive perceptions of self and family, and increase their capacity to cope with challenging changes associated with divorce (Pedro-Carroll, 2008). There are five main goals outlined in CODIP:
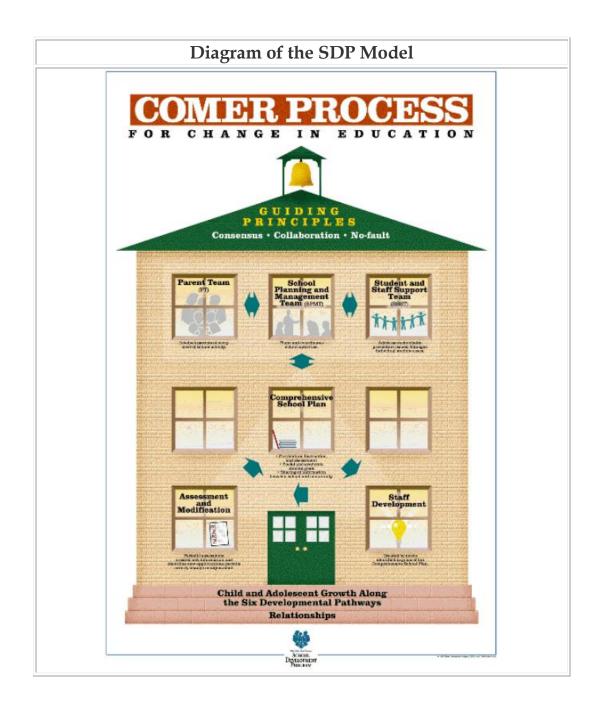
- To foster a safe, supportive group environment

- To facilitate the identification and expression of divorce related feelings

- To promote understanding of divorce-related concepts and clarify misconceptions

- Teach effective coping and interpersonal skills

- Enhance positive perceptions of self and family

Pedro-Carroll stated that as a result of associating with others with similar experiences, children can experience a reduced sense of isolation, gain problem-solving strategies, reduced sense of guilt, and build anger control skills that will help the cope with day-to-day realities of membership in a divorced family (Pedro-Carroll, 1985). Participating children experienced a reduction in problematic areas, such as self-blame and anxiety, as well as improvement in adjustment and competence. Teachers also noticed an improvement in frustration levels, peer relationships, less anxiety, better overall school adjustment, following rules, and greater improvements in their ability to be appropriately assertive (Pedro-Carroll, 2008).

James Comer developed the School Development Program (SDP), which believes in school-wide planning that addresses the needs of the entire school community. SDP is currently implemented in more than 650 schools in 28 states. Comer's program is child-focused and data driven. SDP believes that it is necessary to keep students with the same teacher for two years with the expectation of building trust, bonding, risk taking, confidence, and academic growth. With the help of a teacher and a supportive school climate, Comer has assisted a child from a single parent household to succeed as he struggled for autonomy and authority, which are common characteristics of children from one-parent homes (Comer, 1997). According to Comer, the integration of a social program into the overall school plan will help to create a bond between teacher, parents,

and children. Meeting in this manner assists in eliminating barriers and appreciating the differences in other people (Comer, 2004).

Diagram of the SDP Model

Helping At-Risk Students, also referred to as SPARK, is a fifteen-week program developed by Jill Waterman and Elizabeth Walker. This name was chosen because it is

intended to spark increases in student achievement, social-emotional growth, and non-violent response. It allows students to feel connected to the program by providing a unique name within the school. "SPARK groups are intended for pre-adolescents and adolescents who are experiencing or are at risk as a result of a variety of academic, behavioral, and emotional problems" (Waterman & Walker, 2001, p. 1). Groups seem to be the most successful when they are balanced with more dynamic and quieter personalities alike. This program has three main goals:

1. To provide a trusting, supportive group environment that facilitates discussion and disclosure with peers.
2. To build competence by teaching specific skills, such as anger management, empathic response, interpersonal problem resolution, resistance to peer pressure, and communication skills.
3. To provide activities and discussion to facilitate exploration of issues of concern to youth, including educational goals, aggression and violence, ethnic identity, prejudice and discrimination, family relationships, and dating relationships.
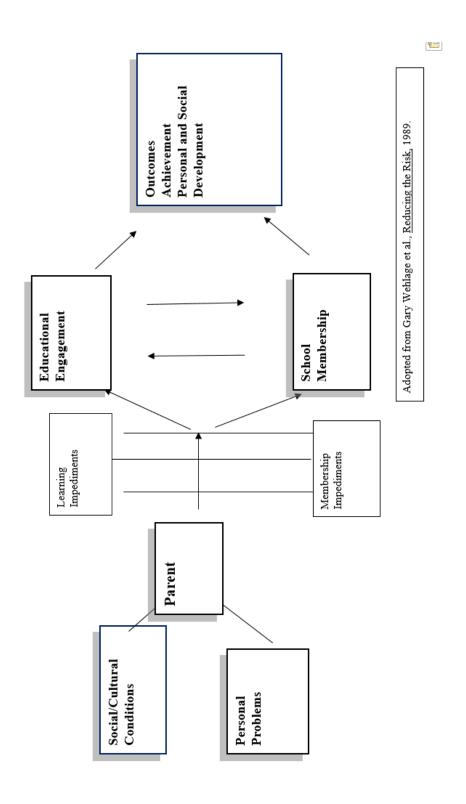
There are seven modules to the SPARK program which are addressed throughout the 15-week program. Each module focuses for one to two sessions on the following:

1. Trust building and communication skills
2. Anger management
3. Ethnic identity
4. Educational aspirations
5. Peer pressure and gangs
6. Exposure to violence and post-traumatic stress reactions

7. Family relationships

Conceptual Framework

The conceptual framework noted below has been adapted from Wehlage et al. (1989) and was developed for at-risk children. The conceptual framework begins with a focus on single parents and the examination of the following two major components: Social/Cultural Conditions and Personal Problems that can impact their decision making, child rearing, involvement in their community, educational values, decisions, and judgment. Single parents impose these components on their children, and they can have an adverse effect on their ability to perform on a daily basis, both inside and outside of school. Learning and Membership Impediments interfere with the children's social, emotional and academic performance and impede growth in all facets. Parents can become intertwined in their own self-deficiencies, which can in turn hinder their own children and negatively impact their emotional, social, and academic capabilities. It is the school's responsibility to first understand the children's risk factors and develop a plan to help them succeed in all areas through school support. By identifying the at-risk students, "educators can induce alienated students to become active in the educational process" (Wehlage et al., 1989, p. 68). Wehlage said that students who feel that they are members of their school and engage in school activities are more likely to become better achievers and develop social and personal characteristics valued
by our society

Outcomes
Achievement
Personal and Social
Development

Educational Engagement

School Membership

Learning Impediments

Membership Impediments

Parent

Social/Cultural Conditions

Personal Problems

Adopted from Gary Wehlage et al., Reducing the Risk, 1989.

CHAPTER III: METHODS AND PROCEDURES

Purpose of the Study

The purpose of this chapter is to examine the procedures used in the collection of data to discover what guidelines could assist school leaders in the implementation of an in-school support program for children from one-parent households.

Research Questions

The research questions which will guide this study are restated below:

1. What are the demographics of single-family homes in Suffolk County?

2. How are parents currently informed about services and programs provided by their school districts in Suffolk County?

3. Do single parents feel that their children are supported by their school district in all aspects?

4. What guidelines would assist in creating a supportive program that school districts may consider utilizing it?

5. What issues appear to be the biggest concerns to the parents of single parent households?

Setting

To gather the data for the purpose of this research, the researcher focused on the Suffolk County School Districts located in Long Island, New York.

Subjects

The subjects who were surveyed in this study were all single parents living in Long Island within the Suffolk County School District. The researcher utilized SurveyMonkey to distribute surveys anonymously via various sources. Those sources

were PTA members, Facebook, single parenting forums, and a paid survey response group narrowed down by SurveyMonkey according to their location. Some of the parents surveyed who were surveyed were single parents living within Suffolk County School Districts with the identified highest population of single parent families (Appendix F).

Methodology

This study adopted a mixed methodology, which included both a quantitative and qualitative study. This study involved the distribution of surveys (Appendix B) among single-parent households from Suffolk County School Districts in Long Island, N.Y. Initially, contacts were made with various types of single-parent support groups via phone and email. The decision was made with each contact person to mail out a cover letter and survey along with a stamped return envelope to send back survey responses to the researcher. Unfortunately, no surveys were returned from any of the support groups.

The researcher made a second attempt after six months, using the same method after locating new groups and contacting the previous ones, this also proved futile. Then, the researcher decided to utilize an online data survey company called SurveyMonkey that could distribute the survey via the internet. Some of the surveys included responses from single parents from those school districts with the highest population of single parent families (Appendix F). These responses will help to determine the necessary guidelines for a supportive and nurturing school-based support program which will benefit children from one-parent households. This program is aimed at assisting districts and their leaders in the decision-making process to meet the needs of these children. The survey was piloted to illicit specific information to efficiently and effectively assist their

children in the school setting. The questions were configured in a multiple choice, short response, and open-ended format.

Data Collection Techniques

To collect qualitative and quantitative data on the development of guidelines to assist in creating an in-school program that will benefit children from single parent households, the researcher used a survey (Appendix B), adapted from the Kentucky State University single parent student survey from Spring 2007, parentsplace.com parent survey, along with researcher-added questions. It provides a statistically reliable sample of single parents and data analysis to augment and support findings of single parental needs and obstacles the face (Appendix B). Data was inputted into SurveyMonkey and tabulated by the researcher. Each survey was returned to the researcher via an online survey distributor. The researcher then analyzed the responses collected in the parent survey and identified patterns, themes, and discrepancies.

Table 3.1 below displays the correlations between the research questions the survey that was administered. This supported and validated the research findings.

Table 3.1

Item Analysis of Research Questions

Research Question	Parent Survey
What are the demographics of single-family homes in Suffolk County?	# 1, 2, 3, 4, 12, 16, 17
How are parents currently informed about services and programs provided by their school districts in Suffolk County?	# 14
Do single parents feel their children are supported by their school districts in all aspects?	# 6, 8, 15
What issues appear to be the biggest concerns to the parents of single parent households?	# 3, 5, 7, 8, 9, 10, 11, 12, 13, 15, 18
What guidelines would assist in creating a supportive program that school districts may consider utilizing it?	# 5, 6, 7, 9, 10, 11, 12, 13, 15, 16, 18

Data Collection

Research Question 1: What are the demographics of single-family homes in

Suffolk County?

In order to answer research question one, the researcher referred to questions one,

two, three, four, twelve, sixteen, and seventeen. The researcher also collected and

compared demographic data on each school district located in Suffolk County utilizing

the U.S. Census 2000 (Appendices D-L) and the U. S. Census 2010 via GeoTracks

SCOPE Suffolk County generated by Dr. J. Hughes (2010).

Research Question 2: How are parents currently informed about services and programs provided by their school districts in Suffolk County?

In order to answer research question two, the researcher referred to question number fourteen on the parent survey.

Research Question 3: Do single parents feel their children are supported by their school district in all aspects?

In order to answer research question three, the researcher reviewed the parent survey responses to questions six, eight, and fifteen.

Research Question 4: What guidelines would assist in creating a supportive program that school districts may consider adopting it?

In order to answer research question four, the researcher reviewed the single parent survey questions three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fifteen, and eighteen.

Research Question 5: What issues appear to be the biggest concerns to the parents of single parent households?

In order to answer research question five, the researcher distinguished patterns and themes among single parent surveys using questions five, six, seven, nine, ten, eleven, twelve, thirteen, fifteen, sixteen, and eighteen.

Data Analysis

When analyzing research question one, the researcher searched for themes amid the demographic data collected from both the U.S. Census 2000 and GeoTracks SCOPE Suffolk County, 2010. Patterns and discrepancies were also identified among the answers received in the parental survey responses.

When analyzing research question two, the researcher identified similarities and differences in answers among all participants and evaluated discrepancies. Any specific existing school support program mentioned was investigated by the researcher at that time.

When analyzing research question three, the researcher searched for patterns among school districts when supporting, involving, and communicating with parents from single parent households. The researcher analyzed the responses from single parents when surveyed about how their school districts inform and assist them and their children.

When analyzing research question four, the researcher identified patterns and themes in all participants' responses in order to develop a set of guidelines that is deemed to be supportive by single parents.

When analyzing research question five, the researcher discovered common concerns and needs among all single parent participants who were being surveyed during this research.

Pilot Study

Prior to initiating the study, pilot parent surveys which aimed to field-test the single parent question paths were distributed at Single Parents of West Islip, a single parent support group located in West Islip, New York. The data obtained through the pilot study was analyzed by the researcher.

Procedure

The researcher visited a single parent support group, Single Parents of West Islip, on October 15, 2009, located in West Islip, New York. The purpose of the visit was to design the survey questions that were used to conduct this research. The researcher obtained prior approval from the group coordinator to attend the group session for the purpose of conducting the survey on the single parents in attendance. Five single mothers were present in the meeting. The researcher spoke to the group briefly to discuss the research and the purpose of the survey. Pilot surveys were then distributed, and questions were answered without the interference or assistance of the researcher. The data obtained were then segmented by question and analyzed by the researcher. The results from the pilot survey are shown in Appendix C.

