



AP Potential™

Discover the Possibilities

Information
for School and
District Users

Open the world of AP® to academically qualified students who may otherwise be overlooked — with AP Potential™. It is available for any school, district, or state that administers any exam within the SAT® Suite of Assessments.



AP Potential is a free, Web-based tool that helps you increase access to AP[®] by using the SAT[®] Suite of Assessments score data to identify students with the potential to succeed in AP.

AP Potential is rooted in a long line of research showing PSAT/NMSQT[®] scores, and by extension SAT scores, predict performance on specific AP Exams — often with more accuracy than other traditionally used methods.¹

appotential.collegeboard.org

In the State of Delaware, we are using AP Potential as a strong measure for identifying students who are ready for more rigorous course work, supporting our goal of ensuring that students graduate college and are career ready.

Michael Watson
Chief Academic Officer
Delaware State Department of Education
Dover, DE

AP Potential gives you a whole new data set in terms of potential students who can take that course. AP Potential was the backbone of us expanding our [AP] program.

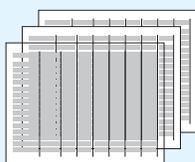
Von Mansfield
Superintendent
Homewood-Flossmoor School District
Homewood, IL

Our data team found stronger correlations with the indices used by AP Potential than with state testing or even grades in introductory courses in the same subject for placement into AP courses.

Sharon Aigler
Science Teacher
Medway High School
Medway, MA

What you'll get:

Rosters that show all students in the selected grade(s) who have the potential to succeed in AP courses. District-level users can generate a single roster for all schools in their district.²



Customized letters that you can send to parents/guardians to inform them of their child's AP potential.³



The ability to sort your rosters by such characteristics as race/ethnicity or gender to support school, district, or state-level equity and access goals.

1	SCHOOL CODE	LAST NAME	FIRST NAME	DATE OF BIRTH	ADDRESS	CITY	STATE	ZIP	ETHNICITY	GENDER	GR
2	1234567	ADRIAN	ADRIAN	1/1/99	1234 MAIN ST	Anytown	ST	12345	American Indian or Alaska Native	MALE	10
3	1234567	AJANI	AJANI	1/2/99	1234 MAIN ST	Anytown	ST	12345	Black or African American	MALE	10
4	1234567	ALERO	ALERO	1/3/99	1234 MAIN ST	Anytown	ST	12345	Asian	FEMALE	10
5	1234567	ALVERNA	ALVERNA	1/4/99	1234 MAIN ST	Anytown	ST	12345	White	FEMALE	10
6	1234567	ANDRE	ANDRE	1/5/99	1234 MAIN ST	Anytown	ST	12345	Hispanic or Latino	MALE	10
7	1234567	ANDRES	ANDRES	1/6/99	1234 MAIN ST	Anytown	ST	12345	Native Hawaiian or other Pacific Islander	MALE	10
8	1234567	ANDREW	ANDREW	1/7/99	1234 MAIN ST	Anytown	ST	12345	Two or more races	FEMALE	10
9	1234567	ANFAL	ANFAL	1/8/98	1234 MAIN ST	Anytown	ST	12345	Other	FEMALE	11
10	1234567	ANGELA	ANGELA	1/9/99	1234 MAIN ST	Anytown	ST	12345	American Indian or Alaska Native	FEMALE	10
11	1234567	ARICA	ARICA	1/10/99	1234 MAIN ST	Anytown	ST	12345	Black or African American	FEMALE	10
12	1234567	ASHARAE	ASHARAE	1/11/98	1234 MAIN ST	Anytown	ST	12345	Asian	FEMALE	11
13	1234567	AYANNA	AYANNA	1/12/99	1234 MAIN ST	Anytown	ST	12345	White	FEMALE	10
14	1234567	BENIAH	BENIAH	1/13/99	1234 MAIN ST	Anytown	ST	12345	Hispanic or Latino	FEMALE	10
15	1234567	BRADFORD	BRADFORD	1/14/99	1234 MAIN ST	Anytown	ST	12345	Native Hawaiian or other Pacific Islander	MALE	10
16	1234567	BRANDI	BRANDI	1/15/98	1234 MAIN ST	Anytown	ST	12345	Two or more races	FEMALE	11
17	1234567	BRIA	BRIA	1/16/99	1234 MAIN ST	Anytown	ST	12345	Other	FEMALE	10
18	1234567	BRITNEY	BRITNEY	1/17/99	1234 MAIN ST	Anytown	ST	12345	American Indian or Alaska Native	FEMALE	10
19	1234567	BRYAN	BRYAN	1/18/99	1234 MAIN ST	Anytown	ST	12345	Black or African American	MALE	10
20	1234567	CHERON	CHERON	1/19/98	1234 MAIN ST	Anytown	ST	12345	Asian	FEMALE	11
21	1234567	CHEYNESE	CHEYNESE	1/20/99	1234 MAIN ST	Anytown	ST	12345	White	FEMALE	10
22	1234567	CHRIS	CHRIS	1/21/99	1234 MAIN ST	Anytown	ST	12345	Hispanic or Latino	MALE	10
23	1234567	CHRISTIAN	CHRISTIAN	1/22/99	1234 MAIN ST	Anytown	ST	12345	Native Hawaiian or other Pacific Islander	MALE	10
24	1234567	CHRISTNA	CHRISTNA	1/23/98	1234 MAIN ST	Anytown	ST	12345	Two or more races	FEMALE	11
25	1234567								Other	MALE	10
26	1234567								American Indian or Alaska Native	FEMALE	10
27	1234567								Black or African American	MALE	10
28	1234567								Asian	FEMALE	10
29	1234567								White	FEMALE	11
30	1234567								Hispanic or Latino	FEMALE	10
31	1234567								Native Hawaiian or other Pacific Islander	MALE	10
32	1234567								Two or more races	FEMALE	10
33	1234567								Other	FEMALE	10
34	1234567								American Indian or Alaska Native	FEMALE	10
35	1234567								Black or African American	MALE	10

