Message from
Superintendent
Doug Van Zyl

Excellence

Enthusiasm: Enjoy what you do and let others see it.

Expectations: Have them and let others know what they are. Expect others will rise to meet them.

Communication: It is a two way process. Be open and honest. Say what you mean and mean what you say.

Celebrate: It is not always about the outcome. Celebrate the little steps along the way.

Laughter: It’s okay to have fun. Make people smile.

Loyalty: Families are loyal through the good times and the bad times. Loyalty is more than just what we do. It is also what we say.

Encouragement: Everyone feels down at some time or another. Help pick them up.

Individual: Get to know people as individuals. Spend one-on-one time with them.

Compassion: We all make mistakes, show compassion to others.

Teamwork: Educating young people is not a one person job. We need a team working together. Don’t let your teammates down.

Vision of the Fort Dodge Community School District
In order to realize high student achievement, every learner experiences an engaging curriculum in a caring learning community every day.

Excellence in our District

• National Honor Society members raised funds and coordinated efforts necessary to package over 25,000 meals which were shipped to Haiti.

• Elementary students sent care packages to soldiers over seas and helped to fill community cupboards with food and nonperishable supplies.

• Fort Dodge Senior High had two recipients of National Merit scholarships.

• At the end of the 2009-10 school year, 387 Fort Dodge Senior High students had a cumulative GPA of 3.0 or better.

• 123 graduating seniors received scholarships totaling $1,384,599.

• 48 Phillips Middle School 8th Grade students received the Presidential Academic Award last year. This award is given to any student who attains a cumulative 3.5 GPA during 7th and 8th grade AND scores above the 85th percentile on the Math Total or Reading Comprehension test on the ITBS.

• Four students received division one ratings at state individual speech contest, and one student was chosen as an outstanding performer and performed at the All State Speech Festival.

• 22 sixth grade students were selected by audition to be part of the Fair Oaks Honor Choir. They sang in a special festival at Iowa State University in April 2010.

• Five orchestra students were selected for the Northwest Iowa Honor Orchestra. Three of those students were then selected for the State Honor Orchestra.

• Fort Dodge Senior High Marching Band has received nine consecutive division one ratings at State Marching Band Contest (average 140-160 members).

• The Fort Dodge baseball team finished the season with a 31-12 record, only the third time in school history in which they have won 30+ games, the first since 1991.

• Girls from the 2008 and 2009 FDSH Dance team made the All Iowa Honor Squad and performed during State Basketball Tournaments.
ENROLLMENT INFORMATION

Enrollment for 2009-2010

Fort Dodge Elementary ............. 1,394
Butler Elementary ............ 333
Cooper Elementary ........ 236
Duncombe Elementary .... 296
Feelhaver Elementary .......... 241
Hillcrest Elementary ....... 125
Riverside Elementary ....... 163
Fair Oaks Middle School .......... 527
Phillips Middle School ........ 502
Senior High School ........ 1,109
Alternative High School .......... 56

TOTAL ENROLLMENT .......... 3,588

*Does not include preschool grant, open enrollment or supplemental weighting.

Central Administration

Doug Van Zyl ● Superintendent
Jack Christensen ● Director of Finance
Chris Darling ● Director of Operations
Marcy Harms ● Director of Student Services
Brenda Janssen ● Director of Food Services, Taher
Jeremy Pearson ● Information Technology Supervisor
Lis Ristau ● Director of Special Needs
Pam Rodewald ● Director of Human Resources
Sue Wood ● Director of Curriculum, Instruction and Assessment

Support Services

Rosie Ellendson ● K-6 Reading Coordinator, Title I
Marcy Harms ● ELL
Claudia Harms ● New Teacher Mentoring, Induction
Diane Jass ● Systems Administrator
Corey Moody ● Student Mentoring
Sheri Schill ● BLAST After School Program
Angel Gunderson ● Information Technology Specialist
Nick Dencklau ● Information Technology Specialist
Sue Wood ● TAG, Title I

2009-2010 Board of Education

Stu Cochrane ● President
Jerry Schnurr, III ● Vice President
Jan Merz
Bill Kent
Brian Forsythe
Craig Jarrard
Kevin Rogers