Pilot Study Summary

After conducting the pilot survey, the researcher analyzed the data obtained and determined the following:

The mean age of the single subjects surveyed is 34 years of age making a mean monthly income of $2,340.00. Majority of the subjects were formerly married, and the average range of their combined children's age was 6-13. Most of them were employed on a full-time basis, worked traditional job shifts and shared parenting. The subjects shared similar concerns with regard to money management and parent support groups with other single parents being the most helpful service to them. Counseling and time management services were slightly less helpful, but still significant. When asked what services would be helpful for their children, the subjects indicated social skills groups and group counseling as their main concern. The subjects identified anxiety/depression as a

main concern behavior experienced by their children. The behavior also worth

mentioning was stress, isolation, and trouble sleeping. Only one subject out of the five

indicated that their child showed signs of anger, academic problems, and difficulty with

peers. All of the subjects admitted that they currently received support from

friends/family and a parenting support group. Majority of the subjects said that lack of

childcare and money for clothes and personal use are their largest obstacle. Two subjects

noted that inadequate wages provided by their jobs was also an impediment. Three of the

five subjects have migrated one to two times over the course of the last five years.

Summary of Suffolk County School District Demographics

The top 10 school districts in Suffolk County with the highest percentage of

single parent households according to the U.S. Census 2000 are:

- Wyandanch

- Central Islip

- William Floyd

- Brentwood

- Riverhead

- Greenport

- Bay Shore

- Miller Place

- Amityville

- Springs

Table 3.2 below shows that the majority of these 10 identified school districts were Caucasian. The median household income was in the lower range when compared school districts with the lowest percentage of single parent. The highest population of children who were raised by grandparents was from Central Islip, Brentwood, Bay Shore and Amityville School Districts. The data obtained from the Census 2010 via Geotracks published by Dr. J. Hughes enabled the researcher to compare and contrast demographic data within the past 10 years.

Table 3.2

U.S. Census Bureau, Census 2000

School Districts with Highest % of Single Parent Households	Majority Race	Household Income	Grandparents Raising Grandchildren	Total Population of Children 17 and Under	Majority of Highest Level of Education Obtained
Wyandanch	African American	$41,671	208	3,834	High School
Central Islip	Caucasian	$56,882	380	9,953	High School
William Floyd	Caucasian	$52,096	365	14,117	High School
Brentwood	Caucasian	$58,425	1,130	22,733	High School
Riverhead	Caucasian	$42,728	145	7,216	High School

Greenport	Caucasian	$34,577	18	825	High School
Bay Shore	Caucasian	$55,601	189	8,321	High School
Miller Place	Caucasian	$72,713	15	4,094	High School
Amityville	Caucasian	$55,896	380	6,378	High School
Springs	Caucasian	$56,747	14	1,119	High School

Note. U.S. Census Bureau, Census 2000

CHAPTER IV: RESULTS AND FINDINGS

Purpose of the Study

The purpose of this study was to identify the needs of children from single parent households in order to develop guidelines that will assist school leaders in the implementation of school-based support programs.

The data for surveys were inputted into SurveyMonkey and tabulated by the researcher. Each survey was returned to the researcher via an online survey distributor. The researcher then analyzed the responses of the parent in the survey and identified patterns, themes, and discrepancies.

Research Questions

The following research questions guided the collection and analysis of data:

1. What are the demographics of single-family homes in Suffolk County?

2. How are parents currently informed about services and programs provided by their school districts in Suffolk County?

3. Do single parents feel their children are supported by their school district in all aspects?

4. What guidelines would assist in creating a supportive program that school districts may consider utilizing it?

5. What issues appear to be the biggest concerns to the parents of single parent households?

In total, there were 96 single parent responses to the survey administered. Table 4.1 outlines which single parent households completed the given survey. 76 single

mothers finished the survey, while 17 single fathers and three grandparents who were
currently raising their grandchildren completed the survey.

Table 4.1

Type of Single Parent Households

Single Mothers	76
Single Fathers	17
Grandparents Raising Grandchildren	3

When asked about their relationship status, two people chose to skip this survey
question. Table 4.2 below shows how 35 of the single parents responded that they have
always been single while, 37 claimed to have formerly been married. 13 of the
respondents have been formerly partnered, 5 were widows/widowers, and 4 were re-
married.

Table 4.2

Relationship Status

Formerly Married	37
Always Single	35
Formerly Partnered	13
Widow/Widower	5
Re-Married	4

Single parents were asked about their parenting arrangements. One person chose
to skip this question when answering the survey. Table 4.3 shows that 60 of the

respondents have full time parenting arrangements, while 30 of the single parents shared

parenting responsibilities, and 5 of them have no custody of their child/children.

Table 4.3

Parenting Arrangements

Full Time Parenting	60
Share Parenting	30
No Custody	5

When single parent households were asked about their employment status, one

person chose to skip this question. Table 4.4 reveals that 73 of the single parents that

responded are employed full-time, while four are employed part-time, and 18 parents

were not employed currently at the time of this survey.

Table 4.4

Employment Status

Full Time Employment	73
Not Employed	18
Part Time Employment	4

The 77 single parents that were employed, both full and part-time, were asked

what hours they work to keep their employment. Table 4.5 indicates that 49 parents work

a traditional (9 to 5) shift. 23 single parents work an irregular shift, while 4 parents work

the graveyard (midnight to early morning), and three work a split shift.

Table 4.5

Employment Hours

Traditional Shift	49
Irregular Shift	23
Graveyard Shift	4
Split Shift	3

In Table 4.6, single parents were asked if particular services would be helpful to them; one person skipped this question. According to the survey, the top three services that single-parent households would greatly benefit from were money management, time management, and a parental support group with other single parents. 23 parents felt that none of the services would be helpful to them. 11 to 22 single parents felt that counseling, parental consultation, parenting classes, a family mentor for strengthening family living skills, co-parenting classes, career counseling, and leadership skills would be beneficial. At the lower end of the services, 9 parents indicated that 'anger management' would be helpful, and 4 single parents chose 'other'.

Table 4.6

Support Services Single Parents Would Find Beneficial

Money Management	49
Parental Support Group with Other Single Parents	43
Time Management	42
None	23

Counseling	22
Parental Consultation	19
Parenting Classes	16
Family Mentor for strengthening family living skills	15
Co-parenting / copartner classes	14
Career Counseling	14
Leadership Skills	11
Anger Management	9
Other	4

Single parent households were asked if any particular service would be helpful to their child/children. One person skipped this question when answering the survey. As shown in Table 4.7, 41 single parents indicated that individual counseling would be the most beneficial to their child/children. 34 parents claimed tutoring and 33 stated that a peer support group would be helpful as a support. 27 single parent households were of the opinion that none of the services mentioned would be helpful to their child/children. Towards the lower end of interest, 18 parents selected a 'social skills group', 10 of them selected 'anger management', 9 chose 'group counseling', and 2 parents picked 'other' as a way to help their children.

Table 4.7

Support Services Single Parents Would Find Beneficial for their Children

Individual Counseling	41
Tutoring	34
Peer Support Group	33
None	27
Social Skills Group	18
Anger Management	10
Group Counseling	9
Other	2

96 single parents were asked whether any of their children presented behavioral concerns typical of their children. Three of the parents surveyed did not respond to the question. As noted in Table 4.8, 30 parents felt that their children exhibited signs of stress, while 28 parents felt that their children did not display any of the behavioral concerns. Signs of anger and academic problems were of equal concern to 26 of the parents surveyed. Anger/depression was noted by 24 of the single parent households, while 20 parents saw disruptive behavior and 18 parents felt that their children had equal difficulty with peers and inattentiveness. Trouble sleeping, isolation, guilt, drugs/alcohol, and other not unlisted concerns were less of a concern to the single parents surveyed.

Table 4.8

Behavioral Concerns

Stress	30
None	28
Anger	26
Academic Problems	26
Anxiety/Depression	24
Disruptive	20
Difficulty with Peers	18
Inattentive	18
Other	9
Trouble Sleeping	9
Drugs/Alcohol	4
Isolation	4
Guilt	3

Parents of single households were asked if they utilized any particular resources to help them when it came to parenting issues. One person did not answer this question when completing this survey. Table 4.9 shows an overwhelming response from 70 single parents that family/friends were a popular resource when they needed help with parenting issues. The internet was also a popular choice for 41 parents searching for answers to their parenting concerns. 20 single parents indicated that they utilize the help of a therapist, and 16 parents searched books for answers to their problems or concerns.

Parenting support groups were the solution for 9 of the parents, while 11 felt they did not

need to go anywhere for advice or help with issues or concerns they faced. 5 single

parents claimed to utilize other resources for support which were not clarified in this

survey, and two parents indicated that they use a telephone hotline.

Table 4.9

Current Parent Resources

Family/Friends	70
Internet	41
Therapist	20
Books	16
Do not go anywhere for advice	11
Parenting Support Group	9
Other	5
Telephone Helpline	2

When single parent households were asked if they faced any obstacles, one person

opted not to answer this particular question. In Table 4.10, 30 single parents claimed that

they do not face any obstacles. Lack of childcare was an obstacle for 25 of the parents,

and lack of encouragement/motivation was felt by 23 respondents. 19 single parents felt

that they lack money for clothes and personal use, while 18 parents said that they lack a

job that provides adequate wages. 12 of the parents surveyed are currently facing health

issues, and an equal number said that they faced other obstacles not listed in the survey.

Personal experiences of abuse were documented by 9 of the single parents, and 8 children

were suffered from health issues. One of the participants in this survey was not fluent in English. None of the respondents had an issue with drug/alcohol abuse or knowledge of where to look for work.

Table 4.10

Obstacles

None	30
Lack of Childcare	25
Lack of Encouragement/motivation	23
Lack of money for clothes and personal use	19
Lack of job with adequate wages	18
Health Issues	12
Other	12
Need to care for other family members	10
Personal Experience with Abuse	9
Health issues of your children	8
Limited English	1
Drug/Alcohol abuse	0
Do not know where to look for work	0

In Table 4.11, single parents were asked how often they migrated within the past 5 years. One participant skipped this question. 54 single parents stated that they have not migrated at all within the past five years. Over the past five years, 34 parents said that they have migrated one to two times, while 8 parents claimed to migrate three times over

the past five years. 2 parents stated that they moved four to five times, while none moved

more than five times during the time span.

Table 4.11

Times Moved in Past Five Years

None	54
1-2 times	34
3 times	8
4-5 times	2
5 or more times	0

When asked about their main source of transportation, one person chose to skip

this survey question. Table 4.12 below shows that 90 of the single parents that responded

to the survey own a vehicle, while 3 parents rely on public transportation, and 2 stated

that they have no means of transportation.

Table 4.12

Source of Transportation

Car (own vehicle)	90
Public Transportation	3
None	2

In Table 4.13, single parents were asked if they observed any significant academic

difference between children from two-parent households and children from single parent

households. Three respondents chose to skip this question when answering the survey.

45 parents stated that they did not notice a difference between the sets of households, while 35 parents said that they observed a slight difference. A large difference between the two households was observed by 13 of the single parents surveyed.

Table 4.13

Noticeable Academic Differences

No Difference	45
Slight Difference	35
Large Difference	13

Single parents were asked in Table 4.14 how their school districts communicate with and inform them. Three people chose not to respond to this question. 31 people, with an average age of 39.7 stated that their school districts use flyers and handouts to communicate with them. 16 single parents with an average age of 39.6 felt that their school districts do not communicate using any type of method. Emailing was claimed to be the communication method used in 15 single parent households' school districts with an average age of 42.8. 12 single parent households said that their school districts use postal mail, phone calls, or a website to communicate with them. 9 single parents with average age of 39.7 were unsure about how their school districts communicate with them. One parent, aged 49, said that parent/teacher conferences is on how their district communicates, while another parent, who is 21, said that their district does all the communication through its social worker.

Table 4.14

Forms of Communication with School District

Type of Communication	Number of People	Average Age
Handouts	31	39.7
No Communication	16	39.6
Emails	15	42.8
Postal Mail	12	43.5
Phone Calls	12	45
Website	12	45.4
Not Sure	9	39.7
Parent/Teacher Conference	1	49
Social Worker	1	21

In Table 4.15, single parent households were asked how many children they had within three different age groups: newborn to five, six to thirteen, and fourteen and above. One person chose not to respond to this question when responding to this survey. There was a total of 65 children in the newborn to age five category, 74 from age six to thirteen, and 79 from ages fourteen and above. None of the respondents in this survey had more than three children in each particular age group.

Table 4.15

Total Children by Age

	0	**1**	**2**	**3**	**4**	**5**	**Total**
Newborn to Five	31	23	9	2	0	0	65
Six to Thirteen	14	37	21	2	0	0	74
Fourteen and Up	26	29	20	4	0	0	79

In Table 4.16, the single-parent households were asked with what ethnicity they identified with in an open response format. 7 people chose not to respond to this question, and 5 people either wrote N/A or said it was none of anyone's business. 49 of the respondents stated that they were Caucasian, 18 were Spanish, 14 were African American, and 3 were Asian.

Table 4.16

Ethnicity

Ethnicity	Number of People
Caucasian	49
Spanish	18
African American	14
Asian	3

This single parent household survey had a total of 96 responses. The single parents who responded included single mothers, single fathers, and grandparents who are raising their grandchildren. As shown in Table 4.17, the oldest participant was 67 years of age, and the youngest was 21 years of age. The age range of the participants would be 46 years old. Out of the 96 single parents, the mean age was 40.2 years old.

Table 4.17

Age of Single Parent

Age of Single Parents	
Mean	40.2
Range	46
	(Oldest 67 –Youngest 21)

In Table 4.18, single parents were asked what their monthly income was. Eleven respondents chose not to answer this question and 22 of the responses did not produce a reliable data due to inaccurate responses or the use of N/A as a response. As shown in Table 18, the highest monthly income was $10,000, and the lowest monthly income was $300. The income range of the participants would be $9,700 with a mean monthly income of $3,334.03. Out of the responses given by the 96 single parents, 74 responses were reliable.

