

Migratory Students Fact Sheet 2025

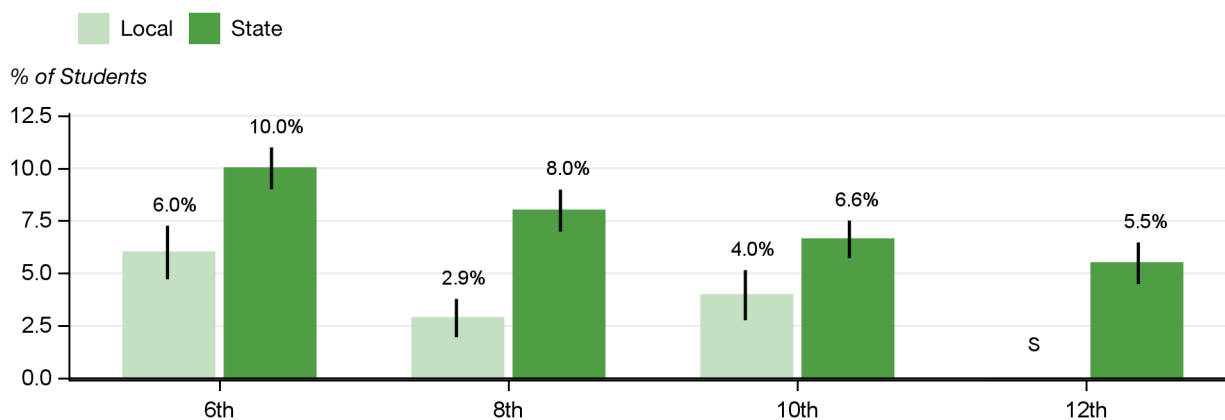
Issaquah School District, Grade 6

Students surveyed = 1,336

Introduction

- Migratory families often have trouble receiving continuous, high-quality educational services because of their high rate of mobility, cultural and language barriers, social isolation, health-related problems, disruption of their children's education, and the lack of resources in the areas in which they live and work.¹
- Although Migratory students have access to state and federal funded healthcare coverage, there are evident gaps in accessing healthcare services that may be contributing to greater disparities overall.
- Migrant working families' impact migrant student's full academic engagement such as attendance, academic participation, and graduation.
- Self-identified migratory students of Washington State, as defined by Title I. Part C Migrant Education Program (MEP), are those who have moved independently or with family in the past three (3) years to another school district or city for temporary or seasonal work in agriculture, dairy, or fishing.
- The HYS data suggests that there is significantly higher health disparities among Migratory students compared to non-Migratory Washington students.

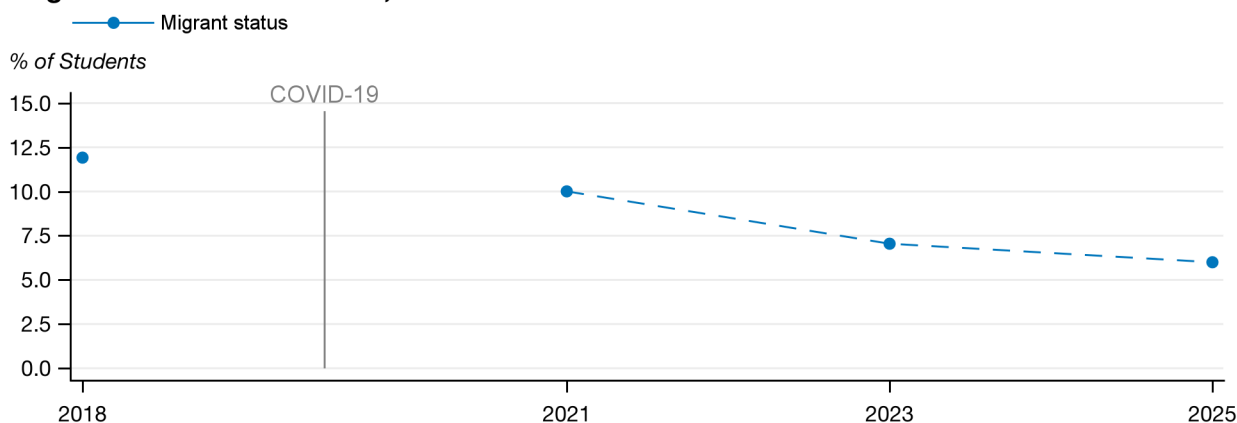
Migrant Status, All Grades, 2025



The bar chart above compares Issaquah School District (local results) to the state sample results for Migrant Status for All Grades, 2025. The values are:

Grade	Local Results	State Results
6th grade	6.0% $\pm$ 1.3%	10.0% $\pm$ 1.0%
8th grade	2.9% $\pm$ 0.9%	8.0% $\pm$ 1.0%
10th grade	4.0% $\pm$ 1.2%	6.6% $\pm$ 0.9%
12th grade	suppressed	5.5% $\pm$ 1.0%

