

Enrollment Reporting for 2025-26

August 2025 Training Sessions

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Washington Office of Superintendent of
PUBLIC INSTRUCTION

Agenda

- Updates for the 2025–26 School Year
- Enrollment 101
- Issues with EDS Enrollment Application
- New Resources



Updates for the 2025-26 School Year



Special Education Services Until Age 22

- Beginning 2025-26, students receiving special education services and are age 21 at the beginning of the school year can be claimed for state funding for the entire school year.
- On the P223H, students with an IEP and evaluation and who received special ed services in the prior month would be claimed as 1 headcount.
- On the P223, FTE would be based on student's enrolled weekly minutes of instruction and special ed services.
- For CEDARS, changes have been made to allow for students who are age 21 to be reported. No need to complete a separate Smartsheet for these students.



Changes to P-223H Categories

- For 2025-26, special ed funding will not differ based on student LRE.
- The categories available on the 2025–26 P-223H school year will be:
 - Age 3-5 – report any special ed student who is age 3-5 including any kindergarten age student not enrolled in a kindergarten class.
 - Transition to Kindergarten (TK) – report any special ed student enrolled in a TK program.
 - K-22 – report any special ed student enrolled in grades K-12.

TK Limitation

- TK funding is limited to the list of districts and AAFTE found here: [2025-26 TK AAFTE Limitations](#).
- Eligible districts are encouraged to report all their TK FTE – regardless on their AAFTE limitation.

Running Start Count Days

- Emergency rules are in place to define the first count of a college term as the fourth school day of the first full month of the term.
- Subsequent count days of the term would be the first day of the month.
- For example,
 - Fall Quarter starts September 29, 2025.
 - October count day would be October 6, 2025, the fourth school day of October.
 - November and December count day would be the first school day of November and December.
- Colleges can claim college course for any student who is enrolled on the count day and shown participation in the course on or before that day.



Continuous Learning 2.0+ (CL2.0+) Discontinued

- CL2.0+ is no longer a method to claim student for state funding.
- CL2.0+ was a funding model created to address the health and safety needs of students/families during the COVID 191 pandemic.

K-3 Class Size Reporting Eliminated

- The monthly K-3 Class Size reporting will not longer be required beginning with the 2025-26 school year.
- This data collection was informational only.
- K-3 Class Size compliance continues which uses P223 enrollment and S275 staffing reporting.



Clarification on Reporting CTE Enrollment and Grade Limitation

- For middle school CTE enhanced funding, students must be in grades 7 and 8.
- For high school CTE enhanced funding, students must be in grades 9-12.
- Students outside of these grade spans, include grade 6 students can enroll and earn the CTE credit. But they cannot be claimed for the CTE enhanced funding.
- For example,
 - Student is in grade 8 and is enrolled in an approved Gr 9-12 CTE course.
 - They cannot be claimed as a Gr 9-12 vocational FTE on the P223 because they are not in grades 9-12.
 - They cannot be claimed in the Gr 7-8 vocational FTE on the P223 because the class is not an approved middle school CTE course.
 - They can earn the high school vocational credit.

Clarification on Direct Funded Technical College (DFTC)

OSPI met with DFTCs throughout the 2024-25 school year to provide training. Regarding enrollment reporting, the following guidance was provided:

- DFTC provide high school and Open Doors programs.
 - For their high school programs:
 - FTE should be based on time in the classroom and students must participate within the past 20 consecutive school days of the count day.
 - Online learning done outside of the classroom must follow the ALE rules and be claimed as ALE FTE.
 - CTE classes must be approved classes taught by a CTE endorsed teacher. CTE ALE classes would not generate enhanced CTE funding.
 - Open Doors programs must follow all the rules found in [Chapter 392-700 WAC](#).

Clarification on Direct Funded Technical College (DFTC) *continues*

- Students attend these program through “blanket” interlocal agreements.
 - Students do not choice into a DFTC program.
 - Students remain the responsibility of their resident districts.
- Provision of special ed and transitional bilingual instruction services must be afforded to students attending DFTC.
 - If the resident district is providing these services, splitting a student’s FTE with a district is allowable.
 - If the DFTC is providing these services, the services must be claimed by the resident district. The district would reimburse the DFTC for these services.
- DFTC should be sending to their serving districts the monthly P223-TC form.
- DFTC must report student enrollment regularly to CEDARS.