Table 4.18

Monthly Income

Monthly Income	
Mean	$3,334.03
Range	$9,700 (Highest $10,000 – Lowest $300)

Qualitative Analysis - Themes

"Could a greater miracle take place than for us to look through each other's eyes for an instant?" – Henry David Thoreau

One of the key issues faced by single parents is finances. According to Miller, "Because fewer than half of all absent fathers currently pay child support, children of divorce are almost twice as likely to be living in poverty as children in intact families." As stated by a single parent in the online survey, "Even with child support, making ends meet can be difficult and you never want your children to know how bad it really is." Another parent felt, "There is a need for more support – paying rent on one income is almost impossible and I'm a teacher who's supposed to be making a decent income." Another parent wrote, "Wish I was able to provide more for my children,". Finances are a major concern for single parent households and a constant cause of worry and angst.

Comer and Gates stated, "How teachers and school personnel deal with children's issues will have a profound influence on children's success in school and beyond." One

parent who was surveyed stated, "I feel alone at school supported social events."

Another said, "I think schools need to be more cognizant of single parent households on holidays like Father's Day and Mother's Day." According to Miller, "Every teacher needs to be familiar with the effects which divorce may have on a child's classroom behavior." The School Development Program developed by James Comer believes in keeping students with the same teacher for two years with the hope of building trust, bond, academic growth, risk taking, and confidence. This program believes that "through the help of a teacher and a supportive school climate, children from single parent households will succeed" (Comer) One parent felt that, "In some cases children will do better in a single parent household, knowing that their parents are much happier apart." Teaching, learning, and having empathy for others is an important tool in interpersonal relationships not only to have for yourself, but to teach children as well. The sum of the sentences shows the need for school districts to be empathetic.

According to Comer and Gates, "Home and school need to develop a partnership in order to help children succeed and overcome what plagues them in order to become successful. Good relationships among the people in the institutions that influence the quality of a child's life, largely home and school, brings about the possibility of good child and adolescent rearing and development." One parent stated, "What families need from our government is not superfluous social/aid programs, we need good school hours, with a good after-school program. If resources were focused on what they are supposed to do, i.e., to teach our children so that parents can work, then our children, families, and communities would be better off." Another felt that "Public schools should have more after-school programs available on a daily basis for parents (especially single parents)

who maintain a full-time job." The 2010 Current Population Survey by the U.S. Census Bureau revealed that there are 17,283,000 children living with their mothers and 2,573,000 children living with their fathers across the United States. A single parent said, "Childcare was a big issue and I only worked part time because they needed me."

Taylor-Dunlop (1995) stated, "public schools have an obligation to respond and provide to children from all different backgrounds and social conditions" (p. 28). A single parent survey participant declared, "My biggest concern is childcare, after school care especially during school break, while working full time". After the analysis of these sentences, childcare proved to be a large issue facing many single parent households, and many of them could need more support.

As discussed in the literature review, Comer stated, "In order to survive and thrive as a democracy, a society must attend to its children. One way to do this is by maintaining sound community and family functioning so that critical tasks, particularly child rearing, can be well performed." A surveyed parent wished for "A program on how to build trust and better relationships with kids." Another parent feels, "There needs to be more resources for single fathers." The 2010 U.S. Census indicated on the Current Population Survey that there are 163,000 widowed fathers, 1,221,000 divorced fathers, 371,000 separated fathers, and 660,000 unmarried fathers raising their children alone across the United States. According to Levy and Shepardson, "If supportive services can help ensure educational success and self-sufficiency, then the institution responsible for education should have a part in the provision of those services." One single parent stated that, "Many single parents have children with disabilities, service needs, and support are related to this issue." A different issue raised was the lack of services on Long Island for

military families. In the 2000 U.S. Census Bureau data, it is stated that Connetquot

School District had the highest number of females in the Armed Forces, and Riverhead

School District had the highest number of males in the Armed Forces at that time. This

enrollment was prior to the Iraq War. As stated by Taylor-Dunlop, "The anguish and

uncertainty that results from loneliness are accentuated when there is no connection to a

family or caring community." These combined sentences clearly show the various unmet

needs in single parent households. Single parent households produce needs that two

family homes do not necessarily require.

Qualitative Analysis – Discrepancies

According to the U.S. Census, the number of single-parent homes across the

country in 2000 was 19,220,000 out of 72,012,000 with children under 18 years

nationwide. One single parent in the survey stated, "Social programs tend to care, give

food and other services which should be coming from the family themselves. Why

would you choose to have children if you are unable to feed them?" Another felt,

"Children will do better in a single-parent household, knowing that their parents are much

happier apart." Miller pointed out that many factors can influence how a child develops

in a single-parent family, including parent's age, education level, occupation, family

income, and the family's support network of friends and extended family members. A

parent expressed, "How a child does in school is not a function of the training received

by a single parent. You set expectations for your children and follow through. Parents

need to parent their children and not leave it up to our school system". A different parent

said, "I have seen children from two-parent homes who are less successful and balanced

than those from single-parent homes." Miller also stated that it would be useful to give

"clearer recognition to the one-parent family as a family form in its own right, not a preferred form, but one that exists, functions and represents something other than the mere absence of a true family." "Cost of living is high; to supporting two families, a person must be capable of handling an outstanding level of stress," another single parent stated. The sum of these sentences shows that not all the data collected support the idea that single-parent households require extra support services or that two-parent households differ significantly.

Qualitative Analysis – Patterns

Comer was aware, through his upbringing, how crucial good child rearing and development are. According to Comer and Gates, "Good relationships among and between the people in the institutions that influence the quality of a child's life, especially home and school, make good child and adolescent rearing and development possible." As one parent declared, "Being a single parent is hard." When given strategies that would involve the family and staff members at school, we would be promoting the overall development of the child and providing them with a sense of security (Hughes & Taylor-Dunlop, 2006). A few parents expressed thoughts of feeling left out of school events and/or feeling isolated. One single-parent stated, "I think schools need to be cognizant of single-parent households on holidays like Father's Day and Mother's Day." It is important to remember that not all children live with a parent in the home. Statistically speaking, the U.S. Census Bureau, 2000 has been tracking the number of children raised by their grandparents. Brentwood School District, which has the fourth highest percentage of single parent households, has 1,130 children being raised by their grandparents. This number has increased since the 2000 census. The failure of our

55

leaders to adequately protect and promote families contribute significantly to the problems that now tear apart the fabric of our society (Comer, 1997). Schools that partner with home are desirable needs that are structured both in open-ended responses to single parents and the researched literature. The lack of support is true for many of the single-parent respondents and the literature review, which reinforces the need for home/school partnerships. A response that resonated in the parents' responses was, "If resources were focused on what they are supposed to do, i.e., to teach our children so parents can work, then our children/families/communities would be better off."

Summative Data

Table 4.19

Comparison US Census 2000 to Geotracks SCOPE, 2010 Median Household Income

Key Issues	Parent Responses	Literature Review
Finances	– "There is a need for more support – paying rent on one income is almost impossible and I'm a teacher who's supposed to be making a decent income." – "Wish I was able to provide more for my children." – Even with child support, making ends meet can be difficult and you never	-Miller -U.S. Census Bureau

	want your children to know how bad it really is."	
Empathy	– "In some cases, children will do better in a single parent household, knowing that their parents are much happier apart." – "It's very hard to be a single parent." – "I feel alone at school supported social events." – "I think schools need to be more cognizant of single parent households on holidays like Father's Day and Mother's Day.	-Comer and Gates -Levy and Shepardson -Miller -Wallerstein et al. -Comer
Childcare	– "Biggest concern is childcare, after school care especially during school break, while working full time." – "Public schools should have more afterschool programs available on a daily basis for parents (especially single parents) who maintain a full-time job." – "What families need from our government are not superfluous	-Comer and Gates -Comer -Taylor-Dunlop

		social/aid programs. We need good school hours, with a good after-school program. If resources were focused on what they are supposed to do, which is to teach our children so parents can work, that our children/families/communities would be better off."	
Needs		– "A program on how to build trust and better relationships with your kids." – "A lot of the difficulty lies with the activities and all in/outside of school functions as a single parent." – "There needs to be more resources for single fathers." – "Many single mothers have children with disabilities. Service needs and support relate to this issue." – "Lack of services on Long Island for military families."	-Comer and Gates - Levy and Shepardson -Wallerstein et al. -Taylor-Dunlop

Synthesis of Qualitative and Quantitative Data

Childcare and finances proved to be two of the foremost pressing issues for children of single-parent households, both through the literature review and the open-ended responses of the survey. In Suffolk County, New York, the U.S. Census Bureau 2000 reported data that the following ten school districts had the highest percentage of single parent households:

- Wyandanch
- Central Islip
- William Floyd
- Brentwood
- Riverhead
- Greenport
- Bay Shore
- Miller Place
- Amityville
- Springs

Table 4.20

Comparison US Census 2000 to Geotracks SCOPE, 2010 Total Population Under 17

District	2000 Census Median Household Income	2010 Geotracks SCOPE Household Income
Wyandanch	$41,671.00	$72,725.00

District	2000 Census Total Population Under 17	2010 Geotracks SCOPE Total Population Under 17
Central Islip	$56,882.00	$77,608.00
William Floyd	$52,096.00	$71,836.00
Brentwood	$58,425.00	$81,271.00
Riverhead	$42,728.00	$68,187.00
Greenport	$34,577.00	$50,738.00
Bay Shore	$55,601.00	$82,147.00
Miller Place	$72,713.00	$87,383.00
Amityville	$55,896.00	$72,262.00
Springs	$56,747.00	$67,978.00
District	2000 Census Total Population Under 17	2010 Geotracks SCOPE Total Population Under 17
Wyandanch	3,834	2,819
Central Islip	9,953	8,712
William Floyd	14,117	11,149
Brentwood	22,733	20,398
Riverhead	7,216	8,857
Greenport	825	889
Bay Shore	8,321	7,120
Miller Place	4,094	2,989
Amityville	6,378	5,276
Springs	1,119	403

Note. Reprinted from U.S. Census Bureau, Census 2000, GeoTracks SCOPE Suffolk

County, J. Hughes, 2010

The multiple-choice survey responses in Tables 4.4 and 4.5 indicated that 22 of

the single parents surveyed only work part time or are not employed, while 30 parents

maintain a full-time job that requires something other than a non-traditional shift (9-5).

An outstanding response of one of the parents is, "Childcare was a big issue and I only

worked part time because they needed me. Now I could use full time work, but it is not

available." Through the survey as indicated in Table 4.18, it was determined that the

range of income for the participants increased from $300 to $10,000 per month, leaving a

range of $9,700. When analyzing the range of U.S. Census Bureau data, 2000, the

median household income should be $13,000 a month to afford a home in Cold Spring

Harbor and at $2,881 you could afford a home in Greenport. For many of the survey

respondents, this makes them unable to afford their own home in Suffolk County, New

York. A single parent expressed, "My biggest concern is childcare, after-school care,

especially during school break when working full time." The survey responses in Table

4.10 indicate that the major obstacles faced by single-parent households were lack of

childcare, lack of encouragement, lack of money for clothes, and inadequate job wages.

"Because fewer than half of all absent fathers currently pay child support, children of

divorce are almost twice as likely to be living in poverty compared to children in intact

families" (Miller, 1992).

The survey on Table 4.8 shows that when asked about their children, anger, stress,

and academic issues were the main problems of the single-parent household. Dr.

Archibald Hart (1996) explained how children of various ages experience different

responses to their parents divorcing. Some of the responses of school-aged children are:

anger, fear of abandonment, sleep loss, alienation of those close to them including

teachers, withdrawal, and depression. A parent wished for "A program that builds trust and better relationships with your kids." One of the conclusions for Amato's 2001 Meta-analysis is that supportive programs within schools' settings have improved children's functioning following a marital disruption. This makes single-parent households to currently utilize resources when they are at a crossroad and/or in need of help. Table 4.9 in the parent survey reveals that currently, family/friends, the internet, and therapists are the first choices single parents turn to in a time of need. Richardson (1999) identified three characteristics of an effective school-related intervention:

- Involve parents through meetings, questionnaires and parent-child interactions. Teachers are involved in the support system by rating the child's behavior and a peer support system should be fostered
- Should focus on building skills
- Allow for flexibility in the program to modification to accommodate different genders, ethnicity, and socioeconomics

Comer believes that all children can learn in a school designed for success, and that success depends on linking home and school experiences through a program built in the schools (Taylor-Dunlop, 1995).

In Table 4.6, individual counseling, tutoring, and peer support were the services that would be most helpful to the children of single-parent households, if given a selection to choose from. Single-parent households may result from many different circumstances. A person can become a single parent for a variety of reasons, which include, separation, widowhood, divorce, adoption, incarceration, and premarital birth are

among the common reasons (Hanson, Heims, & Doris, 1995). One parent stated, "I could have used more help when the kids were little, right after I lost my husband." Another said, "My daughter was adopted four years ago after she spent nine years in foster care and recently received a diagnosis of bipolar." Grandparents who raise their grandchildren have become part of modern-day society. According to the U.S. Census Bureau (2000), in Suffolk County, Central Islip, Brentwood, Bay Shore, and Amityville School Districts have the highest population of children who are raised by their grandparents. These numbers can only have increased over the years. As indicated in the current population survey given by the U.S. Census Bureau (2010), there are 4,850,000 children under the age of 18 living with their grandparents. Waterman and Walker (2001) developed a 15-week in-school program referred to as SPARK designated to support At-Risk students. The name was chosen because it was intended to spark increases in student achievement, social-emotional growth, and non-violent responses. Seven modules that were addressed throughout the 15 weeks aimed to provide a sense of connection for those children with academic, behavioral, and/or emotional problems. Those seven modules are:

- Trusts building and communication skills

- Anger management

- Ethnic identity

- Educational aspirations

- Peer pressure and gangs

- Exposure to violence and post-traumatic stress reactions

- Family relationships

The totality, these data indicate that many of these key issues faced by parents of single-parent households are felt by the majority and are almost correlated as a consequence. As Richardson stated, "There are different types of support programs for children from designated single-parent homes designed to help children cope with the emotional and behavioral consequences related to their family situation." The 96 parents surveyed in Suffolk County either do not participate in, do not have access to, or are not aware of these existing programs as indicated through their responses. To survive and thrive as a democracy, a society must attend to its children (Comer, 1997).

