

21 January 2026

[REDACTED]

Tēnā koe [REDACTED]

Official Information Act Request

Thank you for your request of 2 December 2025, under the Official Information Act 1982, for the following information:

Timeframe: This request covers the period 1 January 2018 to the date this request is received.

Format: Where datasets, tables, or modelling outputs are provided, I request they be supplied in machine-readable format (CSV or original spreadsheet file), along with any data dictionaries or field definitions.

Scope clarification to reduce unnecessary work to streamline this request, I am not seeking:

- internal email chains
- drafts
- personal information about individuals unless these are the sole holders of the substantive information described.

If any part of this request is likely to be refused under s 18(f) due to substantial collation, please identify that part early so I can refine it.

Please provide:

1. *Policy and guidance: Any NZQA guidance, policy, or internal criteria since 2015 that refers to ADHD in relation to Special Assessment Conditions (SAC).*

2. *SAC data: Any aggregated data (2018–present) on SAC applications approved or declined where ADHD is cited as the:*

- primary reason, or
- a contributing factor.

3. *Equity and barriers: Any correspondence, briefing material, or analysis discussing: -barriers to accessing SAC for learners with ADHD -equity concerns -cultural safety issues -consistency of decision-making across schools*

If any Māori data governance or Māori equity considerations were applied when deciding whether to collect, categorise, or monitor ADHD related information, please provide the relevant documents.

4. *Categorisation*

If no ADHD specific information is held, please confirm how such cases are categorised within SAC records (for example, whether they are grouped under broader categories such as “learning difficulty”, “neurodiversity”, or “other”).

If information is not held

If NZQA does not hold some or all of the requested information, please confirm this and include any:

-documents recording a decision not to collect ADHD specific data -guidance showing how ADHD related cases are coded or categorised request.

Your request has been considered under the Official Information Act 1982.

See Appendix 1: Response to OIA – OC02250 for our response to your request. Appendix 1 references the following two attached documents:

- SAC Story Telling Data 2025 Analysis
- PRS-6407 OIA ADHD in relation to SAC v1.0

Our response to your request may be published on our website after five working days. Your name and contact details will be removed before publication.

If you require further assistance or believe we have misinterpreted your request, please contact Elizabeth Templeton in the Office of the Chief Executive, email elizabeth.templeton@nzqa.govt.nz or telephone (04) 463 3339.

You have the right to seek an investigation or review by the Ombudsman of this decision under section 28(3) of the Official Information Act 1982. Details of how to make a complaint can be found at www.ombudsman.parliament.nz. You can also telephone 0800 802 502 or write to the Ombudsman at PO Box 10152, Wellington, 6143.

Nāku nā



Jann Marshall
Pouwhakahaere Hāpai / Acting Chief Executive

Appendix 1: Response to OIA – OC02250

1. *Policy and guidance*

You requested: Any NZQA guidance, policy, or internal criteria since 2015 that refers to ADHD in relation to Special Assessment Conditions (SAC).

NZQA does not publish guidance specific to ADHD alone; rather, our policies and processes apply to all conditions that may impact student learning.

ADHD has never been recognised as its own standalone SAC category. Instead, ADHD has long been included under the broader umbrella of “learning needs” or “medical/psychological conditions.” NZQA does not publish a specific date when ADHD was first accepted, but current policy confirms that ADHD is one of the conditions that may qualify a student for SAC support.

These are described and categorised on the following NZQA webpages and documents:

- [Special Assessment Conditions – NZQA](#)
- [SAC support for some learner needs – NZQA](#)
- [NZQA Assessment Rules](#) - 7. Special Assessment Conditions Number
- [NZQA Assessment Rules](#) – Schedule 3 Candidate Special Assessment Conditions Processes

Recent Developments:

In 2024 and 2025, NZQA trialled the SAC Notification Gateway for students attempting Level 1. More information is available here: [About the new Notifications Gateway - NZQA](#). The Notification Gateway aims to make SAC more accessible and consistent and streamlines application submissions, schools and kura must continue to supply the required evidence. Although this is not directly related to students with ADHD it should increase accessibility and support.