Enrollment 101



Why is Enrollment Reporting Important?

- Monthly enrollment drives school funding.
- How enrollment is reported can affect district's funding.
- Mistakes in reporting can result in audit findings.
- Data used for forecasting future enrollment and the state's funding obligations.
- High interest area with the public and Legislature.

2024–25 State Summary Average Per Funding Levels – as of July 2025

Annual Allocation		
Basic Education	\$10,878	Per AAFTE
Special Education	\$10,474	Per Average Headcount
Enhanced MS CTE	\$1,018	Per AAFTE
Enhanced HS CTE	\$845	Per AAFTE
Enhanced Skill Center	\$1,126	Per AAFTE
TBIP	\$1,737	Per Average Headcount
Exited TBIP	\$940	Per Average Headcount
Transitional K (TK)	\$12,460	Per AAFTE



Resources for Enrollment Reporting

- The following resources can be found on the [Enrollment Reporting Instruction website](#):
 - Enrollment Reporting Handbook provides the rules on how to claim enrollment for state funding. 2025-26 version is available now.
 - Enrollment Reporting Applications User Guide provides instructions on how to navigate.
 - Enrollment (P223) application
 - SAFS ALE applicationThe 2025-26 User Guide is available now.
- ESD enrollment contact
- Becky McLean, OSPI
 - 360-725-6306
 - becky.mclean@k12.wa.us

Enrolled Student

- Resident of district or attending pursuant to:
 - Choice transfer
 - Interdistrict agreement
- Meets the student residence definition (WAC [392-137-115](#)), where the student is expected to physically live for 20 days in a Washington school district.
 - No requirement to wait 20 days to enroll.
 - Once a district knows the student is no longer expected to live in the state for 20 days, they cannot be claimed on the next count day.
- Under 21 years of age before September 1st for the new school year –
 - Except for students receiving special ed services who can continue until the end of the year they turn 22.
- Enrolled on the monthly count day.
- Participated in a course of study on or before the monthly count day.
- Does not meet any enrollment exclusions.

Count Day

- A Snapshot.
- Count date is:
 - 4th school day in September.
 - 1st school day of October through June. For Open Doors (OD) programs, the 1st school day of July and August.
 - For Running Start,
 - 4th school day of the 1st full month of the college term.
 - 1st school day for the remaining months of the college term.
 - What is the Sept count day for Kindergarten and TK whose first 3 school days are conference days? Two options – district decide but apply to all Kindergarten and TK students:
 1. Count the parent/teacher/student conference days.
 2. Count the first four days of actual K class.
 - For schools or programs that end before June, the last school day in May can be the June count day, provided a published school/program calendar reflects the last school day is in May.
- Count date can be determined by an individual school or grade's start date or calendar.



Enrollment Exclusions

A student cannot be counted for state funding if any of the following are met:

- Consecutively absent for > 20 consecutive school days, except:
 - If there is an agreement in place with the parent and the district that outlines how the student will continue their educational progress while temporarily absent.
 - This exception allows the student to be claimed for 2 additional count days.
 - The student must have participated in person at least once for the new school year before they became absent and must return to school by the end of the school year.
- Dropped out or transferred.
- Met high school graduation requirements before the beginning of the school year (Sept 1st).
- Paying tuition – F1 Visa.
- Claimed by an institution – except for Open Doors programs.
- Resident of either the Washington State School for Blind or Washington School for the Deaf, also known as Center for Childhood Deafness and Hearing Loss. Refer to Bulletin # 006-19.