Overlapping Themes

The survey results revealed some interesting findings when the questions were cross-referenced and examined together. When looking at the parents that are working full time in a traditional shift, the top services selected as most helpful from a selection of many were, 'money management' and 'time management' (Table 4.6). This leads to the assumption that single-parent households working a full-time job from 9-5 run the delicate balance of finding time for home and work, while still struggling with financial issues. On this same thread, single parents who have no custody or part-time parenting and work nontraditional shifts (not 9-5) indicated that leadership skills and anger management would be the least helpful service if offered (Table 4.6). Many factors can influence how a child develops in a single parent family: parent's age, education level, occupation, family income, and the family's support network of friends and extended family members (Miller, 1992).

"Most school programs ignore the impact of the community context or family environment on a child's academic development" (Pallas, 1989). In Table 4.13, 48

respondents saw a slight or large difference in academics between single and two-parent households. "Supporting teaching and learning requires addressing the social service and academic needs of students, and this broad-based support is essential in closing achievement gap" (NEA Education Policy and Practice Department, 2008). 60 single full-time parents (Table 4.3) have full time employment (Table 4.4), 49 of them who work a traditional 9-5 job (Table 4.5) have indicated that individual counseling, tutoring, and peer support groups would be the most important services needed for their children if offered (Table 4.7). Students do not fail in school simply because they are from a single parent home. They fail, partially because schools are not responsive to the conditions and problems accompanying these personal socio-economic characteristics (Whelage et al., 1989).

Students from all types of one-parent homes have a higher incidence of tardiness, discipline problems, suspensions, truancy, and school mobility at both the elementary and high school levels (Hetherington, 1998). It is difficult for most people to understand how relationships, child development, teaching, and learning are interrelated (Comer & Emmons, 2006). "Some families criticize school personnel for not understanding the plight of single parents, grandparents, foster parents, or other caregivers" (NEA Education Policy and Practice Department, 2008). Table 4.1 shows that survey respondents consisted of 76 single mothers, 17 single fathers, and 3 grandparents raising their grandchildren. 30 of these single parents work full time in non-traditional jobs (Table 4.5), and when discussing home/school contact, handouts which were sent home through their child/children was the most popular way of communication. Single parent households felt that there was no other means of communication with their school

districts. "Henry Levin formerly of Stanford University, now of Teacher's College and Columbia University, estimated that almost one-third of the nation's school children are educationally disadvantaged, lacking the home and community resources to fully benefit from conventional schooling practices and the proportion is steadily increasing" (Levy & Shepardson, 1992).

CHAPTER V: DISCUSSION

Purpose of the Study

The purpose of this study was to identify the necessary needs of children from single parent households to develop guidelines for the purpose of assisting school leaders in the implementation of school-based support programs.

Research Questions

The following research questions guided the collection and analysis of data:

1. What are the demographics of single-family homes in Suffolk County?

2. How are parents currently informed about services and programs provided by their school districts in Suffolk County?

3. Do single parents feel that their children are supported by their school districts in all aspects?

4. What guidelines would assist in creating a supportive program that school districts may consider utilizing it?

5. What issues appear to be the biggest concerns to the parents of single parent households?

Overview of Findings

Through this research, the researcher discovered that the following major issues are encountered by single parent households:

- Childcare

- Lack of finances

- Lack of communication from schools

- Lack of empathy/support from school and community

- Lack of support services

Continuous patterns were reflected in the research. Both the research and the survey respondents agreed that a home/school partnership and connection was the most valuable and important piece to helping children emotionally, socially, and academically. The researcher agrees with Comer and Gates that the way which teachers and school personnel deal with children's issues will have a profound influence on children's success in school and beyond. We need to remember that the public-school entails more than merely preparing students to achieve high test scores. The purpose is to prepare students to be successful in school and in life. Success in life requires skills that will enable individuals to be good family and group members, learners and problem solvers, workers, and citizens of their respective communities. We want to make school a supportive place for all children, especially those facing adversity at home. By allowing children to feel a sense of empowerment, they will improve both academically and socially (Comer & Gates, 2004).

Single parents are confronted with these issues that do not always have an easy resolution or any resolution at times, so they learn to utilize coping mechanisms to deal with the problems these issues pose to them. Some single parent households become reclusive or retracting/disengaging as a coping mechanism toward the lack of empathy and support from their schools and community for them. As one parent stated, "I feel alone at school supported social events." The researcher can understand why a parent would retract from school or social events that would benefit their child tremendously

when they feel no empathy from others or are essentially alone. The reality is that one can be surrounded by hundreds of people and still be alone.

The single parent survey administered in this research had 96 respondents, and 49 of those respondents were identified as Caucasian. The survey process was a self-selection process and open to all single-parent households in Suffolk County in Long Island that were reached by the online data survey collector. Out of the top 10 school districts identified by the U.S. Census Bureau (2000) as having the highest percentage of single parent households, all but one school district of those households was Caucasian. Wyandanch School District's single-parent households were mostly of African American ethnicity. This may explain why the highest percentage of respondents was Caucasian.

In Suffolk County, New York the U.S. Census Bureau (2000) reported data that the following 10 school districts had the highest percentage of single-parent households:

- Wyandanch

- Central Islip

- William Floyd

- Brentwood

- Riverhead

- Greenport

- Bay Shore

- Miller Place

- Amityville

- Springs

96 single-parent households responded to the survey administered through the online survey collector. With regard to relationships, 76 single mothers, 17 single fathers, and three grandparents raising their grandchildren were among the participants. The oldest responding single parent was 67 years of age and the youngest responding single parent was 21 years of age. The age range of responding parents was 46 years old. Out of the 96 single parents, the mean age was 40.2 years old. 37 single parents were formerly married, 35 were always single, 13 were formerly partnered, 5 was widowed, and 4 were re-married. 60 of the respondents have full time parenting arrangements, while 30 of the single parents share parenting responsibilities, and 5 of them have no custody of the child/children.

When questioned about employment-related issues, 73 of the single parents responded that they are employed full time, while 4 is employed part-time, and 18 parents were not employed at the time of this survey. With regard to the hours they work, 49 parents work a traditional (9-5) shift. 23 single parents work an irregular shift, while four parents work the graveyard (midnight to early morning), and 3 work a split shift. Parents were asked what their monthly income was; 11 respondents chose not to answer this question and 22 of the responses did not produce reliable data due to inaccurate responses or the use of N/A as a response. The highest monthly income was $10,000, and the lowest monthly income was $300. The range of the responding parents' monthly income is $9,700. Out of the responses given by the 96 single parents, 74 responses were reliable responses. The mean monthly income is $3,334.03 among this group of single parent

households. When analyzing the range of U.S. Census Bureau data of median household income (2000), a household would have to be earning $13,000 per month to afford a home in Cold Spring Harbor, and at $2,881.00, one could afford to live in a home in Greenport. For many of the survey respondents, this leaves them unable to afford their own home in Suffolk County, New York.

Single parent households were questioned on the support services which they felt may be helpful to them and their child/children. According to the survey, the top three services that single parents would greatly benefit from were 'money management', 'time management', and a parental support group with other single parents. The top three services which single parents feel their child/children would benefit from were 'individual counseling', 'tutoring', and a 'peer support group'.

Behavioral issues may include the concerns of many parents, no matter the type of household. When single parent households were asked if any of their children displayed some typical behavioral concerns, 3 parents chose not to answer this question. 30 parents felt that their children exhibited signs of stress, while 28 felt that their children did not display any of the behavioral concerns. Signs of anger and academic problems were of equal concern to 26 of the parents surveyed. Anger/depression was noticed by 24 of the single-parent households, while 20 parents saw disruptive behavior and 18 parents felt that their children had equal difficulty with peers and inattentiveness. Trouble sleeping, isolation, guilt, and drugs/alcohol were of less concern.

When single parent households were asked if they utilized any particular resources to assist them with regard to parenting issues, 70 single parents responded that family/friends were the most popular resource when they needed help with parenting

issues. The internet is where 41 parents go when they searched for answers or help, while 20 utilize a therapist, and 16 parents seek out books that address their problems and concerns.

People are not immune to obstacles in life, and in the survey, single parent households were asked if they face any obstacles. 30 single parents claimed that they do not face any obstacles. Lack of childcare was an obstacle for 25 of the parents, and lack of encouragement/motivation was felt by 23 respondents. 19 parents felt that they lacked money for clothes and personal use, while 18 felt that they lacked a job that provided adequate wages. 12 of the parents were currently facing health issues, and an equal number stated the obstacle which they face that was not listed in the survey.

Single parents were asked how often they had moved within the past five years. 54 respondents in this survey said that they have not moved at all within the past five years. 34 parents said they have moved one to two times, while 8 parents claimed to move three times over the past five years. 2 parents stated that they moved four to five times, while no single-parent household claimed to have moved more than five times during this time span.

When single-parent households were surveyed about their main source of transportation, 90 of the respondents stated that they have their own vehicle, 3 parents rely on public transportation, and 2 stated that they have no transportation.

Single parents were asked if they had observed any noticeable academic differences between two-parent households compared to children from single-parent households. 45 parents stated that they did not notice a difference between the sets of households, while 35 parents said that they observed a slight difference. A large

difference between the two households was observed by 13 of the single parents

surveyed.

It was found through the survey collection that single parent households that work

a traditional 9-5 job struggle with time management and money management. They also

stated that they have a difficult time with their finances. The single parents who work in

a non-traditional job (not 9-5) had no custody or part time parenting with their children.

These parents indicated that they would not be interested in anger management or

leadership support services if offered to them. When questioned about communication

with the school, 76 single mothers, 17 single fathers, and 3 grandparents responded to

this question. Thirty of these single parents work full time in a traditional (9-5) job and

felt that handouts were the most popular means of communication with their school

districts. The was no other means of communication.

Analysis

It is important to place children at the center of the education process.

"Supporting teaching and learning requires addressing students' social service needs, as

well as their academic ones, and this broad-based support is essential to closing

achievement gaps" (NEA Education Policy and Practice Department, 2008). The

researcher wishes that this message would reach across to our current policy makers and

educational leaders.

Stress increases for the single parent who juggles work and home life, which in

turn may affect the child/children in a variety of ways when stress sets in due to lack of

finances and/or an absentee parent. A home with high amounts of stress has the potential

to lower self-esteem in children and can produce negative behavior, both at home and

school. Childcare is the plight of most single-parent households which resonate in 96

surveys. The lack of childcare can affect households in inconsiderable ways. Single

parents could make decisions that they otherwise would not make knowing that it is not

in the best interest of their child. For example:

- Leave children home alone

- Opt out of school events/function

- Neglect playdates/birthday invitations

- Not allowed to join extra-curricular activities/sports

All of the above decisions are made by many parents all the time, in many places. Parents

are more apt to make these decisions when childcare is difficult. The impact of each of

those decisions on children may result in a reduction in socialization, prevention of social

and emotional maturity, team partnership, problem solving, provision of a sense of

belonging, and a distance between both the parent and child from the school and

community. "Henry Levin formerly of Stanford University, now of Teacher's College

and Columbia University, estimated that almost one-third of the nation's school children

are educationally disadvantaged, lacking the home and community resources to fully

benefit from conventional schooling practices; the proportion is steadily increasing"

(Levy & Shepardson, 1992).

Childcare may hinder single-parent households from forging ahead with potential

job opportunities, which could affect their finances. The researcher empathizes with the

parent who responded, "Could have used more help when the kids were little, right after I

lost my husband. Childcare was a big issue and I only worked part-time because they

needed me." Many single parent households echoed the repeated sentiment in their

survey response that they did not have sufficient financial support or were unable to provide sufficient support for the child/children. Lack of finances could impact a person's level of stress, and in turn, affect the child. One parent wrote, "I wish I was able to provide more for my children". The survey showed in Table 4.8 that stress was one of the major parental concerns of their children. Unfortunately, without a forced change or something changing, the researcher foresees this becoming a repetitive cycle between childcare and finances for many single-parent households.

When analyzing the overlapping themes, it was not surprising that the single parents who work full-time in a traditional 9-5 job struggle with time management while still having difficulty with their finances. If many of the survey respondents are unable to afford their own home in Suffolk County, New York, as shown in the data from the U.S Census (2000), then many single-parent households will either rent, live with family members, or receive assistance from the government. It was surprising to find that single parents who had no custody or had part time parental responsibilities and worked in non-traditional shifts (not 9-5) did not feel that leadership skills would be a valuable service, if available. Knowing that leadership is part of self-reflection and could potentially increase one's self-worth, the researcher expected this service to be selected. Leadership support could change job opportunities, which in turn could potentially change income levels. Income levels have the potential to alleviate stress levels and its impact on children. Increased income levels also increase the prospect of home ownership.

Half of the survey respondents noticed a slight or large difference in academics between single- and two-parent households. 60 of the participants were full time parents and employees, and they felt that their children would benefit from individual counseling,

tutoring services, and peer support groups. One parent stated, "My son should have been counseled and could still use it now." The researcher supported their choices with respect to services to their children. The researcher also felt that if schools had educational services and support programs in place, the need to choose tutoring services and peer support groups from this list would be handled, because needs would be provided in school. Often times, children lag academically due to social/emotional needs that are not addressed. "A preventive mental health approach, which is an aspect of public health, is needed in all aspects of school. A preventive and interactive perspective is useful in designing and sustaining systems that work for students, parents, staff, and the society" (Comer & Gates, 2004).

