Table 4. Regression model coefficients for ethnicity and other variables on NCEA scores for school leavers enrolled in the HSFY programme (2007–2011)

<table>
<thead>
<tr>
<th>Variables</th>
<th>Biology</th>
<th>Chemistry</th>
<th>English</th>
<th>Maths with Calculus</th>
<th>Physics</th>
<th>Maths with Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intercept</td>
<td>39.06</td>
<td>35.438</td>
<td>35.904</td>
<td>42.981</td>
<td>35.765</td>
<td>48.72</td>
</tr>
<tr>
<td></td>
<td>(1.329)***</td>
<td>(1.585)***</td>
<td>(1.646)***</td>
<td>(2.121)***</td>
<td>(1.743)***</td>
<td>(1.583)***</td>
</tr>
<tr>
<td>Women</td>
<td>1.117</td>
<td>-0.237</td>
<td>5.352</td>
<td>-0.682</td>
<td>-3.522</td>
<td>-0.93</td>
</tr>
<tr>
<td></td>
<td>(0.54)***</td>
<td>(0.636)ns</td>
<td>(0.695)***</td>
<td>(0.828)ns</td>
<td>(0.679)***</td>
<td>(0.644)ns</td>
</tr>
<tr>
<td></td>
<td>(2.968)***</td>
<td>(3.462)***</td>
<td>(4.605)ns</td>
<td>(5.201)ns</td>
<td>(3.91)ns</td>
<td>(3.576)***</td>
</tr>
<tr>
<td>International student</td>
<td>-10.93 (2.048)***</td>
<td>-5.097</td>
<td>-8.211</td>
<td>0.654</td>
<td>-9.608</td>
<td>-5.25</td>
</tr>
<tr>
<td></td>
<td>(2.335)***</td>
<td>(3.555)ns</td>
<td>(3.555)ns</td>
<td>(2.678)ns</td>
<td>(2.503)***</td>
<td>(2.204)***</td>
</tr>
<tr>
<td>European</td>
<td>4.874</td>
<td>3.239</td>
<td>3.941</td>
<td>0.634</td>
<td>3.087</td>
<td>2.274</td>
</tr>
<tr>
<td></td>
<td>(0.95)***</td>
<td>(1.128)***</td>
<td>(1.158)ns</td>
<td>(1.528)ns</td>
<td>(1.259)***</td>
<td>(1.123)***</td>
</tr>
<tr>
<td>Maori</td>
<td>-2.017</td>
<td>-3.69</td>
<td>-2.178</td>
<td>-4.804</td>
<td>-4.483</td>
<td>-3.152</td>
</tr>
<tr>
<td></td>
<td>(1.124)ns</td>
<td>(1.322)***</td>
<td>(1.368)ns</td>
<td>(1.902)ns</td>
<td>(1.497)***</td>
<td>(1.308)***</td>
</tr>
<tr>
<td></td>
<td>(1.525)***</td>
<td>(1.806)***</td>
<td>(1.819)***</td>
<td>(2.602)***</td>
<td>(2.105)***</td>
<td>(1.831)***</td>
</tr>
<tr>
<td>Asian</td>
<td>3.263</td>
<td>4.473</td>
<td>0.931</td>
<td>8.373</td>
<td>4.728</td>
<td>6.357</td>
</tr>
<tr>
<td></td>
<td>(0.988)***</td>
<td>(1.173)***</td>
<td>(1.211)ns</td>
<td>(1.582)***</td>
<td>(1.303)***</td>
<td>(1.171)***</td>
</tr>
<tr>
<td>Decile</td>
<td>1.009</td>
<td>1.095</td>
<td>1.274</td>
<td>0.88</td>
<td>1.201</td>
<td>1.409</td>
</tr>
<tr>
<td></td>
<td>(0.12)***</td>
<td>(0.142)***</td>
<td>(0.151)***</td>
<td>(0.19)***</td>
<td>(0.158)***</td>
<td>(0.144)***</td>
</tr>
<tr>
<td>Number of observations</td>
<td>4031</td>
<td>4209</td>
<td>2686</td>
<td>2230</td>
<td>3467</td>
<td>3047</td>
</tr>
</tbody>
</table>

* Indicates significance at the 0.05 level, ** significance at the 0.01 level, *** indicates significance at the 0.001 level ns – not significant

§ Students with 'zero scores' in a given subject were excluded from this analysis.