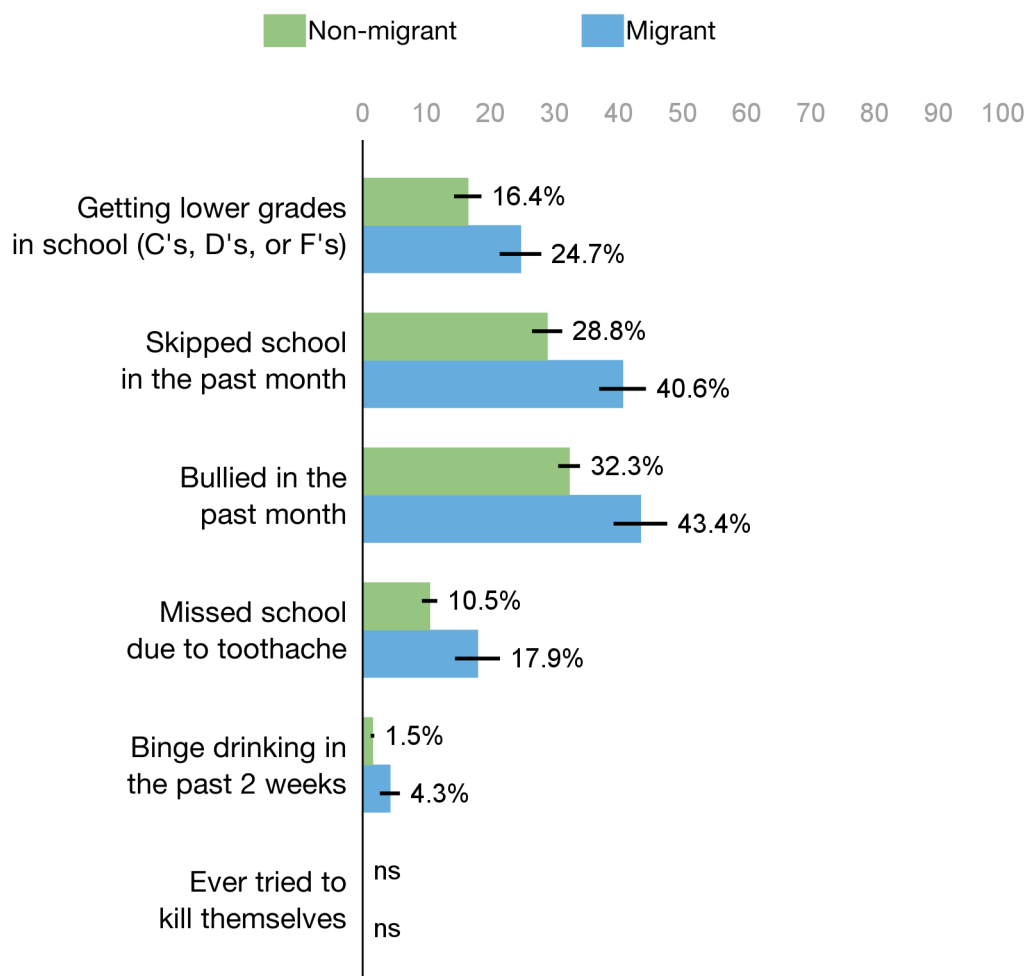
Migrant Status - 2018-2025, Grade 6



The trend plot above shows measure of Migrant Status between 2018 and 2025 for Grade 6. The measure and values are:

Measure	2018	2021	2023	2025
Migrant status	11.9% $\pm$ 1.7%	10% $\pm$ 1.6%	7% $\pm$ 1.3%	6% $\pm$ 1.3%

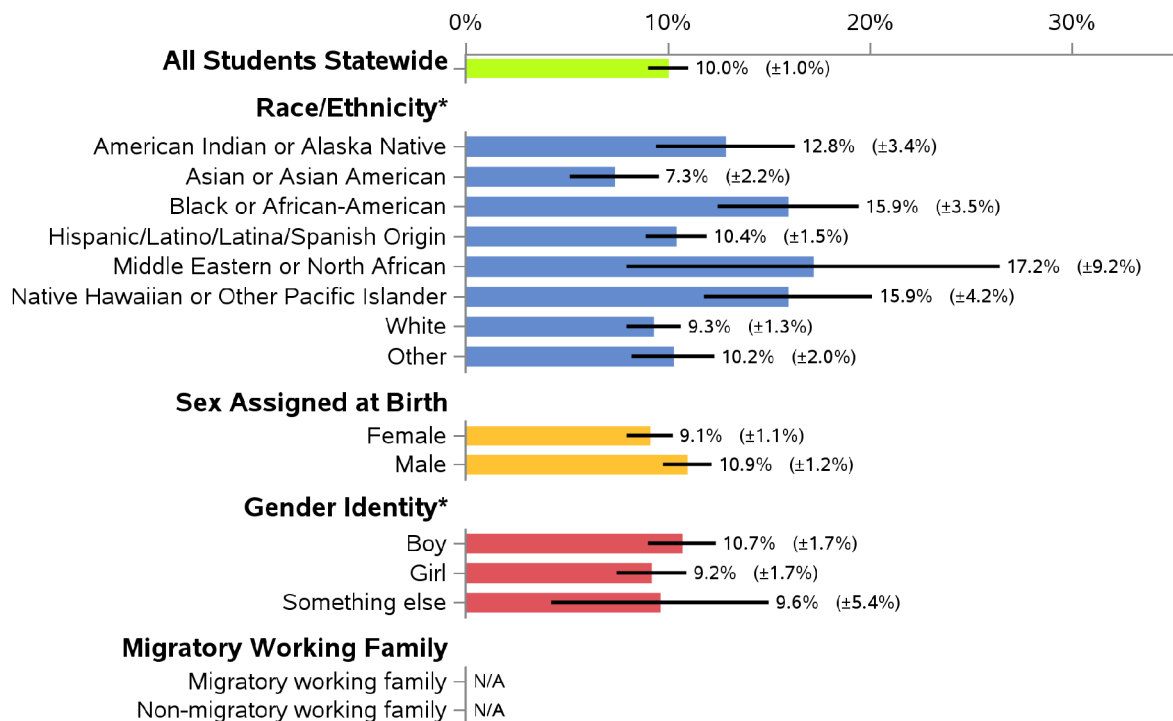
Statewide Relationship between Migrant Status and Selected Measures, Grade 6



The chart above shows the Statewide Relationship between Migrant Status and Selected Measures

Measure	Non-migrant	Migrant
Getting lower grades in school (C's, D's, or F's)	16.4% ±2.1%	24.7% ±3.3%
Skipped school in the past month	28.8% ±2.4%	40.6% ±3.7%
Bullied in the past month	32.3% ±1.7%	43.4% ±4.2%
Missed school due to toothache	10.5% ±1.2%	17.9% ±3.5%
Binge drinking in the past 2 weeks	1.5% ±0.3%	4.3% ±1.6%
Ever tried to kill themselves	no significant difference	

Statewide Relationship between Migrant Status and Demographics, Grade 6, 2025



*Categories in this demographic factor are presented alone or in combination with other categories of the same factor; students who select more than one response are shown under each response.

