This fact sheet provides some key statistics on Maori secondary school student achievement on the National Qualifications Framework (NQF)\(^1\) during the time period of 2002 to 2005. Except for participation, all data are based on candidates\(^2\).

**Participation**
- Year 13 Maori students had a similar participation rate to their non-Maori peers in the last two years. Year 12 Maori students increased their participation between 2004 and 2005 so that in 2005 they also had a similar participation level to their non-Maori peers. However, Year 11 Maori remained less likely to participate in NQF and their level of participation was the same in 2004 and 2005 (Table 1).

<table>
<thead>
<tr>
<th></th>
<th>2004 Year 11</th>
<th>2004 Year 12</th>
<th>2004 Year 13</th>
<th>2005 Year 11</th>
<th>2005 Year 12</th>
<th>2005 Year 13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maori</td>
<td>83%</td>
<td>83%</td>
<td>90%</td>
<td>83%</td>
<td>87%</td>
<td>89%</td>
</tr>
<tr>
<td>Non-Maori</td>
<td>89%</td>
<td>88%</td>
<td>92%</td>
<td>91%</td>
<td>89%</td>
<td>91%</td>
</tr>
</tbody>
</table>

**Qualifications gained**
- Overall, Maori candidates were less likely to gain typical level NCEA qualifications than their non-Maori peers. For all candidates, females continue to be more likely to gain a qualification than males and both males and females show very similar trends over time (see Figs. 1 – 3).

\(^1\) NQF includes NCEA and non-NCEA qualifications. The typical NCEA levels are Level 1 for Year 11 students, Level 2 for Year 12 and Level 3 for Year 13.

\(^2\) A candidate is a student who has gained at least one credit on the NQF.
The proportion of Year 11 Maori candidates to gain at least NCEA level 1 in 2003 (41%) was higher than that in 2002 (36%). Since then, the proportion has remained relatively stable (Fig. 1).

It is a concern that the proportion of Year 11 Maori candidates who did not attain any qualifications has remained about 60% in the last three years (2003 – 2005). In contrast, the figure has been 35% or lower for their non-Maori counterparts.

Figure 1. Year 11 Maori and non-Maori candidates to gain an NCEA at level 1 or higher

Like their non-Maori peers, Year 12 Maori candidates have shown improvement in gaining an NCEA at level 2 or above since 2003 – the proportion was 46% for Maori candidates in 2005, compared to 41% in 2003 (Fig. 2).

Figure 2. Year 12 Maori and non-Maori candidates to gain an NCEA at level 2 or higher
The proportion of Year 13 Maori candidates to gain an NCEA at level 3 was 30% in 2005, an increase since 2004 (27%) (Fig. 3).

Year 13 candidates were less likely to gain a typical level qualification than those of Year 11 or 12.

Figure 3. Year 13 Maori and non-Maori candidates to gain an NCEA at level 3

- Attainment of the University Entrance (UE) requirements for Year 13 Maori candidates is slightly higher in 2005 (27%) than in 2004 (25%). The figures were 54% and 52% for non-Maori in 2005 and 2004, respectively.

Credits gained
- Overall, Maori candidates were less likely to gain enough credits for a typical NCEA qualification in one year than their non-Maori counterparts. In addition, Maori candidates were also less likely than their non-Maori peers to gain a much higher number of credits in a year than that required for a qualification (over 120 credits in Year 11 for example).
  - For those Year 11 Maori candidates who did not gain enough credits for an NCEA at level 1\(^1\), more of them were over halfway to the qualification.
  - Moreover, the proportion of Year 11 Maori candidates gaining 120 or more credits has slightly increased since 2002, despite remaining lower than that for non-Maori (Fig. 4).

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\(^1\) To gain NCEA level 1, a candidate needs to gain 80 credits and meets the literacy and numeracy requirements.
The proportion of Year 12 Maori candidates gaining a high number of credits\(^1\) has increased annually by 2 - 3 percentage points, with 20% being in this category in 2005.

Of those Year 12 Maori candidates who did not gain enough credits for an NCEA level 2\(^2\), about half were at least halfway towards the qualification.

More Year 13 Maori candidates gained a high number of credits\(^1\) in 2005 (10%) compared to in 2004 (8%).

Although some Year 13 Maori candidates did not gain any credits at the typical level, the proportion is lower in 2005 (17%) than that (20%) in 2004.

\(^1\) In this case, a high number of credits refer to 90 credits or more at the typical level or higher.

\(^2\) To gain NCEA level 2, a candidate needs to gain 60 credits at level 2 or above.
Literacy and Numeracy

- The proportion of Year 11 Maori candidates meeting both the literacy and numeracy requirements has increased since 2002. The largest increase was between 2002 and 2003 (from 52% to 58%). Since then the increases have been smaller (Fig. 5). A similar trend is also seen for their non-Maori peers.

- 21% of Year 11 Maori candidates did not meet either of the literacy and numeracy requirements in 2002. The proportion dropped to 15% in 2003 but has remained relatively stable since then. Of the two requirements, more candidates met the numeracy requirement than the literacy requirement.

Figure 5. Year 11 Maori and non-Maori candidates to meet NCEA level 1 literacy and numeracy requirements, 2002-2005

- For both Maori and non-Maori candidates, females continue to be more likely to meet the literacy and numeracy requirements than males.