Note: To assist in understanding the graphs and charts on the following pages, a Glossary of Assessment Terms is found on page 16 of this document.
Each year the Comprehensive School Improvement/Equity Advisory Team, a committee comprised of community members, parents, teachers, and administrators, analyzes student data and develops annual student achievement goals for the District. The following pages illustrate the district’s progress toward the achievement of the goals. Each of the five goals includes indicators, or criteria, which will measure the success toward the goal. For a complete look at the achievement of students in grade levels not represented in the charts and graphs in this document, please visit the website: https://www.edinfo.state.ia.us/data/aprchart.asp

Goal 1: Achievement in Reading will improve for all students grades K-12

Indicator 1: Student achievement as measured by the Iowa Tests of Basic Skills (ITBS) and the Iowa Tests of Educational Development (ITED) will improve.

The chart above illustrates the achievement of 4th graders in the district including the sub-groups of low socio-economic students (SES), African American, Hispanic, and students with Individual Education Plans (Special Education students). The blue line represents the state trajectory, or state goal. Students are proficient if they score at or above the 41st percentile. Although all categories saw an increase in the percent proficient, the goal was not met. The chart below represents achievement of the district’s 8th graders. At both the 4th and 8th grade level, an achievement gap continues to exist between “all” students and students in the sub-groups. The goal was not met.
Indicator 2: The percentage of students in grades K-4 who are reading at grade level as measured by the Fountas and Pinnell leveling assessments and Phonological Awareness Tests will **increase**.

The chart below illustrates the percentage of students reading at grade level as measured by the Fountas and Pinnell leveling assessment. The percent of students reading at grade level at Kindergarten is the same as in the 2008-09 school year, but fewer are reading at grade level in grades 1-4. The goal was not met.

**Results of Phonological Awareness Assessment:** Students in grades kindergarten and first take the Phonological Awareness Test to determine readiness for reading. Sub-tests of the test include rhyming, deletion, blending, and segmentation. The percentage of students exhibiting readiness for reading decreased slightly on every sub-test. The goal was not met.
**Indicator 3:** Using cohort groups, the percentage of students in grades K-8 who read fluently at grade level as measured by “Words Per Minute” and comprehend at the “Independent Level” on the Basic Reading Inventory will increase.

The chart above illustrates the achievement of cohort groups (the same students) as they move from one grade to the next. Fewer students were reading fluently at grade 4 than the year before. Fewer students were comprehending at the “Independent” level in 4th grade than when they were in 3rd grade. More students were comprehending at the independent levels from grades 5 to 6 but fewer from 6 to 7 and 7 to 8. The goal was not met.

**Indicator 4:** The percentage of students in grades 8 and 11 who are reading at the proficient level on the 6 Traits Reading Assessment.

An equal percentage of students were proficient on the 6 Traits Reading Assessment at grade 11 in 2009-10 as compared to 2008-09, but fewer students were proficient at grade 8. The goal was not met.

**Indicator 5:** Using cohort groups, the percentage of students in grades 1-4 who are proficient on the district generated vocabulary test will increase.

The chart above illustrates that only students in grades 2 and 3 showed growth on the vocabulary assessment as compared to their performance the year before. The goal was not met.
Goal 2: Achievement in Math will improve for all students grades K-12

Indicator 1: The percentage of students who score at the proficient level or above (41st percentile or above using national norms) on the ITBS Math Problem Solving and Data Interpretation in grades 3-8 and ITED Math Total test in grade 11, including data disaggregated by subgroup, will increase.

The chart above illustrates the achievement of 4th graders in the district including the sub-groups of low socio-economic students (SES), African American, Hispanic, and students with Individual Education Plans (Special Education students). The blue line represents the state trajectory, or state goal. To comply with No Child Left Behind Legislation, 100% of all students must be proficient by the year 2014. Students are proficient if they score at or above the 41st percentile on the Iowa Tests of Basic Skills.

The chart below represents achievement of the district’s 8th graders. An achievement gap exists between “all” students and subgroups, however low SES, and Hispanic students have made significant gains in achievement since 2004. The goal was not met for grades 4 and 8.
Indicator 2: The percentage of students in grades K-3 who meet the math problem solving benchmarks will increase.

The chart to the left illustrates that the percentage of students who met the math benchmarks as measured by districtwide assessments grew at grade 3, but decreased at grades K-2. The goal was not met.