S - results are suppressed because less than 5 students answered this way

N/A - result not applicable for the selected report

The bar chart above shows the statewide relationship between Migrant Status and Demographics for Grade 6, 2025

- Results for race/ethnicity, gender identity, and sexual orientation are presented alone or in combination with other categories of the same factor; students who select more than one response are shown under each response.
- Sexually or gender diverse youth are defined as any student selecting "transgender", "questioning/not sure", "something else fits better", or multiple options for gender identity, or any student selecting "gay or lesbian", "bisexual", "questioning/not sure", "something else fits better", or multiple response options for sexual orientation.
- Suppressed is displayed for results that are suppressed because less than 5 students answered this way.

The demographic categories and values are:

All Students Statewide	10.0% $\pm$ 1.0%
By Race/Ethnicity	
American Indian or Alaska Native	12.8% $\pm$ 3.4%
Asian or Asian American	7.3% $\pm$ 2.2%
Black or African-American	15.9% $\pm$ 3.5%
Hispanic/Latino/Latina/Spanish Origin	10.4% $\pm$ 1.5%
Middle Eastern or North African	17.2% $\pm$ 9.2%
Native Hawaiian or Other Pacific Islander	15.9% $\pm$ 4.2%
White	9.3% $\pm$ 1.3%
Other	10.2% $\pm$ 2.0%
By Sex Assigned at Birth	
Female	9.1% $\pm$ 1.1%
Male	10.9% $\pm$ 1.2%
By Gender Identity	
Boy	10.7% $\pm$ 1.7%
Girl	9.2% $\pm$ 1.7%
Something else	9.6% $\pm$ 5.4%
By Migratory Working Family	
Migratory working family	100.0% $\pm$ 0.0%
Non-migratory working family	Suppressed

For More Information

- Visit the Washington State Migrant Education Program Website:
<https://www.k12.wa.us/student-success/access-opportunity-education/migrant-and-multilingual-education/migrant-education-program> .
- The OSPI suicide prevention page:
<https://www.k12.wa.us/safetycenter/YouthSuicide/SuicidePrevention.aspx> .
- National Suicide Prevention Hotline 1-800-273-TALK (8255) or **National Hotline for Mental Health Crises and Suicide Prevention | National Alliance on Mental Illness (NAMI)** .

Data Notes

Prevalence on charts is displayed with 95% confidence intervals (as $\pm$ or black bar)

▲ ▼ indicates a significant change from the previous year, $p < 0.05$. Color indicates a **positive** or **negative** difference

Missing Codes:

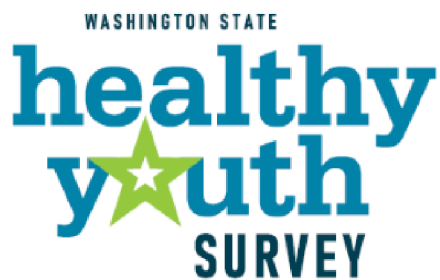
- S = results suppressed due to insufficient reporting from students of school
- N/G = grade not available
- N/S = question was not surveyed this year
- N/A = question was not asked of this grade
- ns = no significant difference between groups in the Statewide relationship charts

Acknowledgements

The Healthy Youth Survey (HYS) is a collaborative effort of the Office of the Superintendent of Public Instruction, the Department of Health, the Health Care Authority - Division of Behavioral Health and Recovery, and the Liquor and Cannabis Board.

References

1. Migrant Education Program, Washington Office of Superintendent of Public Instruction; November 2025.
Migrant Education Program



Migratory Students Fact Sheet 2025

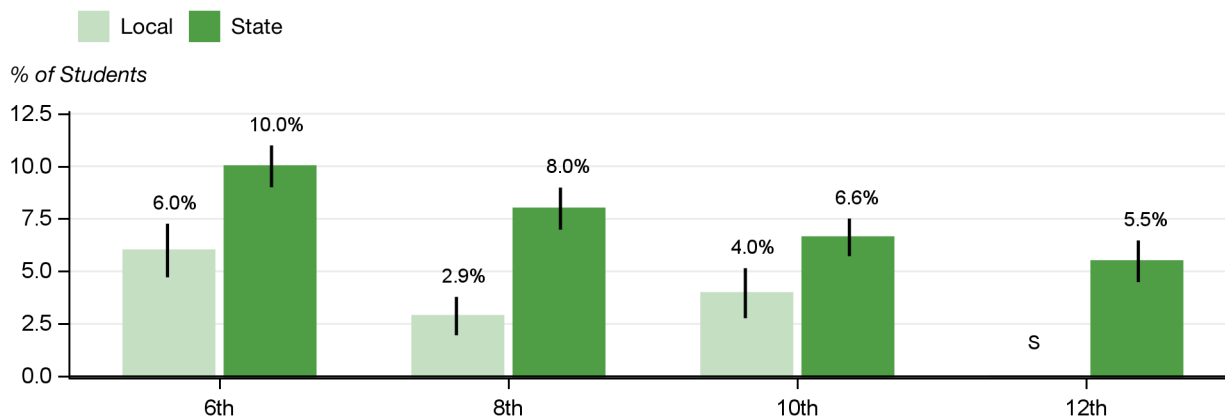
Issaquah School District, Grade 8

Students surveyed = 1,293

Introduction

- Migratory families often have trouble receiving continuous, high-quality educational services because of their high rate of mobility, cultural and language barriers, social isolation, health-related problems, disruption of their children's education, and the lack of resources in the areas in which they live and work.¹
- Although Migratory students have access to state and federal funded healthcare coverage, there are evident gaps in accessing healthcare services that may be contributing to greater disparities overall.
- Migrant working families' impact migrant student's full academic engagement such as attendance, academic participation, and graduation.
- Self-identified migratory students of Washington State, as defined by Title I. Part C Migrant Education Program (MEP), are those who have moved independently or with family in the past three (3) years to another school district or city for temporary or seasonal work in agriculture, dairy, or fishing.
- The HYS data suggests that there is significantly higher health disparities among Migratory students compared to non-Migratory Washington students.