OSPI guidance on withdrawing students who cannot be claimed for funding is available here: [State Requirements that Impact Student Enrollment & Withdrawal - August 2024.](#)

Course of Study Includes

- Basic education instruction
- Special education
- Alternative Learning Experience (ALE)
- Open Doors (OD) program
- Running Start (RS)
- Transition to Kindergarten (TK)
- Direct-funded technical college (DFTC) high school program
- Ancillary service
- Worksite Learning (WSL)
- Paid Work Experience for Elective Credit (PWE)
- UW transition

Course of Study Does Not Include

- Home-based instruction
- Private school instruction
- Out-of-state residents
- GED prep instruction when:
 - Additional adult education state/federal dollars are generated or
 - Instruction does not earn high school credit.
- Extra-curricular activities

Full-Time Equivalent - FTE

- FTE is the measurement of student's enrollment. Primarily, FTE generates states funding.
- Claiming FTE is based on:
 - Seat-time traditional class: weekly enrolled minutes in a classroom
1,665 weekly minutes = 1.00 FTE
 - Running Start (RS) class: enrolled college credits.
15 college credits = 1.00 FTE
 - ALE program: estimated hours of learning in written student learning plan
1,665 weekly minutes of estimated learning = 1.00 FTE
 - Worksite Learning (WSL) and Paid Work Experience (PWE): actual hours in a WSL or PWE program.
Divide the actual hours either 100
 - Ancillary Services: actual hours of services
1,000 hours = 1.00 AAFTE
 - Open Doors (OD) program: program's total planned hours of instruction (below 100 level classes) or enrolled college credits (college level classes).



About the FTE Calculator Tool

- High and middle school FTE is based on the published bell schedule periods.
- SAFS at OSPI no longer calculates school's FTE.
- Instead, SAFS has developed a tool that districts can use to calculate their school's FTE based on their published schedule.
- Tool is posted here: [FTE Calculator Tool](#).

Rules for Claiming FTE

For schools where students move between classes (i.e.; middle and high schools), FTE is based on the bell schedules.

- Look at a weekly schedule – include any regular late starts or early releases.
 - “Regular” means occurring at least once every two weeks.
 - If late starts or early releases occur every other week, you would need to calculate FTE based on a two-week schedule and using 3,330 (1,665 x 2) minutes.
- Passing time:
 - For every 50 minutes of instruction, up to 10 minutes of actual passing time can be claimed – 20% of total instruction.
 - Before and after school passing can be claimed if students and buses are expected to arrive before or remain at school during the passing time and passing time is part of a published school schedule.
 - Time for meals cannot be claimed as passing time.



Rules for Claiming FTE *continues*

- Advisory time can be claimed as unused passing time and applied proportionately to the other daily classes provided:
 - Advisory is supervised by a teacher,
 - All students at school are expected to attend,
 - Attendance is taken, and
 - Credit is not awarded for the advisory time.
 - Total passing time that day does not exceed 20% of the instructional time.
- Part-time students whose FTE is not based on a per class FTE (i.e., elementary students or Special Ed students in a self-contained classroom) will need to have their FTE recalculated using the 1,665 weekly minutes factor. For example:
 - A 1st grade student attends one hour or 60 minutes a week. FTE would be 0.04 ($60 \div 1,665$).
 - A 4th grade student attends two hours a day/5 days a week for 600 (120×5) weekly minutes. FTE would be 0.36 ($600 \div 1,665$).

Super FTE – Exceptions to the 1.00 FTE Limitation

- As a general rule, students are limited to 1.00 FTE and 1.00 AAFTE.
- Exceptions:
 - Running Start (RS) – up to a combined 1.40 FTE.
 - High School cannot exceed 1.00 FTE.
 - College can exceed 1.00 FTE. Student can enrollment in RS and be claimed by the college for up to a 1.40 FTE or 21 college credits – and up to 63 college credits per school year.
 - Skill Center (SC) – up to a combined 1.60 FTE.
 - Neither High School nor SC enrollment may exceed 1.00 FTE.
 - Institutions/Open Doors – each entity can claim the same student based on the enrollment reporting rules.



Super FTE – Exceptions to the 1.00 FTE Limitation

continues

- What about a student enrolled in High School, RS, and Skill Center?
 - When a student’s enrollment in both High School and SC exceeds 1.0 FTE, the available RS is limited to 0.40 FTE.
 - When a student’s enrollment in both High School and SC is less than 1.00 FTE, the standard 1.40 FTE limitation applies.

