This study aimed at investigating into student academic performance as a correlate of teacher qualification and student–teacher. It was carried out in 8 primary schools in Kizigo and Kiramuruzi sectors of Gatsibo district, eastern Rwanda. Visits were paid by the researcher himself to respective primary schools, to collect applicable statistical data from school records and reports. Using spear man rank order correlation coefficient formula, correlation values were computed. The findings have shown that there is a strong positive correlation between teacher qualification and student academic performance as correlation values over three years 2008/2010, averaged to $r_s = 0.71$, and a weak positive correlation between student-teacher ratio and student academic performance $r_s = 0.12$. One major recommendation from this study is to differentiate stake holders in education, to amount in-service teacher preparation programs in order to reduce the number of unqualified teachers, thus increasing the number of qualified teachers.