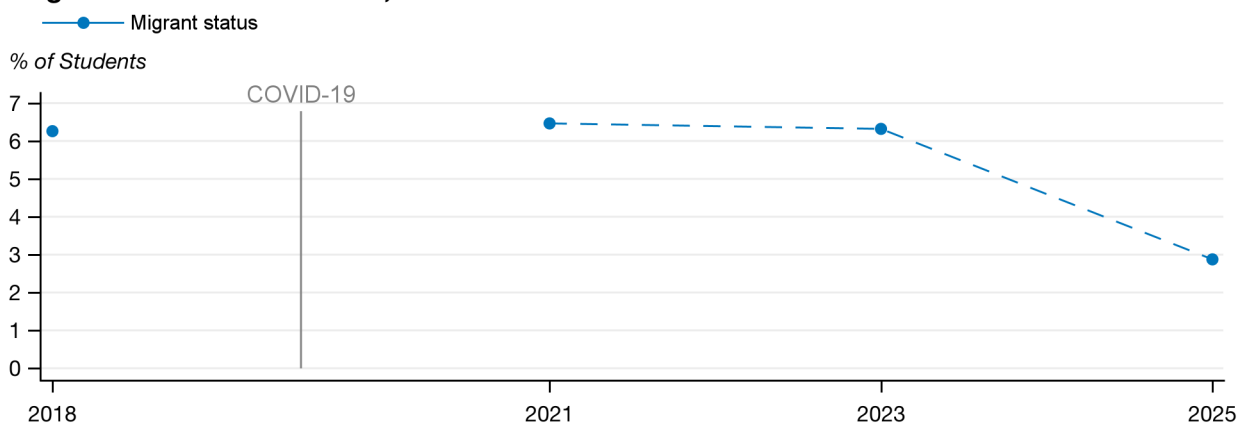
Migrant Status, All Grades, 2025



The bar chart above compares Issaquah School District (local results) to the state sample results for Migrant Status for All Grades, 2025. The values are:

Grade	Local Results	State Results
6th grade	6.0% $\pm$ 1.3%	10.0% $\pm$ 1.0%
8th grade	2.9% $\pm$ 0.9%	8.0% $\pm$ 1.0%
10th grade	4.0% $\pm$ 1.2%	6.6% $\pm$ 0.9%
12th grade	suppressed	5.5% $\pm$ 1.0%

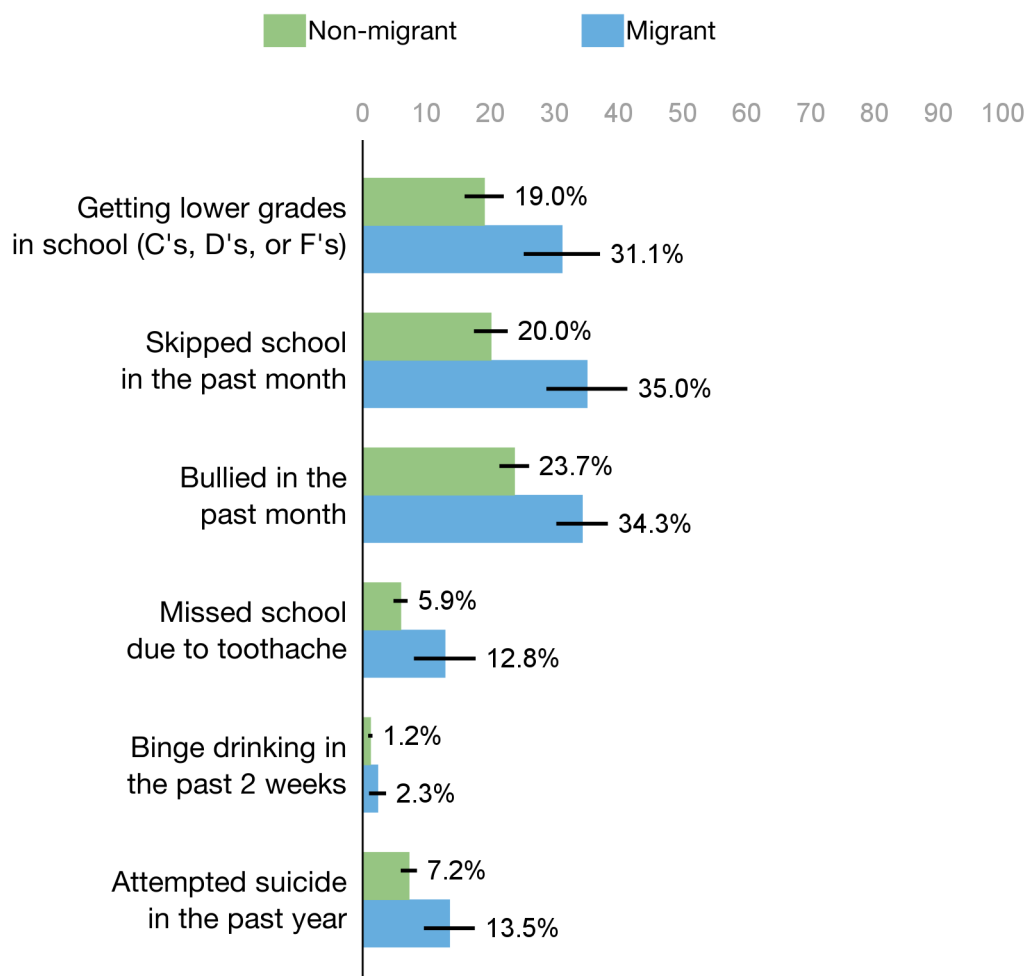
Migrant Status - 2018-2025, Grade 8



The trend plot above shows measure of Migrant Status between 2018 and 2025 for Grade 8. The measure and values are:

Measure	2018	2021	2023	2025
Migrant status	6.3% $\pm$ 1.9%	6.5% $\pm$ 1.3%	6.3% $\pm$ 1.3%	2.9% $\pm$ 0.9%