	Student A	Student B
High School FTE	1.00 FTE	0.18 FTE
Skill Center FTE	0.54 FTE	0.54 FTE
Total HS/SC FTE	1.54 FTE	0.72 FTE
Available RS FTE	0.40 FTE	0.68 FTE

Headcount

- A count of enrolled students.
- Amount of instructional or service hours is not a factor.
- Each student is 1. No partial numbers.
- Used for:
 - Special education funding (P223H)
 - Transitional Bilingual Instructional Program (TBIP) and Exited TBIP funding (P223)
 - State Budgeting and Caseload Forecast
 - School Construction Assistance Program
- October reporting is critical.

Further Information on P223 Headcount Field

- K-12 HC – report any student:
 - Enrolled in grades K-12 at the school where they are marked “IsPrimary”
 - Including students who are enrolled in ALE program
- ALE HC – report any ALE student at the school where they attend ALE
- TK HC – report any student enrolled in a TK program at the where they are marked “IsPrimary”
- TBIP HC – report any student who is:
 - Enrolled in the district on the count day,
 - On the count day, eligible for TBIP services as determined by a placement test (or provisionally for TK students), and
 - Received TBIP services on or before the count day.
 - 3 Categories – TK, Gr K-6, and Gr 7-12
- Exited TBIP HC – report any student who is:
 - Enrolled in the district on the count day, and
 - Met the criteria for exiting TBIP services in Spring 2024 or Spring 2025.

Further Information on P223 Headcount Field *continues*

- Total Running Start HC – report all students who are:
 - Enrolled in Running Start on the count day, and
 - Claimed as a Running Start FTE.
- Running Start Only HC – report any student who is:
 - Not attending a high school, and
 - Attends only Running Start.
 - No matter how many credits the student is taking.
 - Not reported for July and August.
- Open Doors HC – report all students who are:
 - Enrolled in an Open Doors program, and
 - Claimed as an Open Doors FTE.
- To determine the number of students at a district/school:
Total Headcount for Grades K-12 + Total TK HC + Total Running Start Only HC + Total Open Doors HC

Types of Districts

- Resident District:
 - The district where the student lives.
 - For students from a nonhigh district, the high district.
 - For students that "choice" into a nonresident district.
- Serving District:
 - The district that provides instruction or service.
- Home District:
 - District where the student lives regardless of Choice Transfer.
 - Used for ALE enrollment reporting on the SAFS ALE application.

Choice Transfer & Interdistrict Agreements

One of following must be in place in order for a district to claim a nonresident student for state funding:

- Choice Transfer:
 - Student released 100% by resident district.
 - Resident district released financial liability for the student.
 - Serving (Choice) district is responsible for all services.
 - Student is reported on P223/P223H as resident of Choice district.
- Interdistrict Agreement:
 - Where the student's resident district releases some FTE to a nonresident district.
 - Responsibility for student remains with the resident district.
 - Serving district reports their allowable FTE on P223/P223H as a student of their resident district.
 - Basic education \$ flow to the serving district.
 - Special education \$ flow to the resident district.

Choice Transfer & Interdistrict Agreements *continues*

- No choice transfers are required for students attending:
 - Charter schools
 - Tribal compact schools
 - High district coming from a nonhigh district
 - Skill Center consortium
- Effective dates must be stated – beginning and end dates.
- Recommendation that transfers/agreements span for only one school year.
- Both districts must sign the transfers/agreements before the enrollment can be counted.
- For more information, [Student Transfers: Choice Transfers, Interdistrict Agreements, and Standard Choice Transfer System \(SCTS\) Publication](#).

Claiming Special Education Enrollment

- Requirements that must be met on the monthly count day:
 - Enrolled in the school district,
 - Has a current and in effect IEP in place,
 - Evaluation is current, and
 - Received special education services before the count day but within the prior month.
- P223H categories:
 - Age 3-5 – Report eligible special ed students that are not enrolled in grades K-12 or TK.
 - TK – Report eligible special ed TK students.
 - K-22 – Report eligible special ed students enrolled in grades K-12.