76 single mothers, 17 single fathers, and 3 grandparents responded that sending home handouts through their children's backpack is the most popular way for their school districts to communicate with them. The oldest responding single parent was 67 years of age, and the youngest responding single parent was 21 years of age. The age range of our responding parents was 46 years old. Out of the 96 single parents, the mean age was 40.2 years old. Out of these respondents, 30 of them work full time in a traditional job (not 9-5). No communication was selected as the secondary means of communication with school districts. The researcher felt that although many school districts still send home handouts in a world of technology, they need to, due to the fact that not everyone is technology savvy or has access to computers. Most schools have moved to phone systems to call houses with dire messages. The researcher disagrees that no communication is a second response from the respondents. When considering the range of the survey respondents, there could be a variety of reasons for thinking that the older single parents

do not communicate with their particular school district, as a result of unfamiliarity with technology, and the younger single parents not checking backpacks. There could be a possible disconnection on receiving the information or going from class to backpack to home. Strengthening home/school connections and developing partnerships make this area even more important.

The conceptual framework developed in this research, which was adapted from Wehlage et al. (1989), highlights the impact that growing in a single-parent household can have on the child/children. It demonstrates each phase the child experiences as their parent is being confronted with outside issues. This conceptual framework enables us to identify where schools and communities can intervene and implement family and child support to alleviate the outcomes. This research has proven that unless schools and communities step intervene in terms of support and empathy, most single parent households and their children may end up experiencing a perpetual cycle following this conceptual framework.

At the beginning of the framework, we are solely focused on single parents, their personal problems, and the social/cultural conditions that surround them. Both of these impacts their decision making, child rearing, involvement in their community, educational values, decisions, and judgment. The parents can conversely inflict these components on their children, and it can have an adverse effect. This is where support and empathy from community and schools would have the greatest impact on altering the outlook of a single-parent household. Typically, these households are smaller in size and have a smaller social support network and family unit. A sense of belonging and community that understands and cares could possibly make a world of a difference at this

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point. This is what happens when remembering the parent's comment, "I feel alone at school supported social events."

Learning and Membership Impediments may interfere with the child's social, emotional, and academic performance and impede growth in all facets. Parents can become intertwined in their own self-deficiencies, which can in turn hinder their own child and negatively impact their emotional, social, and academic capabilities. The researcher agrees with one parent's plea for, "A program on how to build your trust or better relationship with your kids." Support services and increasing education resources at this point would be beneficial to both parent and child. We expect all children to attend to academics on a daily basis and work to the best of their potential; however, the child/children that come from atypical households have problems that can impede learning and growth if they are not supported and nurtured in a trained, compassionate environment. The ability to relate to peers and make connections, know how to communicate, and express feelings are huge parts of the social and emotional growth necessary for all children to become well-versed and productive members of the society.

Wehlage (1989) said that students who feel that they are members of their school and engage in schoolwork are more likely to become better achievers and develop social and personal characteristics valued by the society. By identifying the at-risk students, "educators can induce alienated students to become active in the educational process" (Wehlage, 1989).

Teachers and support staff have been in contact with many children from single-parent households of various backgrounds during the 10 years spent in a school district. The lack of an in-school support program that would offer opportunities for students to

share their feelings with their peers from similar backgrounds, may make students feel isolated or as if no one understands them. A grandmother who is raising three of her grandchildren because her daughter was incapable of supporting them herself said, "This is my second time raising a family and this wasn't my choice." This grandmother and her grandchildren could benefit from an in-school support program. Home/School communication would be essential to this home, and a strong connection to the school and community would be important for her grandchildren to survive and thrive. These students may come to school looking upset and refusing to talk; this could lead to a day of little or no productivity. This is exactly what we want to avoid. Reflecting on the survey shown in Table 4.7, where parents were asked what services their children would benefit from, the three main responses were individual counseling, tutoring, and a peer support group. This enabled the researcher to affirm the need for a specified supportive program. A single father who raises his two children alone due to widowhood stated, "There needs to be more resources for single fathers and fathers, in general. There are many resources already available to single mothers." Counseling and peer support would greatly benefit this household to provide a sense of community and stability within the confines of the family. A sense of bonding or understanding is important, and a safe environment to do this is essential for these students in order for them to succeed emotionally, socially, and academically.

Classroom teachers may be approached by several types of parents, from different backgrounds and various types of single-parent households, asking for advice on external support for their children, in some cases, for support for themselves, or venting their frustration in not knowing how to handle the changes that they observe in their child.

Although teachers and support staff could empathize with their situation and may want to help them, unfortunately, they may not always have the answers, so the parents could either be referred to the school social worker, or, in some cases, they may have to resort to searching on their own for a counselor or psychologist outside the district to reveal feelings that could have been worked on in school, if there was a school-run support program in place to assist them. It could cause feelings of frustration, helplessness, and loneliness. Home and school need to develop a partnership in order to help children succeed and overcome their difficulties in order to become successful. "Good relationships among and between the people in the institutions that influence the quality of a child's life, largely home and school, make good child and adolescent rearing and development possible" (Comer and Gates, 2004). As one parent simply put it, "It's very hard to be a single parent."

Districts may believe that they are providing social work support to the students who are at risk or need additional support as determined by the principal or teacher. This does not necessarily mean that these students are receiving the type of support they need, or the school is meeting the needs of the students not identified by their school counselor, principal, or teacher. What about the support for the family as a whole? Where do we come together as a community? Comer put it best, "To survive and thrive as a democracy, a society must attend to its children" (1997).

Recommendations

To address the research topic: The development of guidelines for school leaders to assist in creating an in-school program to benefit children from single parent households, a series of recommendations based upon the research findings and analysis will be discussed.

1. Introduce or increase educational resources and support services to children from single parent households and their families.

When reflecting on survey results in Table 4.7 where parents were asked what services their children would benefit from, the top three responses were individual counseling, tutoring, and a peer support group. James Comer developed the School Development Program (SDP), which believes in school-wide planning that addresses the needs of the entire school community. SDP is currently implemented in more than 650 schools in 28 states. Comer's program is child-focused, and data driven. Using the U.S. Census Data (2000), we know the school districts in Suffolk County that have the highest percentage of single-parent households. Wyandanch School District is at the top, with Brentwood School District having the most grandparents raising their grandchildren. A sense of bonding or understanding is important, and a safe environment in which to do is essential for these students to succeed emotionally, socially, and academically. Taylor-Dunlop stated, "that a critical aspect of family influence on children and teenagers is the relationship between the parents." According to Comer, the integration of a social program into the overall school plan will help create a bond between teacher, parents, and

children. This would allow for collaboration, team building, a sense of community, and possibly provide empathy or source of support.

2. Train teachers and support staff on signs, symptoms, strategies, and ways to effectively teach, communicate, and intervene with children that may be adjusting to or having a difficult time living in a single-parent household.

Wehlage (1989) said that students who feel that they are members of their school and engaged in schoolwork are more likely to become better achievers and will develop social and personal characteristics valued by society. By identifying the at-risk students, educators can induce alienated students to become active in the educational process (Wehlage, 1989).

A positive working relationship between the parent and the teacher is essential for a child to feel supported. The best way to do this is through communication on both ends. Consistent communication regarding behavior, academics, and social/emotional growth and concerns of children is essential. Teachers need to be informed on single-parent households and the issues/attitudes that surround it, because it is important that the teacher's attitude is always warm, supportive, and inviting. Through the help of a teacher and a supportive school climate, Comer has seen a child from a single-parent household who succeed as he/she struggled for autonomy and authority, which are common characteristics of children from one-parent homes (Comer, 1997).

In the SDP, teachers and staff would have the opportunity for staff development based on a comprehensive school plan. Assessment and modification would be part of teacher training along with student/staff support teams, parent teams and a school

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management team. If supportive services can help ensure educational success and self-sufficiency, then the institution responsible for education should have a part in the provision of those services (Levy & Shepardson, 1992).

3. Train teachers and support staff on how to effectively assist/support the growing number of single-parent households.

It is difficult for most people to understand how relationships, child development, teaching and learning are interrelated (Comer & Emmons, 2006). Students do not simply fail in school because they are from a single parent home. They fail, partially because schools are not responsive to the conditions and problems accompanying these personal socio-economic characteristics (Wehlage et al., 1989). A preventive mental health approach, as an aspect of public health, is needed in all aspects of school. A preventive and interactive perspective is useful in designing and sustaining systems that work for students, parents, staff, and the society (Comer & Gates, 2004). "The structure of the American family has undergone dramatic changes in the last 20 years, as the single parent home has become a prevalent living situation for many children" (Wanat, 1991).

The U.S. Census Bureau Current Population survey (2010) showed that 24,706,000 children under the age of 18 were living with a single mother, father, or grandparent across the United States. To assist these single-parent households, more schools could organize parent workshops with/without guest speakers that would address issues examined in this survey, while offering babysitting possibly by PTA. Parent education activities that involve the children and/or family resources provided by school/community are supplied and updated yearly. Enlisting single parental

involvement could entail arranging meetings and phone calls around parental work hours. Teacher and support staff should be open to exchanging email addresses and/or phone numbers to keep lines of communication open. We need to take account of the strengths and weaknesses of a one-parent home, the characteristics it shares with two-parent families, as well as its differences; of the ways in which it copes with its undeniable difficulties, and the ways in which the community supports or undermines its coping capacity (Miller, 1992).

Recommendations for Future Research

The following research areas have been identified for potential future research in this area:

1. Nassau County School Districts: Duplicate this study using Nassau County School Districts, which would provide an insightful comparison between the two counties that make up Long Island, New York.

2. Research Current Programs Utilized in School Districts: Research what specific in-school support programs are currently utilized by Long Island school districts to support the growing single-parent household population.

3. Interviewing School Personnel: Embed a quantitative instrument into the follow up study, for example, interviewing various school personnel regarding how they support and communicate with single-parent households would provide a look from a different perspective.

4. Survey created in different language (Spanish): Provide the single-parent household survey in Spanish, which would possibly provide responses from

people who may have liked to respond to the survey but have limited or no understanding of the English language.

5. <u>Military impact with Iraq War</u>: There has been a sharp increase in the number of American families who are active participants in the military since the 2000 Census was taken, due to the Iraq War. Research in this area may show the increase in single-parent households due to military service.

APPENDIX A: PARENT SURVEY

1. Age_____

2. What is your relationship status?

    A. Always single

    B. Formerly married

    C. Formerly partnered

    D. Widow/widower

3. What are your parenting arrangements?

    A. Full time parenting

    B. I share parenting

    C. I have no custody

4. What is your employment status?

    A. Employed full time

    B. Employed part time

    C. Not employed

5. What hours do you work?

    A. Traditional (9 to 5)

    B. Split shift (state hours)_____

    C. Graveyard (midnight to early am)

D. Irregular

E. Other_____

6. How many children do you have?

   # of children newborn to 5_____

   # of children 6-13_____

   # of children 14 and older_____

7. Would any of these services be helpful to you?

   A. Parental consultation

   B. Parent support group with other single parents

   C. Parenting classes

   D. Coparenting/copartner classes

   E. A family mentor for strengthening family living skills

   F. Counseling

   G. Time management

   H. Money management

   I. Career counseling

   J. Leadership skills

   K. Anger management

   L. None

   M. Other_____

8. Would any of these services be helpful to your child/children?

   A. Group Counseling

   B. Individual Counseling

   C. Peer support group

   D. Anger Management

   E. Social Skills Group

   F. Tutoring

   G. None

   H. Other_____

9. Does your child display any of the following?

   A. Anger

   B. Stress

   C. Anxiety/Depression

   D. Isolation

   E. Difficulty with peers

   F. Guilt

   G. Drugs/Alcohol

   H. Disruptive/disobedient

   I. Inattentive

   J. Academic problems

   K. Trouble sleeping

   L. None

M. Other_____

10. Do you currently utilize any of the following resources to help with parenting issues?

    A. Family/friends

    B. Telephone helpline

    C. Parenting support group

    D. Internet

    E. Books

    F. Family counselor/therapist

    G. I do not go anywhere for advice

    H. Other _____

11. Do you face any of the following obstacles?

    A. Encouragement/motivation

    B. Lack of childcare

    C. Limited English

    D. Health issues

    E. Health issues of your children

    F. Need to care for other family members

    G. Personal experience of violence/abuse

    H. Drug/alcohol use

    I. Lack of job with adequate wages

    J. Do not know where to look for work

K. Lack of money for clothes and personal use

L. None

M. Other _____

12. How often have you moved in the last 5 years?

A. None

B. 1-2 times

C. 3 times

D. 4-5 times

E. More than 5 times

13. What is your main source of transportation?_____

14. How does your school district inform you of programs to assist you and/or your

children?

_____

_____

15. What academic differences, if any, have you observed between children from two

parent households compared to children from single parent households?

A. No difference

B. Slight difference

C. Large difference

16. What is your monthly income?_____

17. What is your ethnicity? _____

18. Is there anything else you would like to add?

_____

This survey is adapted from the Kentucky State University Single Parent Student Survey, Spring 2007 and Parentsplace.com survey. It provides a statistically reliable sample of single parents and data analysis to augment and support findings of single parental needs and obstacles faced.