As illustrated in the chart above, students at grade 11 fell short of the state goal of 79.3% of students proficient, as measured by the Iowa Tests of Educational Development. The goal was not met.

Indicator 3: The percentage of students in grades 4, 6, 8 and 11 who score at the proficient level or above on the district developed mathematics assessment will increase.

As illustrated in the chart to the right, gains were made in achievement on the math exemplars assessment at grades 4, 6, and 8. Fewer students were proficient on the district developed math assessment at grade 11. The goal was met at grades 4, 6 and 8 but not 11.
Goal 3: Achievement in Science will improve for all students grades K-12.

Indicator 1: Student achievement, as measured by the Iowa Tests of Basic Skills (ITBS) and Iowa Tests of Educational Development (ITED), will improve.

The charts to the right illustrate student achievement in science as measured by the Iowa Tests of Basic Skills and Iowa Tests of Educational Development. Students in grade 4 saw an increase in achievement, while students at grades 8 and 11 have seen a decrease. The goal was not met.

Indicator 2: The percentage of students in grades 8 and 11 who score at the proficient level or above on the district developed science assessment will increase.

At the top of the next page are charts illustrating student achievement on the district developed science assessments. 86% of the students are proficient in 8th grade, while 75% of 11th grade students are proficient on the assessment. The data indicates an increase at grade 8, but a decrease at grade 11. The goal was not met.

Actions Being Taken To Improve Student Achievement

The major focus of the 2010-2011 Professional Development activities will continue to be devoted to the implementation of formative assessment, a strategy which will allow students to gain immediate descriptive feedback to assist them in areas of deficiency in all content areas. Teachers, at all grade levels, will continue to learn and implement reading strategies that will assist struggling learners. They will also study and implement differentiated instruction to accommodate the needs of the brightest students in the district as well as meeting the needs of those students who need assistance. At every level programs are in place to assist those students not proficient in reading. Students in grades K-4 receive small group flexible instruction and interventions. Students at the middle and high school participate in Second Chance Reading, Read 180 and System 44 classes. Elementary and middle school teachers are also learning a strategy called Cognitively Guided Instruction that will assist them in identifying student learning styles in mathematics. Students in grades 5 - 8 will make use of a new computer based program called Skills Iowa to assist in improvement of math and literacy skills.
Goal 4: All students grades K-12 will be proficient in the use of technology.

Indicator 1: The percentage of students at grade 8 and 11 who score at the proficient level or above on a locally developed technology assessment will increase.

Indicator 2: The percentage of students at grades K-8 who were proficient on grade level technology benchmarks will increase.

The chart below illustrates student performance on the technology indicators listed above. In 8th grade, 100% of students were proficient on the district technology assessment. Fewer students were proficient on the 11th grade assessment in 2009-10 than in 2008-09. More students were proficient on technology benchmarks in grades K-8 in the 2009-10 school year than in 2008-09. Indicator 1 goal was not met, Indicator 2 goal was met.

Results of ACT

The American College Test (ACT) was taken by 178 Fort Dodge Senior High students. The overall composite score was 21.9 compared to the state average of 22.2 and represents a .5 decrease over the 2008-09 school year. Twenty-two percent of all students taking the ACT test at Fort Dodge Senior High met the college readiness benchmarks in all four areas tested on the ACT including English, Mathematics, Reading and Science. This compares to 30% at the state level, but is a 4% increase from the 2008-09 school year.
Goal 5: All students grades K-12 will experience a learning environment that is safe, drug free and conducive to learning.

Indicator 1: The attendance rate as calculated by the Iowa Department of Education using data from the spring BEDS report will meet or exceed the state’s standard of 95.1.

As illustrated on the chart below, the K-8 attendance rate decreased slightly for the 2009-10 school year. The goal was not met.

Indicator 2: The graduation rate as calculated by the Iowa Department of Education using data from the spring BEDS report will meet or exceed the state’s standard of 90.7.

The graduation rate has decreased slightly from the 2007-08 school year as illustrated in the chart below. Note: Graduation rate is calculated by the state for the previous year. The goal was not met.

Indicator 3: The percent of students who feel as though students treat others with respect as measured by the 9-12 My Voices Survey will increase.

34% percent of students at Fort Dodge Senior High feel as though students treat each other with respect compared to 17.8% in 2008-09. The goal was met.