In 2026, the Notification Gateway will be open to all SAC applications.

Application Process:

When ADHD is a factor in an application, the following evidence is required:

- A report from a registered practitioner e.g. Psychologist, Nurse Practitioner, GP
- Teacher comments or school-based evidence alongside medical reports are recommended, but it is not mandatory.

Applications submission process: [Special Assessment Conditions \(SAC\) online tool guide](#).

Specific SAC Provisions

- NZQA guidance (as linked above) lists core SAC options for ADHD:
 - Separate accommodation
 - Rest breaks
 - Permission to take medication

2. *SAC data*

You requested: Any aggregated data (2018–present) on SAC applications approved or declined where ADHD is cited as the:

*- primary reason, or
- a contributing factor.*

- The attached dataset (PRS-6407 OIA ADHD in relation to SAC v1.0) contains all SAC applications that include ADHD from 2018 to 2025. Please note that we do not record whether ADHD is the primary reason or a contributing factor for the application.

The data is broken down to show cases where ADHD is recorded in combination with other learning disorders (for example ADHD with autism or dyslexia, etc.).

3. **Equity and barriers**

*You requested: Any correspondence, briefing material, or analysis discussing:
-barriers to accessing SAC for learners with ADHD -equity concerns -cultural safety issues -
consistency of decision-making across schools*

If any Māori data governance or Māori equity considerations were applied when deciding whether to collect, categorise, or monitor ADHD related information, please provide the relevant documents.

NZQA does not produce analysis focused solely on ADHD. Our approach considers the SAC system as a whole and barriers for any learner with a recognised need.

Barriers to Accessing SAC for Learners with ADHD

- **Eligibility and evidence requirements** can create barriers where families cannot easily access practitioner reports. NZQA guidance allows school-based evidence (teacher comments/observations) to support applications which can assist in reducing this barrier.
- **Application format and timing**, managed by schools, can disadvantage learners where resourcing or SENCO capacity is limited.

Equity concerns

- NZQA's equity commitments for Māori learners explicitly state actions to remove barriers, codesign with iwi/hapū, and embed mātauranga Māori in qualifications—relevant to ensuring SAC processes do not disadvantage Māori ākonga with ADHD.
- We monitor SAC provisions; we break this down to ethnicity and equity index.

Cultural Safety Issues

- SAC guidance and forms are available in English and Te Reo Māori.

Consistency of Decision-Making Across Schools

- NZQA sets national eligibility and evidence criteria to support consistency as well as running twice yearly seminars for schools.
- Consistency is monitored through the:
 - Approvals Gateway for applications are reviewed and approved by NZQA; consistency is monitored in the application process.
 - Notifications Gateway applications are monitored by NZQA for appropriateness and consistency through an annual audit commencing in 2026.

Māori data governance / Māori equity considerations for ADHD related information

- We do not have specific documents applying a bespoke Māori data governance model to ADHD related data within SAC.

Available analysis or briefing materials:

- SAC Story Telling Data 2025 Analysis – see attached document
- The Official Information Act previous requests which contain SAC briefings to the Minister – available publicly see https://www2.nzqa.govt.nz/assets/About-us/Official-releases/2025/NCEA-change-OC02038-PR_Redacted.pdf

4. **Categorisation**

You requested: If no ADHD specific information is held, please confirm how such cases are categorised within SAC records (for example, whether they are grouped under broader categories such as “learning difficulty”, “neurodiversity”, or “other”).