APPENDIX B: PILOT SURVEY RESULTS

1. Ages of the single mothers surveyed were 28, 30, 32, 38, and 41.

2. Four of them were formerly married and one formerly partnered.

3. One is a full-time parent, three share parenting, and one has no custody.

4. All subjects are employed full time.

5. Four subjects work traditional shifts, while one works an irregular shift.

6. Number of Children

	Age 0-5	Age 6-13	Age 14 +
Subject 1	3	2	1
Subject 2	0	2	0
Subject 3	1	0	0
Subject 4	0	0	3
Subject 5	1	2	0

7. Services that would be helpful to subject.

	A	B	C	D	E	F	G	H	I	J	K	L	M
Sub.1			X			X		X			X		
Sub.2		X					X	X					
Sub.3		X					X	X	X				
Sub.4		X			X	X							
Sub.5		X				X	X	X					

A. Parental consultation

B. Parent support group with other single parents

C. Parenting classes

D. Coparenting/copartner classes

E. A family mentor for strengthening family living skills

F. Counseling

G. Time management

H. Money management

I. Career counseling

J. Leadership skills

K. Anger management

L. None

M. Other

8. What services could be helpful to subject's children.

	A	B	C	D	E	F	G	H
Sub.1	X	X			X			
Sub.2	X				X	X		
Sub.3					X			
Sub.4			X			X		
Sub.5	X	X			X			

A. Group counseling

B. Individual counseling

C. Peer support group

D. Anger management

E. Social skills group

F. Tutoring

G. None

H. Other

9. The behaviors/symptoms the subject's children exhibit.

	A	B	C	D	E	F	G	H	I	J	K	L	M
Sub.1		X	X										
Sub.2			X	X	X					X	X		
Sub.3	X			X							X		
Sub.4		X	X										
Sub.5		X	X	X							X		

A. Anger

B. Stress

C. Anxiety/Depression

	A	B	C	D	E	F	G	H
Sub.1	X		X					
Sub.2	X		X		X			
Sub.3	X		X	X				
Sub.4	X		X			X		
Sub.5	X		X	X				

D. Isolation

E. Difficulty with peers

F. Guilt

G. Drugs/Alcohol

H. Disruptive/disobedient

I. Inattentive

J. Academic problems

K. Trouble sleeping

L. None

M. Other

10. Current help with parenting issues

A. Family/Friends

B. Telephone helpline

C. Parenting support group

D. Internet

E. Family counselor/therapist

F. I do not go anywhere for advice

G. Books

H. Other

11. Obstacles the subjects face.

	A	B	C	D	E	F	G	H	I	J	K	L	M
Sub.1								X	X				
Sub.2		X									X		
Sub.3		X							X		X		
Sub.4		X									X		
Sub.5		X					X				X		

A. Encouragement/motivation

B. Lack of childcare

C. Limited English

D. Health Issues

E. Health issues of your children

F. Need to care for other family members

G. Personal experience of violence/abuse

H. Drug/alcohol use

I. Lack of job with adequate wages

J. Do not know where to look for work

K. Lack of money for clothes and personal use

L. None

M. Other

12. How often the subjects moved over the last 5 years.

	None	1-2 times	3 times	4-5 times	5 or more times
Sub.1				X	
Sub.2				X	
Sub.3		X			
Sub.4		X			
Sub.5		X			

13. Four of the subjects have their own car and one subject relies on other people for transportation due to having a suspended license.

14. How does your school district inform you of programs to assist you and/or your children? This question was added after the initial pilot study was conducted.

15. What academic differences, if any, have you observed between children from two parent households compared to children from single parent households? This question was added after the initial pilot study was conducted.

16. Monthly income of the subjects

Sub.1	$2,000
Sub.2	$2,800
Sub.3	$1,800
Sub.4	$3,000
Sub.5	$2,100

17. All the subjects were Caucasian

APPENDIX C: SUFFOLK COUNTY SCHOOL DISTRICT BY RACE

School District – Race-Census 2000	White	Afric Amer	Amer-Indian	Asian	Pacific Islander	Other	Two or more races	Tot. Pop.
Sachem	77,360	940	94	1,823	18	899	1,027	82,161
Brentwood	39,479	13,210	422	1,538	78	17,893	4,520	77,140
Middle Country	55,406	1,400	103	1,770	5	970	1,025	60,679
Longwood	46,710	6,274	227	1,380	18	1,667	1,463	57,739
Smithtown	53,040	330	39	1,062	14	303	393	55,181
Patchogue-Medford	44,821	1,571	112	693	10	2,343	1,174	50,724
William Floyd	40,178	2,139	381	553	10	1,269	1,174	45,704
Three Village	37,421	1,746	55	5,205	10	549	682	45,668
Half Hollow Hills	35,625	3,711	49	2,780	9	562	880	43,616
Lindenhurst	39,668	611	56	658	9	876	719	42,507
Connetquot	38,671	408	23	817	8	363	526	40,816
Commack	35,558	325	16	1,527	0	203	282	37,911
South Huntington	31,100	2,418	74	1,266	12	1,352	823	37,045
Northport-East Northport	35,054	268	35	699	9	193	344	36,602
Central Islip	17,154	9,131	166	1,168	38	5,258	1,667	34,583
Huntington	27,864	2,471	76	638	5	2,113	686	33,853
Riverhead	25,470	5,088	172	269	21	593	657	32,270
Bay Shore	23,713	4,537	123	706	9	2,049	1,127	32,263
North Babylon	25,006	3,743	58	578	9	713	559	30,666
West Islip	28,271	105	17	318	3	146	298	29,158

Copiague	18,858	5,806	134	598	18	2,272	1,029	28,605
West Babylon	25,857	806	15	544	4	470	483	28,271
South Country	20,121	3,882	168	455	10	954	810	26,400
East Islip	24,763	175	18	348	4	258	230	25,796
Deer Park	21,276	2,454	69	696	3	558	609	25,656
Amityville	13,449	9,200	143	467	6	1,267	944	25,476
Kings Park	21,605	171	22	438	5	114	218	22,573
Hauppauge	20,841	234	8	807	4	163	250	22,307
Connetquot	20,038	484	27	727	12	672	328	22,288
Islip	17,378	708	21	416	6	446	402	19,467
Harborfields	16,605	843	23	415	0	184	236	18,306
Sayville	17,327	119	10	332	0	78	146	18,012
Rocky Point	15,715	113	26	196	6	122	229	16,407
Miller Place	13,343	62	24	168	2	69	113	13,781
Bayport-Bluepoint	12,830	119	13	152	1	111	129	13,355
Elwood	11,062	946	27	628	4	203	153	13,023
Hampton Bays	11,095	115	24	79	12	431	236	11,992
Babylon	10,571	510	17	234	2	220	239	11,793
Shoreham-Wading River	11,002	162	5	160	9	84	79	11,501
Wyandanch	1,171	8,258	77	74	3	652	490	10,725
Mount Sinai	9,429	128	10	180	3	82	98	9,930
Mattituck-Cutchogue	8,451	146	5	44	0	82	106	8,834
Cold Spring Harbor	7,062	43	3	248	0	21	72	8,349
East Hampton	6,912	394	10	115	4	318	169	7,922

Port Jefferson	6,041	114	3	267	0	83	94	7,502
Eastport	6,869	87	17	40	2	72	82	7,169
Sag Harbor	6,135	216	15	55	2	112	96	6,631
Smithold	5,759	50	7	15	1	86	60	5,978
West Hampton Beach	5,090	305	24	73	1	133	133	5,759
Springs	4,491	73	10	72	1	212	163	5,022
East Moriches	4,619	76	2	72	13	46	56	4,884
East Quogue	3,833	26	3	31	1	34	48	3,976
Greenport	3,237	389	1	15	11	121	109	3,883
Montauk	3,350	33	4	32	0	376	54	3,849
Tuckahoe	2,830	123	11	26	1	111	51	3,153
Remsenburg-Speonk	1,609	43	1	13	17	13	12	1,708
Bridgehampton	1,216	248	7	13	0	20	13	1,517
Oysterponds	1,357	11	1	14	2	17	11	1,413
Amagansett	1,284	20	6	4	0	3	11	1,328
Quogue	1,131	49	5	4	0	2	15	1,206
Fire Island	967	1	0	21	1	2	12	1,005
Wainscott Common	569	26	0	2	0	12	20	629
Sagaponack	325	8	0	12	0	1	3	349
New Suffolk	310	3	0	1	0	5	9	328
Fishers Island	276	3	0	3	0	0	7	289

Note. Reprinted from U.S. Census Bureau, Census 2000.

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School District—Age Of Children	Male				Under 5 years	Female			Tot. Pop.
	Under 5 yrs	5-9 years	10-14 years	15-17 years	5 years	5-9 years	10-14 years	15-17 years	
Brentwood	3,129	3,590	3,249	1,786	2,955	3,185	3,119	1,720	22,733
Sachem	3,034	3,158	3,052	1,725	2,950	3,120	2,983	1,620	21,642
Middle Country	2,276	2,503	2,470	1,365	2,134	2,415	2,233	1,243	16,639
Longwood	2,139	2,202	2,070	1,132	2,027	2,046	1,983	1,076	14,675
Smithtown	2,098	2,239	1,999	1,012	1,999	2,149	1,816	966	14,278
William Floyd	1,757	2,199	2,156	1,146	1,742	2,010	1,983	1,124	14,117
Patchogue-Medford	1,729	1,962	1,825	1,079	1,758	1,830	1,749	946	12,878
Half Hollow Hills	1,693	1,801	1,726	1,001	1,506	1,688	1,696	908	12,019
Lindenhurst	1,573	1,726	1,630	828	1,394	1,658	1,591	806	11,206
Three Villages	1,378	1,640	1,540	841	1,248	1,518	1,514	829	10,508
Commack	1,465	1,567	1,391	754	1,429	1,386	1,329	688	10,009
Connetquot	1,431	1,537	1,459	826	1,237	1,410	1,387	701	9,988
Central Islip	1,374	1,564	1,400	843	1,287	1,449	1,338	698	9,953
Northport-East Northport	1,393	1,321	1,311	675	1,280	1,379	1,200	614	9,173
South Huntington	1,305	1,326	1,244	708	1,206	1,247	1,289	682	9,007
Bay Shore	1,108	1,212	1,249	659	1,111	1,216	1,126	640	8,321
West Islip	1,095	1,357	1,221	619	1,059	1,231	1,169	531	8,282
Huntington	1,304	1,111	1,061	584	1,281	1,098	916	579	7,934
North Babylon	1,095	1,190	1,050	566	1,062	1,126	1,059	595	7,743
East Islip	968	1,179	1,159	535	910	1,089	1,001	542	7,383
Riverhead	1,018	1,145	1,016	609	975	1,019	958	476	7,216
Copiague	1,027	1,080	989	579	920	992	1,004	557	7,148
West Babylon	984	1,054	992	519	1,001	1,016	983	508	7,057
South Country	914	996	1,027	549	930	998	918	525	6,857

Deer Park	945	1,013	982	456	854	922	900	431	6,503
Amityville	828	1,033	935	464	829	974	872	443	6,378
Kings Park	883	844	748	443	797	848	782	434	5,779
Comsewogue	806	879	703	425	794	812	745	401	5,565
Hauppauge	771	807	772	439	743	740	733	413	5,418
Islip	781	816	784	395	732	783	697	354	5,342
Sayville	652	758	718	375	605	725	693	400	4,926
Rocky Point	712	774	718	339	702	691	624	306	4,866
Harborfields	671	764	675	347	678	685	636	333	4,789
Miller Place	519	630	605	332	520	565	586	337	4,094
Wyandanch	481	603	550	292	492	566	548	302	3,834
Bayport-Bluepoint	504	522	471	264	499	483	519	227	3,489
Elwood	468	560	449	253	489	502	453	239	3,413
Shoreham-Wading River	396	530	536	303	335	503	484	258	3,345
Mount Sinai	358	419	461	221	353	482	454	230	2,978
Babylon	373	431	434	227	373	406	427	255	2,926
Cold Spring Harbor	265	406	412	214	279	414	402	216	2,608
Hampton Bays	403	383	336	192	350	370	316	165	2,515
Eastport	299	341	273	141	303	302	270	114	2,043
Mattituck-Cutchogue	260	290	309	181	194	312	289	172	2,007
East Hampton	209	253	287	142	215	244	257	143	1,750
Port Jefferson	199	218	248	175	197	230	231	144	1,642
West Hampton Beach	177	200	203	114	155	174	192	117	1,332
East Moriches	179	218	175	101	152	190	179	106	1,300
Sag Harbor	168	186	225	86	155	208	177	82	1,287
Southold	155	176	207	97	155	170	193	102	1,255
Springs	140	155	177	104	143	147	153	100	1,119

East Quogue	144	138	133	65	132	151	132	65	960
Greenport	94	120	127	70	124	124	111	55	825
Montauk	84	112	120	52	106	112	125	59	770
Tuckahoe	86	73	65	35	74	70	71	48	522
Shelter Island	47	63	57	32	50	75	52	28	404
Remsenburg-Speonk	42	66	53	37	49	40	67	28	382
Bridgehampton	38	33	43	22	30	44	25	28	263
Oysterponds	37	45	42	19	25	32	39	14	253
Amagansett	35	47	41	20	15	39	29	21	247
Quogue	30	37	30	17	26	34	29	20	223
Fire Island	23	39	31	19	22	28	24	8	194
Wainscott Common	10	16	22	7	13	17	22	10	117
Sagaponack	8	9	11	6	9	11	6	4	64
Fishers Island	6	11	11	8	5	8	8	6	63
New Suffolk	2	8	5	5	2	7	9	4	42

Note. Reprinted from U.S. Census Bureau, Census 2000.