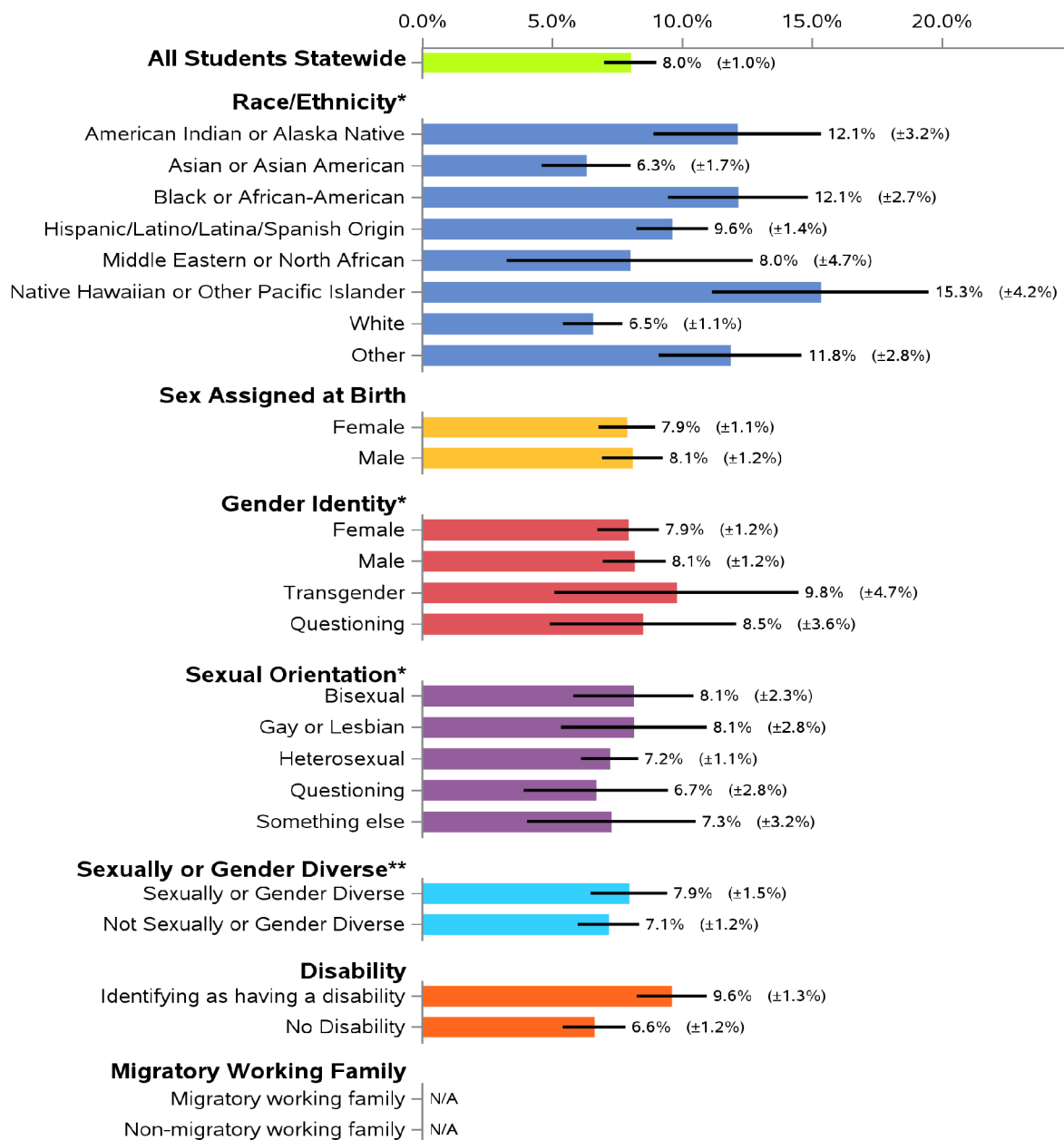
Statewide Relationship between Migrant Status and Selected Measures, Grade 8



The chart above shows the Statewide Relationship between Migrant Status and Selected Measures

Measure	Non-migrant	Migrant
Getting lower grades in school (C's, D's, or F's)	19.0% ±3.1%	31.1% ±6.0%
Skipped school in the past month	20.0% ±2.6%	35.0% ±6.3%
Bullied in the past month	23.7% ±2.3%	34.3% ±4.0%
Missed school due to toothache	5.9% ±1.1%	12.8% ±4.8%
Binge drinking in the past 2 weeks	1.2% ±0.3%	2.3% ±1.3%
Attempted suicide in the past year	7.2% ±1.3%	13.5% ±4.0%

Statewide Relationship between Migrant Status and Demographics, Grade 8, 2025



*Categories in this demographic factor are presented alone or in combination with other categories of the same factor; students who select more than one response are shown under each response.

**Sexually or gender diverse youth are defined as any student selecting “transgender”, “questioning/not sure”, “something else fits better”, or multiple options for gender identity, or any student selecting “gay or lesbian”, “bisexual”, “questioning/not sure”, “something else fits better”, or multiple response options for sexual orientation.

S - results are suppressed because less than 5 students answered this way

N/A - result not applicable for the selected report

The bar chart above shows the statewide relationship between Migrant Status and Demographics for Grade 8, 2025

- Results for race/ethnicity, gender identity, and sexual orientation are presented alone or in combination with other categories of the same factor; students who select more than one response are shown under each response.
- Sexually or gender diverse youth are defined as any student selecting "transgender", "questioning/not sure", "something else fits better", or multiple options for gender identity, or any student selecting "gay or lesbian", "bisexual", "questioning/not sure", "something else fits better", or multiple response options for sexual orientation.
- Suppressed is displayed for results that are suppressed because less than 5 students answered this way.

The demographic categories and values are:

All Students Statewide 8.0% $\pm$ 1.0%

By Race/Ethnicity

American Indian or Alaska Native	12.1% $\pm$ 3.2%
Asian or Asian American	6.3% $\pm$ 1.7%
Black or African-American	12.1% $\pm$ 2.7%
Hispanic/Latino/Latina/Spanish Origin	9.6% $\pm$ 1.4%
Middle Eastern or North African	8.0% $\pm$ 4.7%
Native Hawaiian or Other Pacific Islander	15.3% $\pm$ 4.2%
White	6.5% $\pm$ 1.1%
Other	11.8% $\pm$ 2.8%

By Sex Assigned at Birth

Female	7.9% $\pm$ 1.1%
Male	8.1% $\pm$ 1.2%

By Gender Identity

Female	7.9% $\pm$ 1.2%
Male	8.1% $\pm$ 1.2%
Transgender	9.8% $\pm$ 4.7%
Questioning	8.5% $\pm$ 3.6%