Documentation to Support Enrollment

- Refer to Section 9 of Enrollment Reporting Handbook for detailed guidance.
- Documentation must be retained for ALL CLAIMED ENROLLMENT including enrollment provided under contract with an outside agency or college.

Revising Enrollment

- During school year:
 - Districts may make revisions directly in EDS.
 - Effects to funding will appear on the end of month's apportionment.
 - Enrollment will be used for Levy Authority and LEA calculation.
- For 2024–25, after Aug 12 through Nov 24:
 - Districts may revise prior year enrollment in EDS.
 - Effects to funding will be a prior year adjustment in the next January apportionment.
 - Enrollment will not be used for Levy Authority and LEA calculation.
- After Nov 24, 2025: Revisions are submitted by paper. See Section 8 of the 2025-26 Enrollment Reporting Handbook for instructions.
- After auditor's exit meeting: Districts cannot revise their enrollment.

Issues with EDS Enrollment Application



Few Final Things Regarding EDS Enrollment Application

- For Skyward districts, if you “run” your P223 and you don’t see the file in EDS, let ESD or me know. FTP processor may need to be woken up.
- When submitting files, make sure to read all edits and verify that the data is correct. Also, make sure to run reports and again verify that the data looks good.
- Make sure to report numbers correctly:
 - Headcount as a whole number (no decimal places).
 - FTE as a 2 decimal place number.

Server Slowness

- The server/database where the EDS Enrollment application resides is running slow.
- Resulting in two issues:
 - Revisions with zero enrollment.
 - Several districts have experienced the following:
 - Created a revision, made the changes, and hit "Save".
 - When they go to submit the revision, they find that all the numbers in the file have been revised.
 - How to catch? Make sure to review all edits when submitting the file and run and review enrollment reports.
 - What to do if this occurs? Contact Becky McLean and she will delete the revise file. District can then create a new revision.
 - "Totaling" Issue.



“Totaling” Issue

- “Totaling” issues on your enrollment reports,
 - Happening more often than the past.
 - When manually inputting numbers in a P223/P223H forms, system times-out and calculating of total is incorrect.
 - Results in the enrollment reports displaying inaccurate totals.
 - Don’t worry, we use the actual numbers to process apportionment.
 - We are working on finding a solution to this issue (upgrading server).
 - Contact me if this happens to you.

“Totaling” Issue *continues*

	Total K-12 HC	Total K-12 FTE	ALE HC	ALE FTE
Kindergarten	9	8.16	0	0.00
1	6	6.00	0	0.00
2	14	14.00	0	0.00
3	6	6.00	0	0.00
4	7	7.00	0	0.00
5	7	7.00	0	0.00
6	10	10.00	0	0.00
7	0	0.00	0	0.00
8	0	0.00	0	0.00
9	0	0.00	0	0.00
10	0	0.00	0	0.00
11	0	0.00	0	0.00
12	0	0.00	0	0.00
Total	0	0.00	0	0.00

	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY
KINDERGARTEN	8.16	8.16	8.16	8.16	9.16
FIRST	6.00	6.00	6.00	6.00	7.00
SECOND	14.00	14.00	14.00	14.00	14.00
THIRD	6.00	6.00	6.00	6.00	6.00
FOURTH	7.00	7.00	8.00	8.00	9.00
FIFTH	7.00	8.00	8.00	8.00	9.00
SIXTH	10.00	10.00	11.00	11.00	11.00
SEVENTH	11.00	11.00	11.00	11.00	11.00
EIGHTH	7.00	7.00	8.00	8.00	8.00
NINTH	9.00	9.00	10.00	10.00	10.00
TENTH	12.00	12.00	13.00	13.00	13.00
ELEVENTH	9.00	8.91	8.44	8.44	8.44
TWELFTH	7.58	7.58	7.30	7.30	7.30
*** TOTALS	55.58	114.65	118.90	118.90	122.90

Total K-12 Basic Education Enrollment - By Grade Span - including ALE

	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY
KINDERGARTEN	0.00	8.16	8.16	8.16	9.16
GRADES 1-3	0.00	26.00	26.00	26.00	27.00
GRADE 4	7.00	7.00	8.00	8.00	9.00
GRADES 5-6	0.00	18.00	19.00	19.00	20.00
GRADES 7-8	18.00	18.00	19.00	19.00	19.00
GRADES 9-12	37.58	37.49	38.74	38.74	38.74
*** TOTALS	55.58	114.65	118.90	118.90	122.90

* 9 month average, October through June.