New Feature:
The tool now automatically inserts **individual student contact information** into the letter and displays the mailing address, making it even easier to customize correspondence.

1. Research Report No. 2006-1, *The Relationship Between PSAT/NMSQT Scores and AP Examination Grades: A Follow-Up Study*, The College Board, New York, 2006.

Zhang, X., Patel, P., Ewing, M. (2014a). *AP® Potential predicted by PSAT/NMSQT® scores using logistic regression* (College Board Statistical Report 2014-1). New York: The College Board.

Zhang, X., Patel, P., Ewing, M. (2014b). *Incorporating 9th-grade PSAT/NMSQT® scores into AP Potential™ predictions for AP® European History and AP World History* (College Board Statistical Report 2014-2). New York: The College Board.

The continued reporting of AP Potential based on scores from the entire SAT Suite of Assessments was achieved through the application of concordance tables that placed the old PSAT/NMSQT expectancy tables on the new scale for the redesigned assessments.

2. Reports are generated while remaining compliant with student data release and privacy guidelines.

3. The College Board also reports information about AP Potential directly to students through the SAT Suite of Assessments Student Reporting Portal. Learn more at studentscores.collegeboard.org

To find out the AP potential of your students, follow these steps:

1 Go to appotential.collegeboard.org and sign in to your College Board account. You can sign up for an account on that page if you do not have one.

2 At the prompt, enter your access code. All principals, AP Coordinators, and district staff at schools and districts where the PSAT/NMSQT is administered receive their access code via email in December. You can also locate your access code through the SAT Suite of Assessments K-12 Assessment Reporting Tool at k12reports.collegeboard.org, by calling Customer Service at 212-713-8066 or by contacting your College Board regional office.

3 Follow the prompts to generate your AP Potential roster(s).

Sample school roster:

Name of student
AP subject
% probability of success on an AP Exam (a score of 3 or higher)

Show 50 students Showing 1 to 50 of 1,120 students [Export to CSV](#)

Student	Grade	Student ID	Art History	Biology	Calculus AB	Chemistry	Comparative Government & Politics	Computer Science A
			60	60	60	60	60	60
A R N, A	10th							
AARON, A	10th			Y	Y	Y	Y	Y
AARON, A	10th				Y			
AARON, A	10th				Y			
ABDULLAH, A	10th							
ADHIK, A I	10th				Y			
ABRAR, A L	10th		Y	Y		Y	Y	Y
ABUL, A U	10th							
ADA, A	10th							
ADAM, A E	10th		Y				Y	
ADANFA, A E	10th				Y			
ADIT, A H	10th			Y	Y			

A "Y" indicates a student has potential for success in the subject

With AP Potential, schools, districts, and states can:

- **Support access to AP** for all academically prepared students
- **Develop robust AP programs** by identifying whether a school should expand its course offerings and/or increase the number of sections of AP courses already offered
- **Reduce time to recruit** new AP students
- **Meet college and career readiness** accountability measures

AP Potential supports equity and access

College Board data show that **hundreds of thousands of high school students nationwide** have the potential to succeed in AP but do not take any matched AP course. Bridging this gap is crucial to supporting student access to college.

AP Potential includes race/ethnicity data that can help schools, districts, and states support access to college for all students — including African American, Latino, and Native American students — who are less likely than their white and Asian peers to be enrolled in AP classes for which they have shown potential.



The Value of AP

Research indicates that **students who score a 3 or higher** on an AP Exam typically **experience greater academic success in college** and are more likely to earn a college degree than non-AP students.

Record your AP Potential Access Code here and save these instructions for easy access to the AP Potential tool.

SCHOOL YEAR ACCESS CODE

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About AP®

The Advanced Placement Program® (AP®) enables willing and academically prepared students to pursue college-level studies — with the opportunity to earn college credit, advanced placement, or both — while still in high school. AP Exams are given each year in May. Students who earn a qualifying score on an AP Exam are typically eligible to receive college credit and/or placement into advanced courses in college. Every aspect of AP course and exam development is the result of collaboration between AP teachers and college faculty. They work together to develop AP courses and exams, set scoring standards, and score the exams.