Indicator 4: The number of physical assaults and fights will decrease.

The number of physical assaults in grades 5-12 decreased at every grade level. Elementary assaults increased from 0 in 2007-08 to 4 in 2008-09.

The number of fights decreased at all grades except 7 and 8. Fights at the elementary level increased from 11 in 2007-08 to 16 in 2008-09.

Indicator 5: The percentage of students in grades 6, 8 and 11 that report no use of alcohol, tobacco or other drugs on the triennial Iowa Youth Survey will increase.

Fewer students reported no use of alcohol in grades 6, 8 and 11 in 08-09 as compared with 05-06.

More students reported no use of tobacco in grades 6 and 11 in 08-09 as compared with 05-06. Fewer students reported no use of tobacco in grade 8 in 08-09 as compared with 05-06.

More students reported no use of drugs in grades 6 and 11 in 08-09 as compared with 05-06. Fewer students reported no use of drugs in grade 8 in 08-09 as compared with 05-06.

The goal was not met.

Indicator 6: The number of individual students who are reported as truant at the ninth grade level will decrease.

Fewer overall truancies were reported in the 2009-10 school year than in 2007-08 and 2008-09.

Fewer students were truant in the 2009-10 school year than in 2007-08 and 2008-09.

Fewer students were repeatedly truant in the 2009-10 school year than in 2007-08 and 2008-09.

The goal was met.
FDCSD Achievement Comparisons to State and Nation

As evidenced in the charts below, the percentage of Fort Dodge Community School District students considered to be proficient on the Iowa Tests of Basic Skills in grades 4 and 8 and Iowa Tests of Educational Development in grade 11 exceeded the national percentages in reading and math but were below the state percentages for the 2009-10 school year.

No Child Left Behind Results

The Fort Dodge Community School District continues its designation as a “District In Need of Assistance” under the federal No Child Left Behind Act. Students did not meet adequate yearly progress requirements in reading or math. During the 2009-10 school year, Butler Elementary and Duncombe Elementary were identified as Schools in Need of Assistance because students in those schools did not meet adequate yearly progress in reading during the 2008-09 school year. The District has been notified that Butler Elementary has met adequate yearly progress for all students and sub-groups for the 2009-10 school year and so will go into “delay” status for the 2010-11 school year. To be completely removed from the School In Need of Assistance list, a school building must have met adequate yearly progress two years in a row. Duncombe Elementary met adequate yearly progress in two of the three sub-groups in which they were identified, but will remain on the School In Need of Assistance list for the 2010-11 school year due to the one sub-group that did not meet the criteria. Action plans have been cooperatively written between the Iowa Department of Education and the Fort Dodge Community School District to ensure continued improvement in student achievement in reading and math.

Note: The state does not require the state and nation comparison of science ITBS/ITED scores. Local scores in science can be found on the preceding pages. Percentages represented in these charts are for all students, not just full academic year students.
Graduate Information

Of the 263 students graduating in 2010, 91.3% indicated they will pursue a post-secondary education. The remaining 8.7% planned to work full or part time, or join the military.

Dropout Rate

Note: The dropout rate is calculated by the State, and data is reported for the year preceding the date of the current annual progress report.

The number of students in grades 7-12 considered to have dropped out of school during the 2008-09 school year was 71. This is an increase of 15 students from the prior year. Of the 71 dropouts, 24 were females, and 47 were males; 53 were Caucasian, 8 were African American, 9 were Hispanic, and 1 was Asian or Pacific Islander. Of these students, 16 were Special Education students, and 1 was an English Language Learner.

Graduate Survey Information
Results of Senior Exit Survey

Each year a survey is given to exiting seniors to determine their perceptions of their school experience at Fort Dodge Senior High. Data from the survey is used to make changes in programs and curriculum. Note: Only a portion of the results are listed below. For a complete report contact Marcy Harms at 515-574-5678.

86.3% of the graduating seniors stated that the school made learning interesting by connecting learning to the outside world.

96.8% of the graduating seniors felt as though teachers were willing to help them.

86.7% felt as though the teachers held them to high standards and demanded quality work.

81.7% felt as though they were properly prepared for their future.

Teacher Qualifications

Last year 49% of teachers had taught in the district 11 or more years, an indication of experience and dedication. One hundred percent of our teachers were certified by the state of Iowa to teach in their field, meeting the Federal “No Child Left Behind Highly Qualified Teacher” criteria.