	SEPTEMBER	OCTOBER	NOVEMBER
Ages 3-5	185	195	195
14 18 Tier TK	0	0	0
Other Tier TK	0	0	0
Tier 1 K-21	1,388	1,426	1,426
Other Tier K-21	1,099	1,101	1,101
TOTAL	2,594	2,722	2,722

Should be 2,672

	Age 3-5 Not Yet Enrolled in K	14/18 Tier TK	Other Tier TK	Tier 1 - K to Age 21	Other Tier - K to Age 21
School Head Count	4	0	0	58	16
Total	0				

istrict Totals Return to Resident District Totals

Timeline to Report and When to Stay Out of the System

- The apportionment calculations have gotten more complicated and take longer to run.
- Accordingly, OSPI cannot wait for P223 and P223Hs to be submitted.
 - For original files, we will begin the monthly enrollment process if they are not submitted.
 - Any revisions that have not been submitted will be deleted.
- Districts cannot submit files until the monthly process is done.
- Notice will be sent to ESDs when districts can begin revising their files.

	Due Date to Submit Files To ESD	Monthly Process Starts (8am)	Estimated Date that Revisions Can Begin
Sep	19	24	26
Oct	16	21	23
Nov	14	18	20
Dec	15	17	19
Jan	14	16	20
Feb	12	17	19

	Due Date to Submit Files To ESD	Monthly Process Starts (8am)	Estimated Date that Revisions Can Begin
Mar	12	16	18
Apr	14	16	20
May	14	18	20
Jun	11	15	17
Jul	15	17	21
Aug	13	17	19



New Resources



- New Dashboard

Washington Office of Superintendent of
PUBLIC INSTRUCTION

District	School	School Year
Aberdeen	(All)	2023-24

Aberdeen School District(14005)
All Schools(0000)

Total AAFTE for School Year 2023-24
3,148.5

AAFTE by Grade Program	Categorical AAFTE	AAFTE by Grade Over Time	Categorical AAFTE Over Time
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AAFTE by Grade/Program

Grade/Program	AAFTE
K	206.2
1st	184.0
2nd	219.2
3rd	202.5
4th	212.7
5th	252.3
6th	219.1
7th	242.3
8th	258.7
9th	288.9
10th	283.3
11th	231.8
12th	186.3
Running Start	107.5
Open Doors	53.8

The chart above displays total student AAFTE by grade/program.
 The data includes AAFTE for grades K-12 including summer and Alternative Learning Experience (ALE), Running Start, and Open Doors programs.
 The data DOES NOT include Institutional Education and Special Education 3.5.

Bremerton School District **PUBLIC INSTRUCTION**

District: Bremerton School Year: 2023-24

School: (All)

Bremerton School District(18100)
All Schools(0000)


Total AAFTE for School Year 2023-24
4,446.3

AAFTE by Grade Program Categorical AAFTE AAFTE by Grade Over Time Categorical AAFTE Over Time

Categorical AAFTE

Program	AAFTE
TBIP K-6	407.4
TBIP 7-12	180.1
Exited TBIP	15.6
7-8 CTE	81.6
9-12 CTE	339.6
Skill Center	253.7

The chart above shows the enrollment for each Categorical Program: Transitional Bilingual Program (TBIP), Career and Technical Education (CTE) and Skill centers. Some of these programs include Alternative Learning Experience (ALE).