By Sexual Orientation

Bisexual	8.1% $\pm$ 2.3%
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By Sexual Orientation

Gay or Lesbian	8.1% $\pm$ 2.8%
Heterosexual	7.2% $\pm$ 1.1%
Questioning	6.7% $\pm$ 2.8%
Something else	7.3% $\pm$ 3.2%

By Sexually or Gender Diverse

Sexually or Gender Diverse	7.9% $\pm$ 1.5%
Not Sexually or Gender Diverse	7.1% $\pm$ 1.2%

By Disability

Identifying as having a disability	9.6% $\pm$ 1.3%
No Disability	6.6% $\pm$ 1.2%

By Migratory Working Family

Migratory working family	100.0% $\pm$ 0.0%
Non-migratory working family	Suppressed
Non-migratory working family	Suppressed

For More Information

- Visit the Washington State Migrant Education Program Website:
<https://www.k12.wa.us/student-success/access-opportunity-education/migrant-and-multilingual-education/migrant-education-program> .
- The OSPI suicide prevention page:
<https://www.k12.wa.us/safetycenter/YouthSuicide/SuicidePrevention.aspx> .
- National Suicide Prevention Hotline 1-800-273-TALK (8255) or **National Hotline for Mental Health Crises and Suicide Prevention | National Alliance on Mental Illness (NAMI)** .

Data Notes

Prevalence on charts is displayed with 95% confidence intervals (as $\pm$ or black bar)

▲ ▼ indicates a significant change from the previous year, $p < 0.05$. Color indicates a **positive** or **negative** difference

Missing Codes:

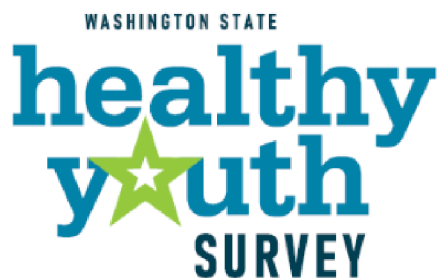
- S = results suppressed due to insufficient reporting from students of school
- N/G = grade not available
- N/S = question was not surveyed this year
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- ns = no significant difference between groups in the Statewide relationship charts

Acknowledgements

The Healthy Youth Survey (HYS) is a collaborative effort of the Office of the Superintendent of Public Instruction, the Department of Health, the Health Care Authority - Division of Behavioral Health and Recovery, and the Liquor and Cannabis Board.

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Migratory Students Fact Sheet 2025

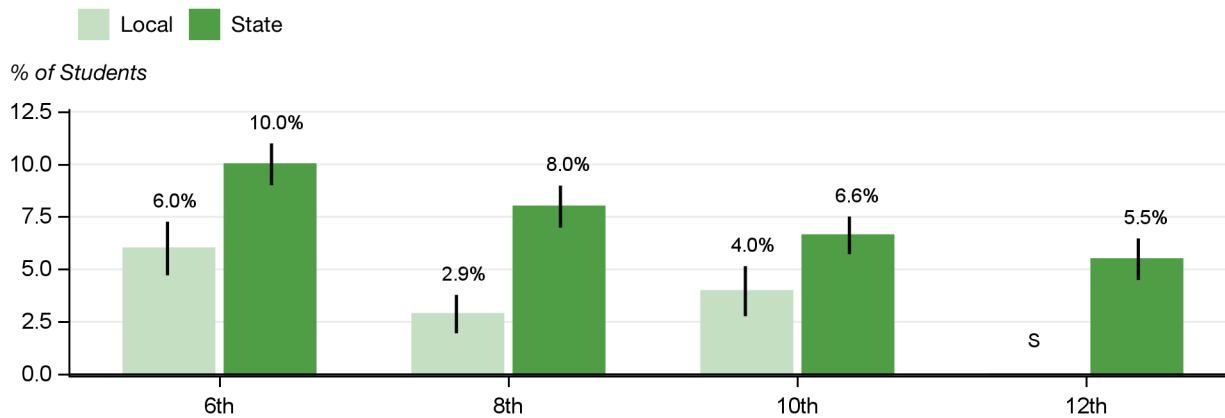
Issaquah School District, Grade 10

Students surveyed = 1,042

Introduction

- Migratory families often have trouble receiving continuous, high-quality educational services because of their high rate of mobility, cultural and language barriers, social isolation, health-related problems, disruption of their children's education, and the lack of resources in the areas in which they live and work.¹
- Although Migratory students have access to state and federal funded healthcare coverage, there are evident gaps in accessing healthcare services that may be contributing to greater disparities overall.
- Migrant working families' impact migrant student's full academic engagement such as attendance, academic participation, and graduation.
- Self-identified migratory students of Washington State, as defined by Title I. Part C Migrant Education Program (MEP), are those who have moved independently or with family in the past three (3) years to another school district or city for temporary or seasonal work in agriculture, dairy, or fishing.
- The HYS data suggests that there is significantly higher health disparities among Migratory students compared to non-Migratory Washington students.

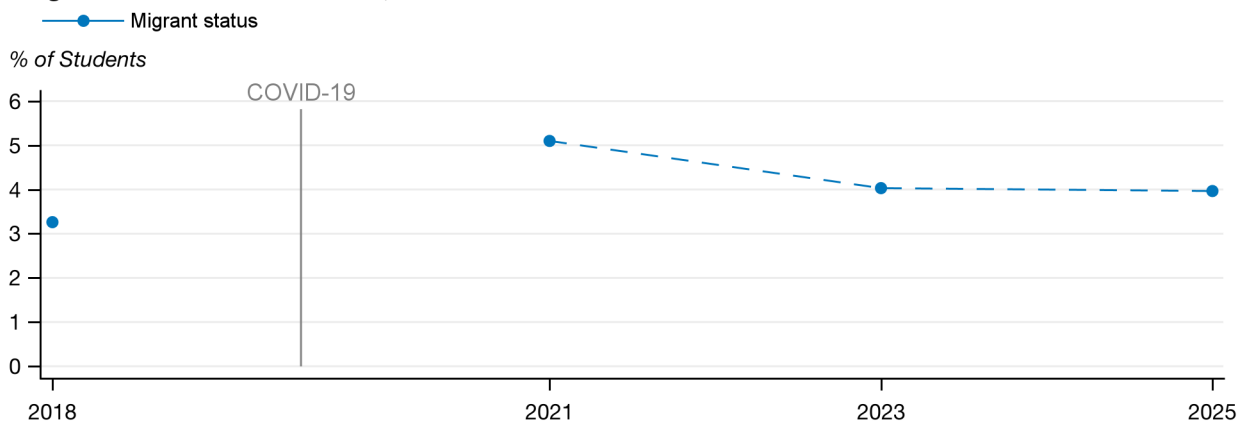
Migrant Status, All Grades, 2025



The bar chart above compares Issaquah School District (local results) to the state sample results for Migrant Status for All Grades, 2025. The values are:

Grade	Local Results	State Results
6th grade	6.0% $\pm$ 1.3%	10.0% $\pm$ 1.0%
8th grade	2.9% $\pm$ 0.9%	8.0% $\pm$ 1.0%
10th grade	4.0% $\pm$ 1.2%	6.6% $\pm$ 0.9%
12th grade	suppressed	5.5% $\pm$ 1.0%

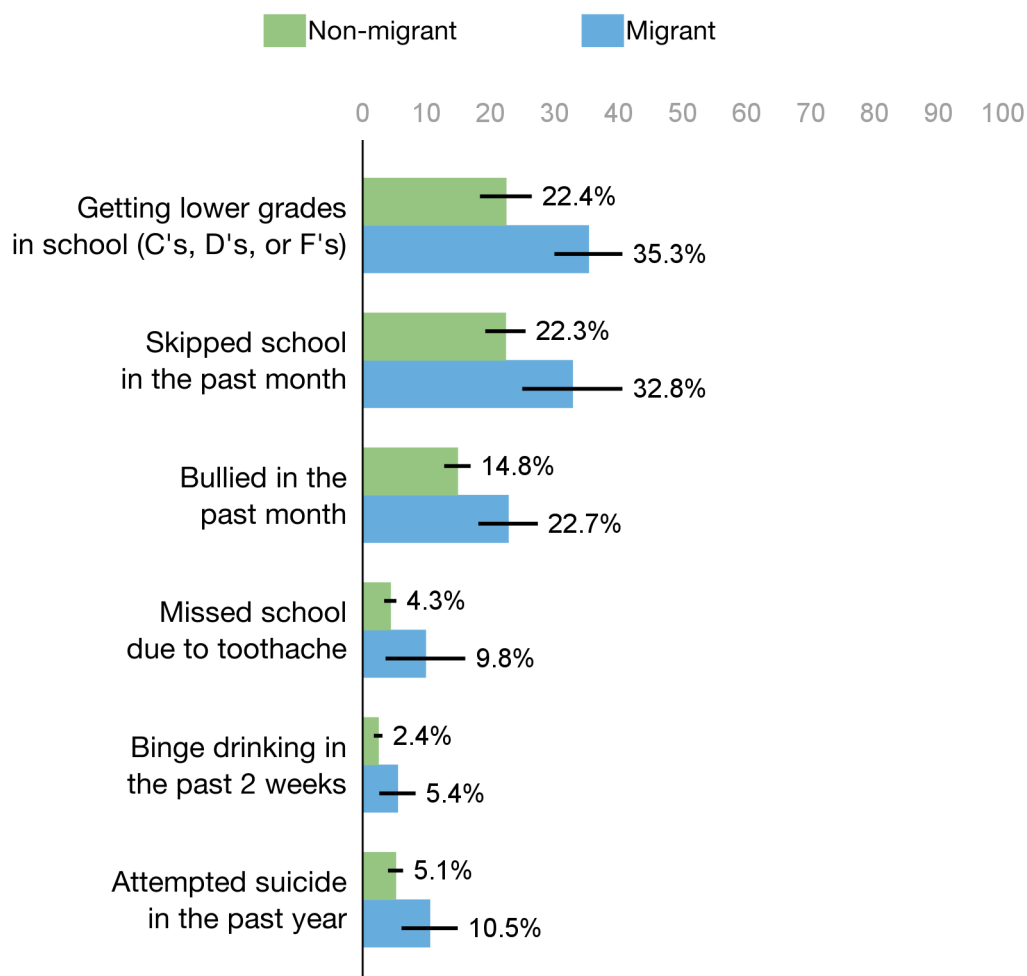
Migrant Status - 2018-2025, Grade 10



The trend plot above shows measure of Migrant Status between 2018 and 2025 for Grade 10. The measure and values are:

Measure	2018	2021	2023	2025
Migrant status	3.3% $\pm$ 1.4%	5.1% $\pm$ 1.2%	4% $\pm$ 1.1%	4% $\pm$ 1.2%