<table>
<thead>
<tr>
<th>Type of Degree</th>
<th>Percent of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor’s Degree</td>
<td>51%</td>
</tr>
<tr>
<td>Master’s Degree</td>
<td>49%</td>
</tr>
<tr>
<td>Doctorate</td>
<td>0%</td>
</tr>
</tbody>
</table>

Post Secondary College Classes

During the 2009-10 school year, 27 Iowa Central Community College concurrent enrollment classes were offered at Fort Dodge Senior High. During the first semester, 208 students enrolled in 10 courses; during the second semester, 182 students enrolled in 9 courses; during the third semester, 187 students enrolled in 13 courses; and during the 4th semester, 113 students enrolled in 9 courses. Fifty-two students were involved in the post secondary enrollment option, attending 29 different courses on the Iowa Central Community College campus.
Goal 1: Achievement in reading will improve for all students, K-12.

**Indicator 1:** The percentage of students who score at the proficient level or above (41st percentile or above using national norms) on the ITBS Reading Comprehension Test in grades 3 through 8 and ITED Reading Comprehension Test in grade 11, including data disaggregated by subgroup, will meet the annual measurable objective developed by the Iowa Department of Education:

**Annual Measurable Objectives**
- Grades 3-5: 82% students proficient
- Grades 6-8: 80% students proficient
- Grades 11: 84.5% students proficient

**Indicator 2:** The percentage of students in grades K-4 who are reading at grade level as measured by Fountas and Pinnell Leveling Assessments will increase.

**Indicator 3:** Using cohort groups, the percentage of students in grades K-8 who read fluently at grade level as measured by “Words Per Minute” and comprehend at the “Independent level” on the Basic Reading Inventory will increase.

**Indicator 4:** The percentage of students in grades 8 and 11 who are reading at the proficient level on 6 Traits Reading Assessment will increase.

**Indicator 5:** Using cohort groups, the percentage of students in grades 1-11 who are proficient on the district generated vocabulary assessment will increase.

Goal 2: Achievement in math will improve for all students, K-12.

**Indicator 1:** The percentage of students who score at the proficient level or above (41st percentile or above using national norms) on the ITBS Mathematics Total Test in grades 3 through 8 and ITED Mathematics Test in grade 11, including data disaggregated by subgroup, will meet the annual measurable objective developed by the Iowa Department of Education:

**Annual Measurable Objectives**
- Grades 3-5: 81% students proficient
- Grades 6-8: 79.0% students proficient
- Grades 11: 84.5% students proficient

**Indicator 2:** The percentage of students in grades K-3 who meet the math problem solving benchmarks will increase.

**Indicator 3:** The percentage of students in grades 4, 6, 8 and 11 who score at the proficient level on the district identified/developed Mathematics assessment will increase.

Goal 3: Achievement in science will improve for all students, K-12.

**Indicator 1:** The percentage of students who score at the proficient level (41st percentile or above using national norms) on the ITBS Science Test in grades 3 through 8 and ITED Science Test in grade 11, including data disaggregated by subgroup, will increase.

**Indicator 2:** The percentage of students in grades 8 and 11 who score at the proficient level or above on the district developed Science assessment will increase.

Goal 4: All students, K-12, will be proficient in the use and application of technology.

**Indicator 1:** The percentage of students at grade 8 and 11 who score at the proficient level on the Info-source technology assessment will increase.

**Indicator 2:** The percentage of students at grades K-8 who are proficient on grade level technology benchmarks will increase.

Goal 5: All students, K-12, will experience a learning environment that is safe, drug-free, and conducive to learning.

**Indicator 1:** The attendance rate as calculated by the Iowa Department of Education using data from the spring BEDS report will meet or exceed the state’s standard.

**Indicator 2:** The graduation rate as calculated by the Iowa Department of Education using data from the spring BEDS report will meet or exceed the state’s standard.

**Indicator 3:** The percent of students who feel as though students treat others with respect as measured by the 9-12 “My Voices” survey will increase.

**Indicator 4:** The number of physical assaults and fights will decrease.

**Indicator 5:** The percentage of students in grades 6, 8, 11 that report no use of alcohol, tobacco, or marijuana on the biennial Iowa Youth Survey will increase.