PUBLIC INSTRUCTION

District: Zillah

School: All

Zillah School District (39205)
All Schools(0000)

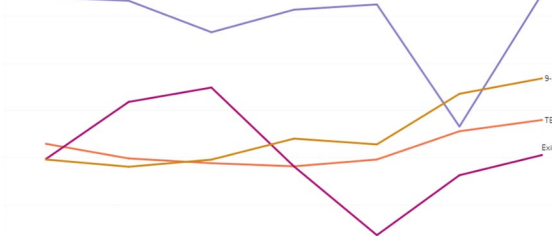
AAFE by Grade Program

Categorical AAFE

AAFE by Grade Over Time

Categorical AAFE Over Time

Categorical Enrollment Change Over Time



Year	TBIP K-6	9-12 CTE	TBIP 7-11	Exited TB	TBIP 6-8
2017-18	~100	~10	~10	~10	~10
2018-19	~100	~10	~10	~10	~10
2019-20	~90	~10	~10	~10	~10
2020-21	~100	~10	~10	~10	~10
2021-22	~100	~10	~10	~10	~10
2022-23	~50	~10	~10	~10	~10
2023-24	~150	~10	~10	~10	~10

The chart above shows Enrollment data for each Categorical Program over time.
 program are: Transitional Bilingual Program (TBIP), Career and Technical Education (CTE) and Skill centers.
 numbers for TBIP represent Annual Average Headcount, while other categorical programs are AAFEs. CTE data includes AAFE

PUBLIC INSTRUCTION

District: **Starbuck** School: **(All)**

Starbuck School District (07035)
All Schools(0000)

AAFE by Grade Program **Categorical AAFE** **AAFE by Grade Over Time** **Categorical AAFE Over Time**

rollment Change Over Time
lect Grade/Program Filter.

Grade/Program (ALE included)
(All)

Year	Enrollment
2017-18	26.4
2018-19	19.1
2019-20	30.4
2020-21	52.3
2021-22	332.8
2022-23	439.7
2023-24	751.4

e chart above displays total student AAFE by grade over time. The data includes AAFE for grades K-12 including summer and 'ernative Learning Experience (ALE) Program' and 'Open House Program'.

Resources – Enrollment Numbers

- Posted Summaries Files can be found here:
<https://ospi.k12.wa.us/safs-data-files>.

This is a discrete webpage provided for knowledgeable users with the capability to work with large amounts of data in Access and/or Excel format. Each dataset requires the user to have firm knowledge of the data fields reported and their interrelationships to capably work with the data files. OSPI does not have the resources to, and cannot, provide support for users that do not have this prerequisite knowledge.

Contact Information


School Apportionment

360-725-6300

TTY: [360-664-3631](tel:360-664-3631)


Staff Contacts

[Expand all](#)

End of Year Financial Data (F-196) 

Budget Data (F-195) 

Personnel Reporting Data (S-275) 

Apportionment Data Files 

Levy History Data File 

Enrollment Data Files (P223/P223H) 

For further information about the Enrollment data file, email [Becky McLean](#)  or call 360-725-6306.

The following Excel files summarize the student enrollment data at the Local Education Agencies (LEA) Level on the P-223 and P-223H forms.

- [Current Enrollment Summary - School Year 2024-2025 \(XLSX\)](#) (Updated April 16, 2025)
- [Final Enrollment Summary - For the School Years 2001-02 through 2023-2024 \(XLSX\)](#) (Posted December 9, 2024)
- [Final Enrollment by School - Since 2017-18 \(XLSX\)](#) (Posted November 25, 2024)

The following Excel files provides the Special Education enrollment percentages by LEAs.

- [Special Education Enrollment Percentage Summary \(XLSX\)](#) – since School Year 2008-09 (Updated April 16, 2025)

The following Excel files recent updated enrollment for specific programs.

- [2024-25 TK Enrollment by School and Month \(XLSX\)](#) (Posted April 16, 2025)
- [Open Doors Enrollment by Districts - Since 2011-12 \(XLSX\)](#) (Posted April 16, 2025)
- [2024-25 ALE Enrollment by Program and Month \(XLSX\)](#) (Posted April 17, 2025)



Questions?