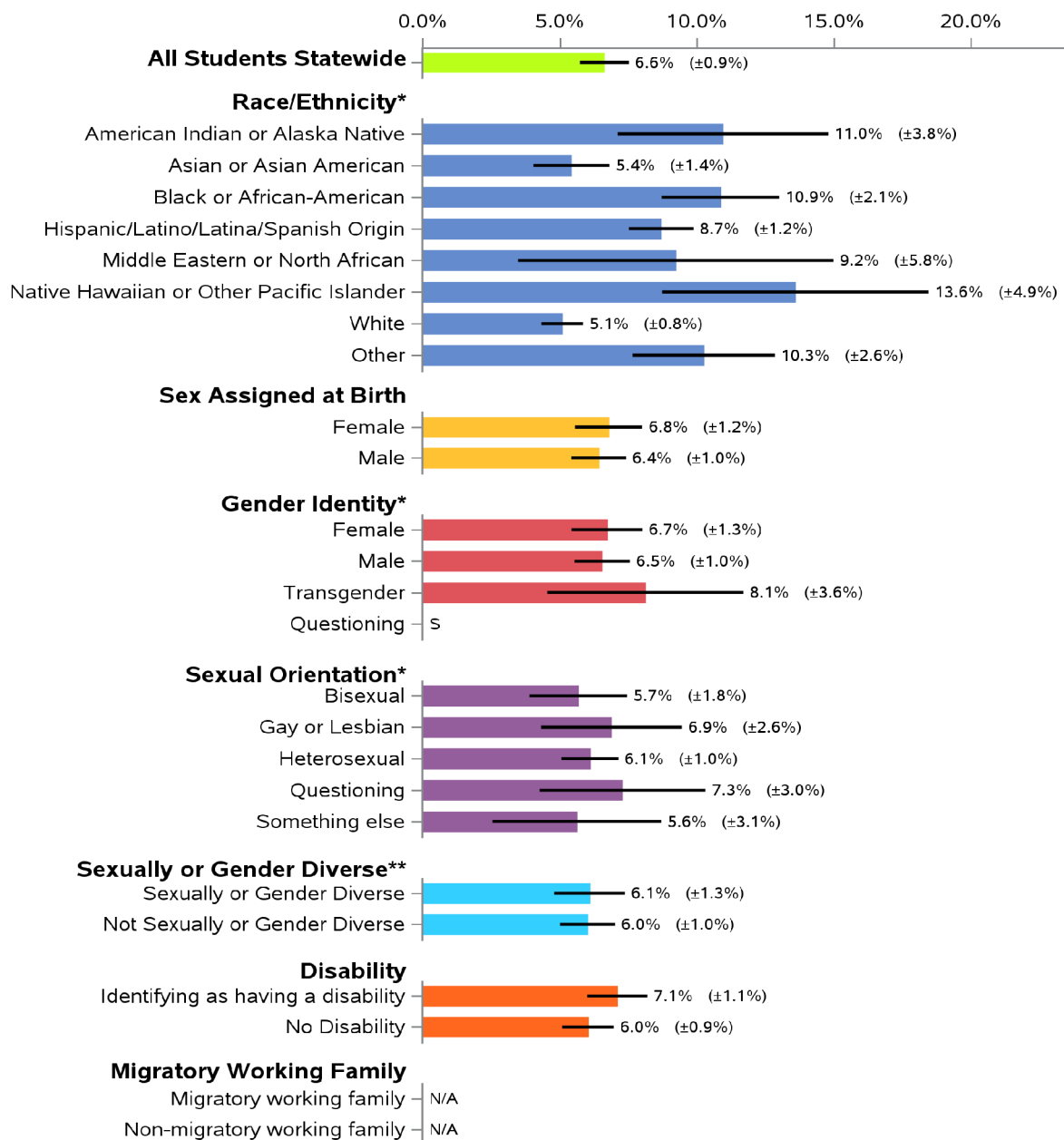
Statewide Relationship between Migrant Status and Selected Measures, Grade 10



The chart above shows the Statewide Relationship between Migrant Status and Selected Measures

Measure	Non-migrant	Migrant
Getting lower grades in school (C's, D's, or F's)	22.4% ±4.1%	35.3% ±5.3%
Skipped school in the past month	22.3% ±3.2%	32.8% ±7.8%
Bullied in the past month	14.8% ±2.1%	22.7% ±4.6%
Missed school due to toothache	4.3% ±1.0%	9.8% ±6.2%
Binge drinking in the past 2 weeks	2.4% ±0.7%	5.4% ±2.8%
Attempted suicide in the past year	5.1% ±1.2%	10.5% ±4.4%

Statewide Relationship between Migrant Status and Demographics, Grade 10, 2025



*Categories in this demographic factor are presented alone or in combination with other categories of the same factor; students who select more than one response are shown under each response.

**Sexually or gender diverse youth are defined as any student selecting “transgender”, “questioning/not sure”, “something else fits better”, or multiple options for gender identity, or any student selecting “gay or lesbian”, “bisexual”, “questioning/not sure”, “something else fits better”, or multiple response options for sexual orientation.

S - results are suppressed because less than 5 students answered this way

N/A - result not applicable for the selected report

The bar chart above shows the statewide relationship between Migrant Status and Demographics for Grade 10, 2025

- Results for race/ethnicity, gender identity, and sexual orientation are presented alone or in combination with other categories of the same factor; students who select more than one response are shown under each response.
- Sexually or gender diverse youth are defined as any student selecting "transgender", "questioning/not sure", "something else fits better", or multiple options for gender identity, or any student selecting "gay or lesbian", "bisexual", "questioning/not sure", "something else fits better", or multiple response options for sexual orientation.
- Suppressed is displayed for results that are suppressed because less than 5 students answered this way.

The demographic categories and values are:

All Students Statewide 6.6% $\pm$ 0.9%

By Race/Ethnicity

American Indian or Alaska Native	11.0% $\pm$ 3.8%
Asian or Asian American	5.4% $\pm$ 1.4%
Black or African-American	10.9% $\pm$ 2.1%
Hispanic/Latino/Latina/Spanish Origin	8.7% $\pm$ 1.2%
Middle Eastern or North African	9.2% $\pm$ 5.8%
Native Hawaiian or Other Pacific Islander	13.6% $\pm$ 4.9%
White	5.1% $\pm$ 0.8%
Other	10.3% $\pm$ 2.6%

By Sex Assigned at Birth

Female	6.8% $\pm$ 1.2%
Male	6.4% $\pm$ 1.0%

By Gender Identity

Female	6.7% $\pm$ 1.3%
Male	6.5% $\pm$ 1.0%
Transgender	8.1% $\pm$ 3.6%
Questioning	Suppressed

By Sexual Orientation

Bisexual	5.7% $\pm$ 1.8%
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By Sexual Orientation

Gay or Lesbian	6.9% $\pm$ 2.6%
Heterosexual	6.1% $\pm$ 1.0%
Questioning	7.3% $\pm$ 3.0%
Something else	5.6% $\pm$ 3.1%

By Sexually or Gender Diverse

Sexually or Gender Diverse	6.1% $\pm$ 1.3%
Not Sexually or Gender Diverse	6.0% $\pm$ 1.0%

By Disability

Identifying as having a disability	7.1% $\pm$ 1.1%
No Disability	6.0% $\pm$ 0.9%

By Migratory Working Family

Migratory working family	100.0% $\pm$ 0.0%
Non-migratory working family	Suppressed
Non-migratory working family	Suppressed

For More Information

- Visit the Washington State Migrant Education Program Website:
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