**Indicator 6:** The number of individual students who are reported as truant for the full day at the ninth and tenth grade level will decrease.
Foundation Projects

- Senior All Night Party
- Qomo Tablets for Butler and Duncombe Elementary
- Flip Cameras for Fort Dodge Senior High
- Award Books for Hillcrest
- Visual Presenters for Fair Oaks Middle School
- Thermoscans for the Nurses Districtwide
- Leveled Books for Duncombe Elementary Counselors

Alumni Association Projects

- Authors Program
- A-Z Reading Program
- 4 Scholarships for Senior High School Graduates to attend Iowa Central Community College

Central Administration Office
104 South 17th Street  ·  576-1161
Superintendent: Doug Van Zyl

Butler Elementary School
945 S. 18th Street  ·  574-5882
Principal: Mike Woodall

Cooper Elementary School
2420 14th Ave. N.  ·  574-5602
Principal: Marlene Johnson

Duncombe Elementary School
615 N. 16th Street  ·  574-5623
Principal: Pat Reding

Feelhaver Elementary School
1300 14th Ave. N. · 574-5680
Principal: Bruce Hartley

Hillcrest Elementary School
712 Third Street NW· 574-5614
Principal: Lis Ristau

Riverside Elementary School
733 F Street· 574-5740
Principal: Bruce Hartley

Fair Oaks Middle School
416 S. 10th Street· 574-5691
Principal: Jess Matsen
School Administration Manager:
Amy Griffin

Phillips Middle School
1015 5th Ave. N. · 574-5711
Co-Associate Principal:
Jared Smith
Co-Associate Principal:
Mark Johnson

Alternative Program
104 S. 17th Street· 576-7305
Director: Dave Keane

Senior High School
819 N. 25th Street · 955-1770
Principal: David Keane
Vice Principal: Ed Birnbaum
Vice Principal: Ben Johnson

For additional information about this report contact Sue Wood, at 515-574-5640
swood@fort-dodge.k12.ia.us
A Glossary of Assessment Terms

Throughout this report you will find references to various tests, assessments and terms which are defined in this glossary.

**Iowa Tests of Basic Skills (ITBS):** A standardized test given to all students grades 2-8. Students are proficient on the test if they score in the 41st percentile or higher.

**Iowa Tests of Educational Development (ITED):** A standardized test given to all students in grades 9-11. Students are proficient on the test if they score in the 41st percentile or higher.

**Basic Reading Inventory:** An assessment which requires students in grades 1-8 to read a passage and orally answer questions about the passage. The assessment yields a score for fluency and comprehension. Students are proficient in fluency if they read the appropriate words per minute for their grade level. In comprehension, students who miss only 1 question out of 10 are proficient.

**Six Traits Reading Assessment:** A test administered to students in grades 8 and 11 that assesses a student’s ability to read a passage and respond to questions that require interpretation, synthesis and evaluation. Students are proficient if they score a 3 or higher on a 5 point rating scale.

**Fountas/Pinnell Leveling:** Assessments that are given to students in grades K-4 to determine if students are reading at grade level. Students read a passage and respond to questions about the passage. The results yield a reading level from A-Z. To be proficient a student must have 90% accuracy, 25% of the time they are self-correcting, and miss only one of the comprehension questions.

**Math Exemplars:** A problem solving assessment in which students are given a word problem. They are asked to develop a strategy to solve the problem, present the solution in writing, and communicate their thinking as the problem is solved. Students are proficient if they score a 2 or better.

**Benchmark Assessments:** The district has developed standards in each content area that all students should know and be able to do by the time they graduate from high school. Benchmarks were developed for each grade level to indicate where students need to be upon completion of each grade if the standard is to be achieved. Benchmark assessments provide information about a student’s progress on the benchmarks. Students have met the benchmark if they score an 80% or higher on the benchmark assessment.

**District Developed Assessments:** Assessments have been developed by teachers in the district to determine student progress on standards that are not assessed on the Iowa Tests of Basic Skills and Iowa Tests of Educational Development. Proficiency levels vary on each assessment.

**Cohort Groups:** The term Cohort groups refers to measurement of the same students from year to year. As an example the same students are reported in grade 3 that are reported in grade 4. This allows for consistency in data analysis.