ADHD

- **Category:** Medical condition presenting as a learning barrier
- **Functional impact:** Severe difficulties with concentration, impulse control, and maintaining focus during assessments
- **SAC provisions offered:**
 - o Permission to take medication
 - o Separate accommodation
 - o Rest breaks <https://www2.nzqa.govt.nz/ncea/ncea-for-teachers-and-schools/special-assessment-conditions/types-of-sac-available/potential-barriers/>

For full details on SAC eligibility and the types of support available, you can review NZQA's official guidance here: [SAC support for some learner needs – NZQA](#)

Attention Deficit	(All)
Autism	0
Depression	0
Diabetes	0
Epilepsy	0
Tourettes	0
Other	0

Sum of SAC Applications Count		Column Labels		
Row Labels	Approved	Declined	Grand Total	
2018	215	1	216	
2019	265	2	267	
2020	288	1	289	
2021	413		413	
2022	594	1	595	
2023	889		889	
2024	1,284	2	1,286	
2025	1,874	4	1,878	
Grand Total	5,822	11	5,833	

Academic Year	Application Status	Attention Deficit	Autism	Depression	Diabetes	Epilepsy	Tourettes	Other	SAC Applications Count
2018	Approved	1	0	0	0	0	0	0	215
2018	Approved	1	0	0	0	0	0	1	46
2018	Approved	1	0	0	0	0	1	0	7
2018	Approved	1	0	0	0	1	0	0	2
2018	Approved	1	0	0	0	1	0	1	1
2018	Approved	1	0	0	1	0	0	1	1
2018	Approved	1	0	1	0	0	0	0	57
2018	Approved	1	0	1	0	0	0	1	7
2018	Approved	1	0	1	0	0	1	1	1
2018	Approved	1	0	1	0	1	0	0	2
2018	Approved	1	1	0	0	0	0	0	71
2018	Approved	1	1	0	0	0	0	1	17
2018	Approved	1	1	0	0	0	1	0	1
2018	Approved	1	1	0	0	1	0	0	1
2018	Approved	1	1	1	0	0	0	0	51
2018	Approved	1	1	1	0	0	0	1	11
2018	Approved	1	1	1	0	0	1	0	1
2018	Approved	1	1	1	0	1	0	0	2
2018	Approved	1	1	1	1	0	1	0	1
2018	Declined	1	0	0	0	0	0	0	1
2018	Declined	1	0	1	0	0	0	0	1
2018	Declined	1	1	0	0	0	0	0	1
2018	Declined	1	1	1	0	0	0	0	2
2019	Approved	1	0	0	0	0	0	0	265
2019	Approved	1	0	0	0	0	0	1	39
2019	Approved	1	0	0	0	0	1	0	8
2019	Approved	1	0	0	0	1	0	0	2
2019	Approved	1	0	0	0	1	0	1	1
2019	Approved	1	0	1	0	0	0	0	64
2019	Approved	1	0	1	0	0	0	1	14
2019	Approved	1	0	1	0	0	1	0	1
2019	Approved	1	0	1	0	0	1	1	1
2019	Approved	1	0	1	0	1	0	0	2
2019	Approved	1	1	0	0	0	0	0	84
2019	Approved	1	1	0	0	0	0	1	15
2019	Approved	1	1	0	0	0	1	0	1
2019	Approved	1	1	0	0	1	0	0	2
2019	Approved	1	1	1	0	0	0	0	43
2019	Approved	1	1	1	0	0	0	1	8
2019	Approved	1	1	1	0	0	1	0	2
2019	Approved	1	1	1	0	1	0	0	1
2019	Approved	1	1	1	1	0	1	0	1
2019	Declined	1	0	0	0	0	0	0	2
2019	Declined	1	0	0	0	0	0	1	2
2019	Declined	1	0	1	0	0	0	0	1
2019	Declined	1	1	0	0	0	0	1	1
2020	Approved	1	0	0	0	0	0	0	288
2020	Approved	1	0	0	0	0	0	1	38
2020	Approved	1	0	0	0	0	0	1	4
2020	Approved	1	0	0	0	0	1	1	1
2020	Approved	1	0	0	0	1	0	0	2
2020	Approved	1	0	0	1	0	0	0	1
2020	Approved	1	0	1	0	0	0	0	83
2020	Approved	1	0	1	0	0	0	1	12
2020	Approved	1	0	1	0	0	1	0	1
2020	Approved	1	0	1	0	1	0	0	2
2020	Approved	1	1	0	0	0	0	0	80
2020	Approved	1	1	0	0	0	0	1	16
2020	Approved	1	1	0	0	1	0	0	1
2020	Approved	1	1	0	0	1	0	1	1
2020	Approved	1	1	1	0	0	0	0	49
2020	Approved	1	1	1	0	0	0	1	6
2020	Approved	1	1	1	0	0	1	0	1
2020	Approved	1	1	1	0	1	0	0	1
2020	Declined	1	0	0	0	0	0	0	1
2020	Declined	1	0	0	0	0	0	1	1
2020	Declined	1	0	1	0	0	0	1	1
2021	Approved	1	0	0	0	0	0	0	413
2021	Approved	1	0	0	0	0	0	1	54
2021	Approved	1	0	0	0	0	1	0	2
2021	Approved	1	0	0	0	0	0	1	2
2021	Approved	1	0	0	0	1	0	0	2
2021	Approved	1	0	0	0	1	0	1	2
2021	Approved	1	0	0	1	0	0	0	1
2021	Approved	1	0	0	1	1	0	0	1
2021	Approved	1	0	1	0	0	0	0	124
2021	Approved	1	0	1	0	0	0	1	23