School District - Single Parent Households- Census 2000	Single Female Headed Household	Single Male Headed Household	Total Single Parent Household	Total Population	% of Single Parent Households
Wyandanch	560	70	630	10,624	5.93%
Greenport	125	20	145	3,713	3.91%
William Floyd	1,325	440	1,765	45,510	3.88%
Central Islip	910	340	1,250	33,900	3.69%
Riverhead	935	170	1,105	30,562	3.62%
Quogue	30	10	40	1,198	3.34%
Springs	135	30	165	5,010	3.29%
Wainscott Common	15	4	19	593	3.20%
Mattituck-Cutchogue	185	90	275	8,725	3.15%
Bay Shore	730	245	975	31,492	3.10%
West Hampton Beach	110	55	165	5,421	3.04%
Amityville	615	130	745	24,726	3.01%
East Hampton	185	45	230	7,882	2.92%
Miller Place	290	105	395	13,699	2.88%
Fishers Island	4	4	8	289	2.77%
Hampton Bays	190	135	325	11,830	2.75%
Islip	375	140	515	19,396	2.66%
Brentwood	1,320	685	2,005	76,217	2.63%
Montauk	65	35	100	3,838	2.61%
Longwood	1,135	330	1,465	56,917	2.57%
Patchogue-Medford	960	315	1,275	50,278	2.54%
South Country	515	105	620	24,565	2.52%

Oysterponds	20	15	35	1,412	2.48%
New Suffolk	4	4	8	328	2.44%
Sagaponack	4	4	8	349	2.29%
Rocky Point	240	125	365	16,354	2.23%
West Babylon	485	135	620	27,853	2.23%
Middle Country	955	375	1,330	60,485	2.20%
Sag Harbor	120	25	145	6,630	2.19%
Harborfields	310	80	390	18,058	2.16%
Babylon	195	50	245	11,382	2.15%
Copiague	530	70	600	28,392	2.11%
Lindenhurst	665	190	855	42,353	2.02%
Fire Island	10	10	20	998	2.00%
Huntington	470	190	660	33,634	1.96%
Shoreham-Wading River	190	30	220	11,296	1.95%
Tuckahoe	35	15	50	2,621	1.91%
Bayport-Blue Point	205	40	245	13,265	1.85%
South Huntington	535	140	675	36,670	1.84%
East Moriches	70	15	85	4,679	1.82%
North Babylon	385	165	550	30,588	1.80%
Sachem	1,095	340	1,435	81,360	1.76%
Remsenburg-Speonk	20	10	30	1,708	1.76%
East Islip	370	70	440	25,605	1.72%
Deer Park	375	60	435	25,612	1.70%
Southold	70	30	100	5,955	1.68%
Sayville	195	95	290	17,750	1.63%
Eastport	85	30	115	7,070	1.63%

Comsewogue	270	80	350	21,616	1.62%
Northport-East Northport	420	120	540	33,829	1.60%
West Islip	330	125	455	28,754	1.58%
Bridgehampton	20	4	24	1,517	1.58%
Connetquot	495	140	635	40,258	1.58%
Shelter Island	30	4	34	2,228	1.53%
Amagansett	20	0	20	1,328	1.51%
Kings Park	240	80	320	22,074	1.45%
Hauppauge	240	75	315	22,173	1.42%
Half Hollow Hills	460	125	585	42,510	1.38%
Three Village	965	155	520	38,473	1.35%
Smithtown	505	130	635	53,441	1.19%
Port Jefferson	40	45	85	7,203	1.18%
Mount Sinai	85	30	115	9,884	1.16%
Elwood	125	20	145	12,916	1.12%
Commack	310	95	405	37,370	1.08%
Cold Spring Harbor	55	30	85	8,292	1.03%
East Quogue	35	4	39	3,976	0.98%

Note. Reprinted from U.S. Census Bureau, Census 2000.

APPENDIX F: SUFFOLK COUNTY SCHOOL DISTRICTS BY GRANDPARENTS RAISING GRANDCHILDREN

School District - Grandparents Raising Grandchildren- Census 2000	Less than 6 months	6-11 months	1-2 years	3-4 years	5 years or more	Total
Brentwood	195	20	320	155	440	1,130
Amityville	60	15	120	70	115	380
Central Islip	35	35	155	40	115	380
Middle Country	45	20	70	60	185	380
William Floyd	30	20	90	65	160	365
Patchogue-Medford	40	20	70	95	95	320
Longwood	20	95	60	20	120	315
South Country	20	15	55	40	140	270
Sachem	55	20	85	20	80	260
Copiague	30	10	65	40	90	235
Smithtown	10	10	105	45	65	235
North Babylon	30	10	35	45	110	230
Wyandanch	4	4	80	25	95	208
Deer Park	25	0	35	30	115	205
Bay Shore	25	4	40	10	110	189
West Babylon	4	15	20	40	90	169
Lindenhurst	15	4	65	15	65	164
Connetquot	10	40	30	15	65	160
Half Hollow Hills	10	50	45	4	45	154
Comsewogue	0	0	60	0	90	150
Riverhead	20	35	25	15	50	145
South Huntington	20	0	45	0	75	140
Commack	15	10	4	15	90	134
Huntington	30	4	35	15	50	134
West Islip	15	0	20	15	45	95
Northport-East Northport	0	4	25	15	40	84
East Hampton	0	25	10	20	25	80
Hampton Bays	25	0	30	0	25	80
Islip	10	0	45	15	4	74
Elwood	4	0	30	4	30	68
Three Village	0	4	0	10	50	64
Sayville	4	4	15	4	35	62
Mount Sinai	4	10	15	0	30	59
Harborfields	0	0	0	15	30	45
Kings Park	0	0	20	4	20	44
Rocky Point	0	4	4	0	35	43
East Islip	0	0	0	0	40	40
Sag Harbor	0	0	10	15	15	40

School District - Grandparents Raising Grandchildren- Census 2000	Less than 6 months	6-11 months	1-2 years	3-4 years	5 years or more	Total
Bayport-Bluepoint	15	4	0	0	20	39
Babylon	15	4	15	4	0	38
Hauppauge	10	0	10	4	4	28
Southold	0	0	0	0	20	20
Cold Spring Harbor	0	0	4	0	15	19
East Quogue	0	0	4	10	4	18
Greenport	0	0	10	4	4	18
Miller Place	0	15	0	0	0	15
Montauk	0	0	0	0	15	15
Port Jefferson	0	10	0	0	4	14
Springs	0	0	10	4	0	14
West Hampton Beach	4	0	4	0	4	12
Eastport	0	0	0	0	10	10
Tuckahoe	10	0	0	0	0	10
Mattituck-Cutchogue	4	4	0	0	0	8
Shoreham-Wading River	0	4	4	0	0	8
Amagansett	0	0	0	0	4	4
Bridgehampton	0	0	0	0	4	4
Fire Island	4	0	0	0	0	4
Oysterponds	0	0	4	0	0	4
Remsenburg-Speonk	0	0	4	0	0	4
East Moriches	0	0	0	0	0	0
Fishers Island	0	0	0	0	0	0
New Suffolk	0	0	0	0	0	0
Quogue	0	0	0	0	0	0
Sagaponack	0	0	0	0	0	0
Shelter Island	0	0	0	0	0	0
Wainscott Common	0	0	0	0	0	0

Note. Reprinted from U.S. Census Bureau, Census 2000.

APPENDIX G: SUFFOLK COUNTY SCHOOL DISTRICTS BY MEDIAN HOUSEHOLD INCOME

School District	
Cold Spring Harbor	$ 159,721.00
Half Hollow Hills	$ 94,339.00
Three Village	$ 90,257.00
Elwood	$ 86,514.00
Commack	$ 85,032.00
Mount Sinai	$ 85,028.00
Smithtown	$ 81,070.00
Northport-East Northport	$ 80,379.00
Harborfields	$ 79,959.00
Hauppauge	$ 77,130.00
Kings Park	$ 76,133.00
West Islip	$ 75,952.00
Port Jefferson	$ 75,761.00
Shoreham-Wading River	$ 75,486.00
Huntington	$ 74,776.00
Sayville	$ 73,219.00
Remsenburg-Speonk	$ 72,833.00
Miller Place	$ 72,713.00
Bayport-Bluepoint	$ 72,096.00
Quogue	$ 71,333.00
South Huntington	$ 71,224.00
Fire Island	$ 71,042.00
East Islip	$ 70,136.00
Sachem	$ 67,387.00
Connetquot	$ 67,364.00
Babylon	$ 67,087.00
Islip	$ 66,719.00
East Moriches	$ 65,156.00
North Babylon	$ 63,185.00
Comsewogue	$ 62,788.00
South Country	$ 62,209.00
Middle Country	$ 61,936.00
Lindenhurst	$ 61,317.00
Eastport	$ 61,250.00
Tuckahoe	$ 60,524.00
West Babylon	$ 60,394.00

School District		
Sagaponack	$	60,125.00
Rocky Point	$	60,110.00
Deer Park	$	59,764.00
Patchogue-Medford	$	59,423.00
West Hampton Beach	$	59,352.00
Brentwood	$	58,425.00
East Quogue	$	58,144.00
Mattituck-Cutchogue	$	57,644.00
Central Islip	$	56,882.00
Springs	$	56,747.00
Wainscott Common	$	56,071.00
Amityville	$	55,896.00
Bay Shore	$	55,601.00
Copiague	$	55,288.00
Bridgehampton	$	55,208.00
Longwood	$	55,053.00
Sag Harbor	$	54,679.00
East Hampton	$	54,107.00
Shelter Island	$	53,011.00
William Floyd	$	52,096.00
New Suffolk	$	51,667.00
Fishers Island	$	50,521.00
Southold	$	50,417.00
Hampton Bays	$	50,044.00
Amagansett	$	49,083.00
Oysterponds	$	45,045.00
Riverhead	$	42,728.00
Montauk	$	42,329.00
Wyandanch	$	41,671.00
Greenport	$	34,577.00

Note. Reprinted from U.S. Census Bureau, Census 2000.

APPENDIX H: SUFFOLK COUNTY SCHOOL DISTRICTS BY FEMALE EMPLOYMENT STATUS

	Not Employed	Employed	Armed Forces	Not in Labor Force	Total Female Status
Sachem	830	19,340	4	12,145	32,319
Brentwood	910	15,985	0	11,550	28,445
Middle Country	470	14,330	0	9,190	23,990
Longwood	680	13,395	0	9,490	23,565
Smithtown	445	11,200	0	10,605	22,250
Patchogue-Medford	550	12,335	15	7,510	20,410
Three Village	500	10,220	0	7,745	18,465
William Floyd	700	9,475	0	6,930	17,105
Half Hollow Hills	290	8,710	0	7,845	16,845
Lindenhurst	315	9,425	0	7,090	16,830
Connetquot	225	9,795	15	6,565	16,600
Commack	205	8,030	0	6,730	14,965
SouthHuntington	375	8,495	0	5,995	14,865
Northport-East Northport	260	8,520	0	5,830	14,610
Huntington	305	7,545	0	5,650	13,500
Central Islip	465	7,610	0	5,160	13,235
Riverhead	295	6,435	4	6,305	13,039
Bay Shore	355	6,930	0	5,675	12,960
North Babylon	300	6,920	0	5,235	12,455
Copiague	410	6,360	0	5,060	11,830
West Babylon	315	6,270	0	5,005	11,590
West Islip	145	6,235	0	4,915	11,295
Amityville	235	6,000	0	4,550	10,785
Deer Park	170	5,750	4	4,500	10,424
South Country	345	5,705	4	4,135	10,189
East Islip	155	5,630	0	4,120	9,905
Kings Park	150	4,700	0	4,170	9,020
Comsewogue	120	5,045	0	3,820	8,985
Hauppauge	190	5,120	4	3,565	8,879
Islip	125	4,485	0	2,975	7,585
Harborfields	130	3,885	0	3,455	7,470
Sayville	95	4,150	0	2,985	7,230
Rocky Point	125	3,485	0	2,545	6,155
Bayport-Bluepoint	100	3,045	0	2,230	5,375
Elwood	150	2,850	0	2,170	5,170
Miller Place	145	2,900	0	2,070	5,115
Hampton Bays	120	2,505	0	2,325	4,950
Babylon	110	2,720	0	1,985	4,815
Shoreham-Wading River	90	2,455	0	1,940	4,485
Wyandanch	210	2,055	0	1,590	3,855

	Not Employed	Employed	Armed Forces	Not in Labor Force	Total Female Status
Mount Sinai	55	2,010	0	1,605	3,670
Mattituck-Cutchogue	60	1,805	0	1,800	3,665
East Hampton	55	1,615	4	1,640	3,314
Cold Spring Harbor	55	1,475	0	1,685	3,215
Port Jefferson	75	1,730	0	1,280	3,085
Sag Harbor	25	1,505	0	1,280	2,810
Eastport	10	1,455	0	1,250	2,715
Southold	75	1,290	0	1,260	2,625
West Hampton Beach	35	1,265	4	1,100	2,404
Springs	70	1,190	0	750	2,010
East Moriches	35	1,030	0	840	1,905
Greenport	90	800	0	850	1,740
East Quogue	45	870	0	695	1,610
Montauk	100	710	0	715	1,525
Tuckahoe	60	695	0	710	1,465
Shelter Island	0	440	0	520	960
Bridgehampton	10	325	0	355	690
Remsenburg-Speonk	10	350	4	310	674
Oysterponds	10	230	0	370	610
Amagansett	20	235	0	305	560
Quogue	4	255	0	240	499
Fire Island	15	225	0	120	360
Wainscott Common	10	130	0	120	260
New Suffolk	0	85	0	70	155
Sagaponack	4	65	0	70	139
Fishers Island	0	85	0	30	115

Note. Reprinted from U.S. Census Bureau, Census 2000.