2021	Approved	1	0	1	0	0	1	0	3
2021	Approved	1	0	1	0	1	0	0	1
2021	Approved	1	1	0	0	0	0	0	112
2021	Approved	1	1	0	0	0	0	1	13
2021	Approved	1	1	0	0	0	1	0	2
2021	Approved	1	1	0	0	1	0	0	3
2021	Approved	1	1	0	0	1	0	1	1
2021	Approved	1	1	1	0	0	0	0	69
2021	Approved	1	1	1	0	0	0	1	7
2021	Approved	1	1	1	0	0	1	0	2
2021	Approved	1	1	1	0	1	0	0	2
2022	Approved	1	0	0	0	0	0	0	594
2022	Approved	1	0	0	0	0	0	1	73
2022	Approved	1	0	0	0	0	1	0	7
2022	Approved	1	0	0	0	0	1	1	2
2022	Approved	1	0	0	0	1	0	0	6
2022	Approved	1	0	0	0	1	0	1	1
2022	Approved	1	0	0	1	0	0	0	5
2022	Approved	1	0	0	1	0	0	1	1
2022	Approved	1	0	1	0	0	0	0	175
2022	Approved	1	0	1	0	0	0	1	33
2022	Approved	1	0	1	0	0	1	0	4
2022	Approved	1	0	1	1	0	0	0	1
2022	Approved	1	0	1	1	0	0	1	1
2022	Approved	1	1	0	0	0	0	0	141
2022	Approved	1	1	0	0	0	0	1	21
2022	Approved	1	1	0	0	0	1	0	3
2022	Approved	1	1	0	0	1	0	0	2
2022	Approved	1	1	1	0	0	0	0	90
2022	Approved	1	1	1	0	0	0	1	9
2022	Approved	1	1	1	0	0	1	0	3
2022	Approved	1	1	1	0	1	0	0	2
2022	Declined	1	0	0	0	0	0	0	1
2023	Approved	1	0	0	0	0	0	0	889
2023	Approved	1	0	0	0	0	0	1	93
2023	Approved	1	0	0	0	0	1	0	9
2023	Approved	1	0	0	0	0	1	1	1
2023	Approved	1	0	0	0	1	0	0	7
2023	Approved	1	0	0	0	1	0	1	1
2023	Approved	1	0	0	1	0	0	0	8
2023	Approved	1	0	0	1	0	0	1	1
2023	Approved	1	0	1	0	0	0	0	264
2023	Approved	1	0	1	0	0	0	1	46
2023	Approved	1	0	1	0	0	1	0	6
2023	Approved	1	0	1	1	0	0	0	1
2023	Approved	1	0	1	1	0	0	1	1
2023	Approved	1	1	0	0	0	0	0	208
2023	Approved	1	1	0	0	0	0	1	24
2023	Approved	1	1	0	0	0	1	0	6
2023	Approved	1	1	0	0	1	0	0	1
2023	Approved	1	1	0	1	0	0	0	1
2023	Approved	1	1	1	0	0	0	0	121
2023	Approved	1	1	1	0	0	0	1	18
2023	Approved	1	1	1	0	0	1	0	3
2023	Approved	1	1	1	0	1	0	0	2
2024	Approved	1	0	0	0	0	0	0	1,284
2024	Approved	1	0	0	0	0	0	1	157
2024	Approved	1	0	0	0	0	1	0	16
2024	Approved	1	0	0	0	0	1	1	2
2024	Approved	1	0	0	0	1	0	0	12
2024	Approved	1	0	0	0	1	0	1	1
2024	Approved	1	0	0	1	0	0	0	9
2024	Approved	1	0	0	1	0	0	1	1
2024	Approved	1	0	1	0	0	0	0	293
2024	Approved	1	0	1	0	0	0	1	47
2024	Approved	1	0	1	0	0	1	0	5
2024	Approved	1	0	1	1	0	0	1	1
2024	Approved	1	1	0	0	0	0	0	242
2024	Approved	1	1	0	0	0	0	1	27
2024	Approved	1	1	0	0	0	1	0	3
2024	Approved	1	1	0	1	0	0	0	1
2024	Approved	1	1	1	0	0	0	0	145
2024	Approved	1	1	1	0	0	0	1	21
2024	Approved	1	1	1	0	0	1	0	4
2024	Approved	1	1	1	0	1	0	0	3
2024	Declined	1	0	0	0	0	0	0	2
2025	Approved	1	0	0	0	0	0	0	1,874
2025	Approved	1	0	0	0	0	0	1	198
2025	Approved	1	0	0	0	0	1	0	13
2025	Approved	1	0	0	0	0	1	1	3
2025	Approved	1	0	0	0	1	0	0	12
2025	Approved	1	0	0	0	1	0	1	4

2025	Approved	1	0	0	1	0	0	0	8
2025	Approved	1	0	0	1	0	0	1	1
2025	Approved	1	0	1	0	0	0	0	344
2025	Approved	1	0	1	0	0	0	1	65
2025	Approved	1	0	1	0	0	1	0	5
2025	Approved	1	1	0	0	0	0	0	352
2025	Approved	1	1	0	0	0	0	1	41
2025	Approved	1	1	0	0	0	1	0	5
2025	Approved	1	1	0	0	0	1	1	1
2025	Approved	1	1	1	0	0	0	0	169
2025	Approved	1	1	1	0	0	0	1	33
2025	Approved	1	1	1	0	0	1	0	5
2025	Approved	1	1	1	0	1	0	0	3
2025	Approved	1	1	1	0	1	0	1	1
2025	Approved	1	1	1	1	0	0	0	1
2025	Declined	1	0	0	0	0	0	0	4
2025	Declined	1	0	0	0	0	0	1	2
2025	Declined	1	1	0	0	0	0	0	2

Overall

The number of approved SAC applications has increased year on year, since 2015 it has increased by **218.7%** - going from 6,843 applications in 2015 to 21,810 applications in 2024.

SAC Applications (Condition group)

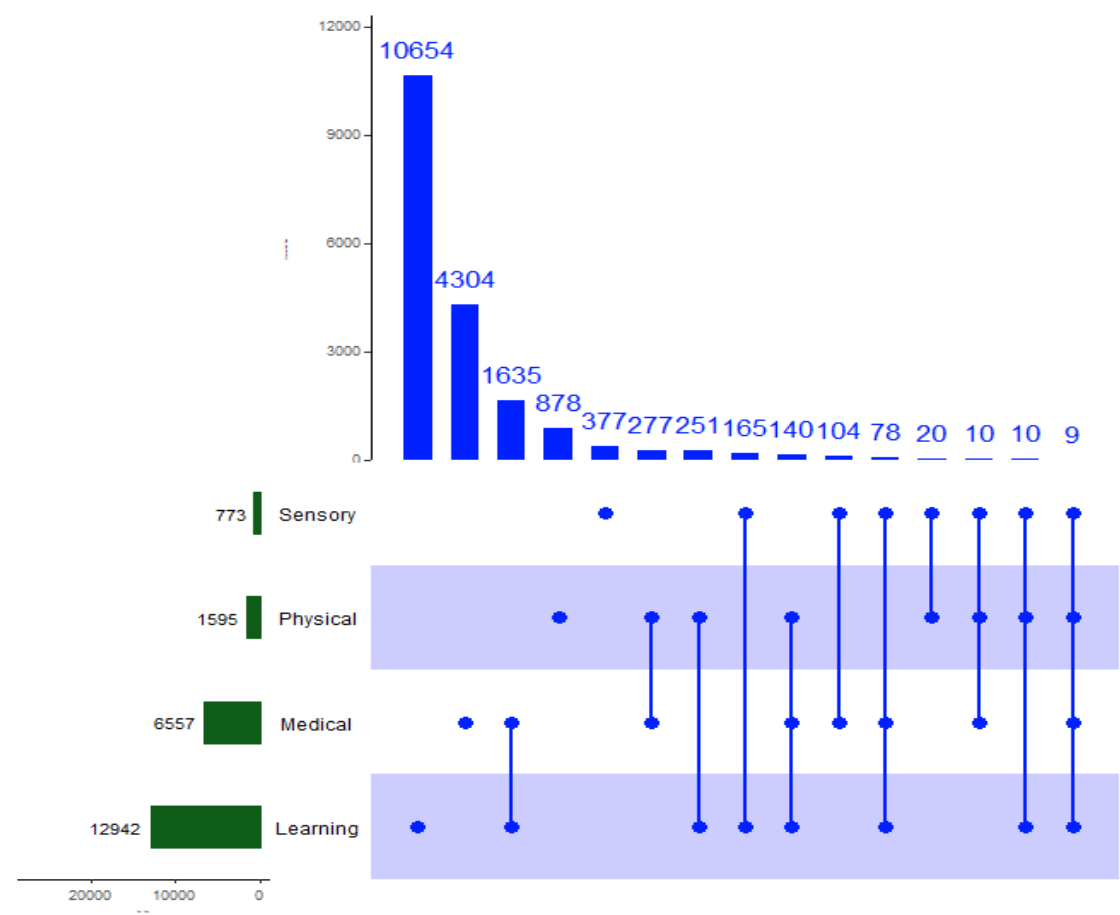
SAC applications are broken down into 4 condition groupings of Sensory, Medical, Physical and Learning. An application can exist in multiple groupings, with one being in both Sensory and Learning for example.

Of the 21,810 applications (in 2024):

- 773 (3.5%) are Sensory
- 6,557 (30.1%) are Medical
- 1,595 (7.3%) are Physical
- 12,942 (59.3%) are Learning

The grouping which has increased the most in terms of counts of approved applications is Medical – which has increased by 343.3% between 2015 and 2024, this is 1.56 times faster than baseline. All other groupings have increased slower than baseline

The below upset graph shows the usage of these groupings in 2024 (The blue figures at the top are counts of applications within the combinations of groupings, while the counts by the green bars refer to the counts of applications in each of the groupings (total)



It shows us that of the 5 most common combinations, 4 of them are instances where a SAC application only falls into a singular condition group. The only ‘popular’ grouping which has multiple conditions is Medical + Learning. These patterns seen in the graph have remained relatively consistent since 2015 figures. It is important to note that schools are not required to necessarily indicate all possible difficulties a student is facing when an application is made. They are asked to focus on the key issue(s) that need to be addressed for the student to receive the most appropriate SAC. Therefore this “grouping” data needs to be interpreted with care - and not overinterpreted.

SAC Applications (Conditions)

The 4 condition groupings are made up of conditions in the below table. All of these have existed for the past 10 years besides Illegible Writing (since 2020) and Independent Declaration (since 2018).