APPENDIX I: SUFFOLK COUNTY SCHOOL DISTRICTS BY MALE EMPLOYMENT STATUS

Male Employment Status	Not Employed	Employed	Armed Forces	Not in Labor Force	Total Male Status
Sachem	780	22,890	10	6,300	29,980
Brentwood	1,040	18,345	4	8,585	27,974
Middle Country	800	16,340	40	5,325	22,505
Longwood	735	14,715	35	5,540	21,025
Smithtown	405	14,515	0	5,010	19,930
Patchogue-Medford	565	14,075	20	4,280	18,940
Three Village	455	12,000	0	5,260	17,715
William Floyd	645	11,320	4	4,080	16,049
Half Hollow Hills	360	11,630	4	4,035	16,029
Lindenhurst	450	11,175	0	4,120	15,745
Connetquot	385	11,330	25	3,630	15,370
South Huntington	355	9,855	0	3,725	13,935
Commack	300	10,090	4	3,390	13,784
Northport-East Northport	310	9,845	20	3,545	13,720
Huntington	305	9,675	4	3,395	13,379
Riverhead	435	7,590	55	4,435	12,515
Central Islip	515	8,360	40	3,505	12,420
Bay Shore	375	7,695	10	3,365	11,445
North Babylon	425	7,685	0	3,080	11,190
West Islip	170	7,795	10	2,505	10,480
West Babylon	210	7,345	10	2,890	10,455
Copiague	360	7,045	0	2,930	10,335
South Country	355	6,465	15	2,975	9,810
Deer Park	210	6,425	0	2,575	9,210
Amityville	340	5,955	4	2,640	8,939
East Islip	220	6,175	10	2,330	8,735
Hauppauge	175	6,315	0	2,155	8,645
Kings Park	75	6,115	0	2,170	8,360
Comsewogue	335	5,995	0	1,995	8,325
Islip	155	5,425	0	1,570	7,150
Harborfields	85	4,915	0	1,520	6,520
Sayville	135	4,755	0	1,440	6,330
Rocky Point	120	4,445	15	1,330	5,910
Miller Place	55	3,695	15	1,165	4,930
Bayport-Bluepoint	90	3,775	0	1,020	4,885
Elwood	120	3,485	4	1,195	4,804
Hampton Bays	200	3,055	25	1,455	4,735
Babylon	95	3,055	0	1,145	4,295
Shoreham-Wading river	90	2,950	15	1,055	4,110
Mount Sinai	60	2,570	0	845	3,475

Male Employment Status	Not Employed	Employed	Armed Forces	Not in Labor Force	Total Male Status
Wyandanch	215	1,970	0	1,225	3,410
Mattituck-Cutchogue	75	2,175	0	1,030	3,280
East Hampton	70	2,145	4	845	3,064
Port Jefferson	55	2,100	0	815	2,970
Cold Spring Harbor	25	2,120	0	700	2,845
Sag Harbor	65	1,825	0	725	2,615
Eastport	55	1,805	10	685	2,555
Southold	45	1,375	0	970	2,390
West Hampton Beach	45	1,455	45	590	2,135
Springs	35	1,475	4	490	2,004
East Moriches	80	1,255	0	490	1,825
Montauk	145	990	0	500	1,635
East Quogue	45	1,090	10	395	1,540
Greenport	55	870	10	455	1,390
Tuckahoe	10	895	4	370	1,279
Shelter Island	25	590	0	290	905
Remsenburg-Speonk	4	480	0	185	669
Bridgehampton	25	345	0	255	625
Oysterponds	10	285	0	275	570
Amagansett	10	365	0	180	555
Quogue	10	325	0	170	505
Fire Island	4	330	4	105	443
Wainscott Common	20	180	0	70	270
New Suffolk	4	95	0	35	134
Sagaponack	4	95	0	35	134
Fishers Island	0	80	0	25	105

Note. Reprinted from U.S. Census Bureau, Census 2000.

School District-Race- SCOPE- Geotracks 2010	White	Afric-Ame	Ame-Indian	Asian	Pacific Islander	Hispanic and Other	Two or more Races	Total Pop.
Sachem	74,583	1,332	101	2,856	20	7,487	985	87,364
Brentwood	16,289	12,829	229	1,682	22	42,348	1,799	75,198
Longwood	52,030	6,749	168	2,136	31	8,015	1,334	70,463
Smithtown	54,040	440	33	1,734	25	2,806	446	59,534
Middle Country	47,406	1,612	96	2,662	10	6,234	812	59,419
Half Hollow Hills	38,469	6,794	51	4,080	8	118	1,042	50,562
Patchogue-Medford	44,821	1,661	85	912	4	8,207	718	45,534
Connetquot	37,303	756	21	1,192	2	3,192	484	42,860
Three Village	36,119	673	40	4,033	15	65	483	36,119
William-Floyd	30,450	2,465	350	633	4	6,070	886	30,450
Riverhead	28,619	5,478	195	486	26	4,793	576	40,172
Lindenhurst	32,091	957	44	876	14	4,722	642	39,346
Commack	31,299	438	14	1,918	1	1,741	262	35,673
Northport-East Northport	32,392	404	38	967	17	152	329	35,668
Central Islip	8,689	8,269	102	1,368	21	13,412	880	32,736
South Country	22,656	4,231	172	736	8	5,302	708	33,813
West Babylon	22,648	2,771	21	867	12	3,342	493	30,154
Huntington	21,980	1,630	50	904	5	4,878	467	29,914
Copaigue	14,518	5,982	107	637	28	7,533	657	29,467
Bay Shore	17,745	3,872	83	885	8	3,122	429	29,051
North Babylon	22,890	1,654	28	839	7	3,122	429	28,969
South Huntington	19,912	2,418	52	1,404	2	5,087	475	28,619
Hauppauge	20,444	1,026	18	1,301	11	3,908	342	27,050
Deer Park	19,112	2,811	47	1,056	3	2,729	573	26,331
East Islip	22,474	510	15	471	6	2,014	214	25,704
Harborfields	18,233	1,868	42	676	9	1,988	294	23,110

Kings Park	20,937	194	25	559	9	954	206	22,884
Commsewogue	17,247	718	27	897	2	2,837	283	22,011
Islip	15,095	1,510	22	615	1	3,337	363	20,943
Sayville	15,450	115	7	445	0	651	131	16,799
Bayport-Bluepoint	12,138	110	11	213	3	830	103	13,408
Shoreham-Wading River	11,329	252	9	200	15	682	123	12,610
Elwood	9,237	962	29	906	7	900	150	12,191
Cold Spring Harbor	10,115	101	4	462	0	339	104	11,125
Hampton Bays	7,819	73	11	98	3	2,200	92	10,296
Wyandanch	1,245	5,786	41	100	3	1,608	288	9,071
Mattituck-Cutchogue	8,057	116	4	49	0	562	93	8,881
East Hampton	5,783	416	9	183	11	1,952	195	8,549
West Hampton Beach	6,350	284	30	120	2	835	115	7,736
East Moriches	5,581	135	3	97	10	495	63	6,384
Sag Harbor	4,891	179	9	83	3	518	75	5,758
Springs	3,269	86	4	92	1	1,300	115	4,867
Greenport	3,023	374	1	19	0	1,393	39	4,288
East Quogue	3,701	30	5	40	2	450	36	4,264
Montauk	2,317	20	4	51	0	1,319	39	3,823
Amagansett	1,632	64	14	10	0	202	24	1,946
Quogue	1,255	40	3	9	0	85	15	1,407
Fishers Island	512	10	0	8	0	10	17	557
Wainscott Common	440	17	0	5	0	63	15	540
Fire Island	404	0	0	13	1	18	17	453
Sagaponack	365	12	0	1	0	15	1	418
New Suffolk	180	3	0	1	0	15	1	200

Note. Reprinted from Hughes, J. (2010). SCOPE Geotracks. Smithtown, N.Y

APPENDIX K: SUFFOLK COUNTY SCHOOL DISTRICTS BY AGE OF CHILDREN UNDER 17

School District - Age of Children	Male and Female				Total Population
	Under 5 yrs	5-9 years	10-14 years	15-17 years	
Sachem	5, 931	5,902	6,171	3,892	21,896
Brentwood	5, 627	5,475	5,764	3,532	20,398
Longwood	4,632	4,479	4,888	2,970	17,169
Middle Country	3,981	3,995	4,276	2,781	15,033
Smithtown	3,977	3,989	4,243	2,795	15,004
Half Hollow Hills	3,782	3,820	4,105	2,906	14,613
William Floyd	2,927	2,939	3,214	2,069	11,149
Three Village	2,849	2,833	3,135	2,204	11.021
Patchogue-Medford	2,900	2,946	3,133	1,911	10,890
Connetquot	2,585	2,650	2,842	1,881	9,958
Commack	2,475	2,533	2,638	1,745	9,391
Northport-East Northport	2,367	2,408	2,516	1,686	8,977
Riverhead	2,310	2,359	2,570	1,618	8,857
Central Islip	2,350	2,410	2,467	1,485	8,712
South Country	2,279	2,291	2,463	1,548	8,581
West Islip	1,915	1,947	2,169	1,500	7,513
West Babylon	1,931	1,977	2,101	1,341	7,350
Huntington	1,951	2,024	2,044	1,244	7,263
Bay Shore	1,852	1,881	2,024	1,363	7,120
Copiague	1,863	1,891	2,032	1,217	7,003
North Babylon	1,817	1,870	1,997	1,228	6,912
South Huntington	1,852	1,886	1,935	1,217	6,890
East Islip	1,732	1,764	1,966	1,355	6,817
Deer Park	1,711	1,734	1,836	1,171	6,452
Hauppauge	1,692	1,719	1,771	1,158	5,506
Kings Park	1,582	1,603	1,641	1,064	5,890
Harborfields	1,490	1,545	1,638	1,063	5,736
Comsewogue	1,535	1,530	1,593	971	5,629
Islip	1,468	1,464	1,558	1,016	5,506
Amityville	1,347	1,388	1,547	994	5,276
Elwood	820	842	903	598	3,163
Cold Spring Harbor	705	725	872	689	2,991
Babylon	748	756	798	564	2,866
Wyandanch	760	760	818	481	2,819

School District - Age of Children	Male and Female				Total Population
	Under 5 yrs	5-9 years	10-14 years	15-17 years	
Hampton Bays	591	612	634	351	2,188
Mattituck-Cutchogue	431	442	526	388	1,787
East Hampton	434	451	507	383	1,775
West Hampton Beach	431	444	493	359	1,727
Port Jefferson	406	423	452	374	1,655
East Moriches	410	424	460	316	1,610
Southold	288	295	325	260	1,168
Sag Harbor	259	275	309	216	1,059
East Quogue	272	281	293	172	1,018
Greenport	238	238	253	160	889
Montauk	175	184	206	151	716
Tuckahoe	166	178	174	102	620
Shelter Island	96	100	126	91	413
Remsenburg-Speonk	96	99	114	95	404
Amagansett	67	74	102	72	315
Oysterponds	71	78	102	72	301
Bridgehampton	72	78	88	59	297
Quogue	64	64	78	61	267
Fishers Island	22	20	28	28	98
Fire Island	21	21	25	16	83
Sagaponack	20	19	25	19	83
Wainscott Common	19	19	23	20	81
New Suffolk	2	2	6	8	18

Note. Reprinted from Hughes, J. (2010). SCOPE Geotracks. Smithtown, N.Y.

APPENDIX L: SUFFOLK COUNTY SCHOOL DISTRICT BY MEDIAN HOUSEHOLD INCOME

School District	
Cold Spring Harbor	$ 156,969.00
Huntington	$124,335.00
Amagansett	$112,905.00
Three Village	$108,839.00
Northport-East Northport	$107,850.00
Harborfields	$107,466.00
Smithtown	$106,645.00
South Huntington	$104,972.00
Elwood	$104,127.00
Port Jefferson	$103,426.00
Commack	$100,587.00
Kings Park	$100,379.00
Half Hollow Hills	$96,917.00
Middle Country	$87,736.00
Rocky Point	$87,383.00
West Islip	$86,379.00
Hauppauge	$85,774.00
Comsewogue	$83,811.00
Sachem	$82,995.00
Shoreham-Wading River	$82,813.00
Bayport-Blueport	$82,788.00
Bay Shore	$82,471.00
North Babylon	$82,063.00
East Islip	$81,608.00
Brentwood	$81,271.00
Bridgehampton	$81,177.00
South Country	$80,951.00
Patchogue-Medford	$79,368.00
West Hampton Beach	$78,509.00
Sag Harbor	$78,315.00
Remsenburg-Speonk	$77,979.00
Longwood	$77,666.00
Central Islip	$77,608.00
Quogue	$76,771.00
Islip	$76,420.00
Tuckahoe	$73,576.00
Fire Island	$72,985.00
Wyandanch	$72,725.00
Amityville	$72,262.00
Deer Park	$72,115.00
Shelter Island	$72,023.00
West Babylon	$71,940.00

School District	
Mattituck-Cutchogue	$71,836.00
New Suffolk	$71,228.00
Sagaponack	$69,988.00
Copiague	$68,878.00
Riverhead	$68,187.00
Springs	$67,978.00
Lindenhurst	$67,790.00
Wainscott Common	$67,103.00
Southold	$64,227.00
Fishers Island	$60,698.00
Oysterponds	$52,482.00
Montauk	$51,141.00
Greenport	$50,738.00

Note. Reprinted from Hughes, J. (2010). SCOPE Geotracks. Smithtown, N.Y.

APPENDIX M: SURVEY COVER LETTER

Graduate School of Education
St. John's University
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Oakdale, New York 11760

To Whom It May Concern:

My name is Lynn Coyle and I am a doctoral student at St. John's University. I am conducting a research to support my dissertation topic on discovering what guidelines would benefit children from single-parent households in creating an in-school program to best support them. In order to ensure that my research is thorough and complete, I am asking for your assistance. I assure you that all surveys will remain anonymous and be treated professionally.

This survey contains multiple choice questions, short responses and open-ended questions. Please answer as many questions that pertain to you.

I appreciate your time and assistance with my research. Please feel free to contact me using the email link connected to the survey to discuss my research or if you have any questions. I will be more than happy to answer any concerns you may have. Thank you in advance for your assistance.

Sincerely,

Lynn Coyle

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