Sensory Conditions	Medical Conditions	Physical Conditions	Learning Conditions
Vision	Attention Deficit	Arm Hand	School Evidence
Hearing	Autism	Back Leg	Independent Assessment
	Depression	Head	Independent Declaration
	Diabetes	Dyspraxia	
	Epilepsy	Muscular Neuro	
	Tourette’s	Cerebral Palsy	
	Other	Pregnancy	
		Illegible Writing	

Using the overall 10-year increase of 318.7% as a baseline and only looking at conditions which have at least 100 applications within them (in 2024), the following conditions have increased at a rate higher than that of the baseline (between 2015 and 2024).

Medical

- Attention Deficit has increased 726.9% (from 275 to 2,274), this is at a rate 3.31 times faster than baseline.
- Depression has increased 563.0% (from 408 to 2,705), this is at a rate 2.57 times faster than baseline.
- Autism has increased 321.4% (from 344 to 1,449), this is at a rate 1.46 times faster than baseline.
- Tourette’s has increased 304.0% (from 25 to 101), this is at a rate 1.39 times faster than baseline.

Learning

- School Evidence has increased 583.5% (from 1,410 to 9,638), this is at a rate 2.66 times faster than baseline.
- It is also worth noting that Independent Assessment has decreased (from 3,896 to 1,882) this is likely explained when coupled with the increase in School Evidence, where schools have taken more an involved role in identification of SAC within their learners seeing a move away from independent assessment identifying SAC learners.

It is also of note that a few conditions haven't followed the patterns of increasing year on year from 2015 to 2024. 'Arm Hand' and 'Head' conditions seemed to peak in 2021 and have since decreased.

Extra Investigation

Of the types of medical conditions, it appears that Attention Deficit and Mental Health have seen the largest proportional increases in the past 10 years. The ethnicity breakdown of these learners shows that over the past 10 years, while still being the largest proportion of learners, European ethnicity is the only decreasing demographic (from 82.5% of all Attention Deficit learners in 2015 to 75.9% in 2024) + (from 82.6% of all Depression learners in 2015 to 73.0% in 2024).

All other ethnicities have increased which aligns with what was seen in the following ethnicity breakdowns, a few increases of note.

- Pacific Peoples proportion in Depression learners has increased by 1.85 times since 2015 from 2.5% to 4.7%; should be noted that the population is small (11 to 151 learners)
- Māori learners make up the second largest ethnicity population for both specified conditions, for Depression the proportion has increased 1.4 times from 9.6% to 13.9% (42 to 449 learners).
- MELAA and Other Ethnicities see the largest proportional increases of 3.4 times and 2.7 times for Depression – but the population is so small it likely doesn't hold much weight (2 to 51 for MELAA and 2 to 40 for Other). For example, the same ethnicities have increases of 1.7 and 3.7 times for Attention Deficit – the large discrepancies are explained by starting population of 3 for MELAA and 1 for Other, highlighting the fact these figures should not hold much weight.

Ethnicity

When looking at the how counts and rates of SAC applications has changed (since 2015), broken down by ethnicity, we see differences between rates of increase of uptake of SAC between them.

The rates of increase and how they compare to baseline are for the largest ethnicities are:

- Māori learners' uptake of SAC applications has increased by 414.6% (from 800 to 4,117) this is at a rate 1.89 times faster than baseline
- Pacific learners' uptake of SAC applications has increased by 493.0% (from 258 to 1,530) this is at a rate 2.25 times faster than baseline
- Asian learners' uptake of SAC applications has increased by 631.3% (from 198 to 1,448) this is at a rate 2.88 times faster than baseline
- European learners' uptake of SAC applications has increased by 203.9% (from 6,009 to 18,200) this is at a rate 0.93 times as fast as baseline

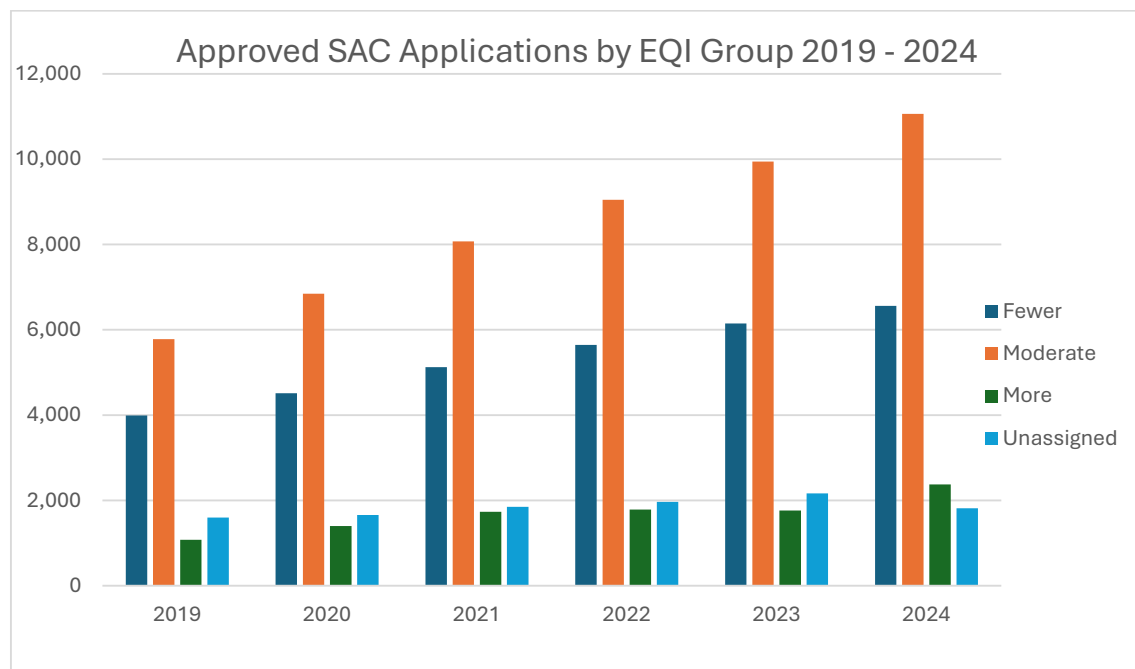
EQI Group

When looking at the how counts and rates of SAC applications has changed (since 2019), broken down by Equity Index Group, we see differences between rates of increase of uptake of SAC between them.

This data only goes back to 2019 as the backdating of EQI groups don't go past that year.

The rates of increase and how they compare to 2019 figures for EQI Groups are:

- Fewer EQI Group learners' uptake of SAC applications has increased by 64.3% (from 3,992 to 6,560)
- Moderate EQI Group learners' uptake of SAC applications has increased by 91.3% (from 5,782 to 11,060)
- More learners' uptake of SAC applications has increased by 120.3% (from 1,078 to 2,375)
- Unassigned Learners' uptake of SAC applications has increased by 28.2% (from 1,600 to 1,815)



It is also worth considering the proportion of learners within each EQI group have an approved SAC application each year – the table below is the proportion of total learners (who had a non-withdrawn enrolment and entry in the given academic year) who had an approved SAC application in the academic year, by EQI Group. It shows us that Fewer learners are more likely to have SAC (approximately double) than their More counterparts and Unassigned always has had the highest proportion.

The sharp increase in Unassigned between 2023 and 2024 could be attributed to lots of those providers pulling out of NCEA and those learners still staying in NCEA are disproportionately those who may need SAC entitlements

Academic Year	Fewer	Moderate	More	Unassigned
2019	8.0%	6.2%	3.9%	11.6%
2020	8.4%	7.0%	4.8%	11.4%
2021	9.6%	8.2%	5.6%	12.0%
2022	9.8%	8.5%	5.5%	12.4%
2023	10.1%	8.4%	4.6%	12.7%
2024	10.5%	8.9%	5.2%	16.0%