

considered high quality. I think we really ought to be collecting this data for all of the schools, not just those trying to achieve high quality, but we need to hold all schools accountable for the success of all students. This amendment goes in the opposite direction, and therefore ought to be defeated.

Mr. KING of Iowa. I yield myself such time as I may consume.

First, I appreciate the tone and the tenor of this debate, and I'm completely convinced that all parties involved here want to accomplish the same thing, and that is to provide an opportunity for all young people in America to achieve to the extent of their ability. That's the purpose of this legislation that's before us, high quality charter schools, and it's the intent of Mr. MILLER and Mr. SCOTT and Mr. KLINE and everyone else that likely will vote for this bill. It's also my intent.

I strongly want to see people reach the highest level of their achievement. We need to be in the business in this Congress and aware of it on a daily basis of seeking to increase the average annual productivity of our people. We can do that one at a time, every three-hundred-and-six millionth of us. Every one of us that increases our productivity on a daily basis helps the whole.

Every class, every generation of people that improves their productivity is good for all of us. It takes the load off of the higher earners to have the income coming on the lower earners, for example. It brings that balance about. I want that. I think that's the intent of this bill.

When the gentleman from California says it's not what the law says, that I have somehow misunderstood this, I will tell you that I think it has been misrepresented by some analysts behind the scenes—not on this floor—and I will just read this into the record in short version. I will compress it and then I will give you the quote.

High-quality charter schools means a charter school that, A, shows strong academic results; B, that has no significant issues in the areas of student safety, financial management, statutory, regulatory compliance; C, has demonstrated success in significantly increasing student and academic achievement and attainment for all students served by charter schools. I want that. We want that.

But D says, has demonstrated success in increasing student academic achievement for subgroups of students described, and they are this: economically disadvantaged students. Now, that's fine. Most kids are going to be economically disadvantaged. Some students from racial and ethnic groups, that may not be the case. North Dakota or Montana, for example, might have to go a long way to find someone who meets that category.

Students with disabilities? Perhaps, but not always. Are we going to ask them to go out and recruit students

with disabilities in order to qualify as a high school, and a high-academic achieving school, high-quality charter school?

And the fourth one is students with limited proficiency. That doesn't exist in every region in America where there is a need for a charter school.

This sets up a requirement that all four categories be met. If we wanted reporting, as the chairman of the committee has suggested, I would say then let's ask for a report rather than write this all in as a requirement that can't be met because there only can be two results of this. Either we're going to follow the law, if it becomes law, in which case many, many schools will be disenfranchised, will not be able to become high-quality charter schools, or we're going to ignore the law. I don't like either of those results.

I want to follow in here with the intent of this legislation. That's why I've offered this amendment. I would urge its adoption.

I yield back the balance of my time. The CHAIR. The question is on the amendment offered by the gentleman from Iowa (Mr. KING).

The question was taken; and the Chair announced that the noes appeared to have it.

Mr. KING of Iowa. Mr. Chairman, I demand a recorded vote.

The CHAIR. Pursuant to clause 6 of rule XVIII, further proceedings on the amendment offered by the gentleman from Iowa will be postponed.

Mr. KLINE. Mr. Chairman, I move that the Committee do now rise.

The motion was agreed to. Accordingly, the Committee rose; and the Speaker pro tempore (Mr. CHAFFETZ) having assumed the chair,

Mr. WOMACK, Chair of the Committee of the Whole House on the state of the Union, reported that that Committee, having had under consideration the bill (H.R. 2218) to amend the charter school program under the Elementary and Secondary Education Act of 1965, had come to no resolution thereon.

ANNOUNCEMENT BY THE SPEAKER PRO TEMPORE

The SPEAKER pro tempore. After consultation among the Speaker and the majority and minority leaders, and with their consent, the Chair announces that, when the two Houses meet in joint meeting to hear an address by the President of the United States, only the doors immediately opposite the Speaker and those immediately to his left and right will be open.

No one will be allowed on the floor of the House who does not have the privilege of the floor of the House. Due to the large attendance that is anticipated, the rule regarding the privilege of the floor must be strictly enforced. Children of Members will not be permitted on the floor. The cooperation of all Members is requested.

The practice of reserving seats prior to the joint meeting by placard will

not be allowed. Members may reserve their seats only by physical presence following the security sweep of the Chamber.

Pursuant to clause 12(a) of rule I, the Chair declares the House in recess until approximately 6:35 p.m. for the purpose of receiving in joint session the President of the United States.

Accordingly (at 3 o'clock and 47 minutes p.m.), the House stood in recess until approximately 6:35 p.m.

□ 1843

JOINT SESSION OF CONGRESS PURSUANT TO HOUSE CONCURRENT RESOLUTION 74 TO RECEIVE A MESSAGE FROM THE PRESIDENT

The recess having expired, the House was called to order by the Speaker at 6 o'clock and 43 minutes p.m.

The Deputy Sergeant at Arms, Mrs. Kerri Hanley, announced the Vice President and Members of the U.S. Senate, who entered the Hall of the House of Representatives, the Vice President taking the chair at the right of the Speaker, and the Members of the Senate the seats reserved for them.

The SPEAKER. The joint session will come to order.

The Chair appoints as members of the committee on the part of the House to escort the President of the United States into the Chamber:

The gentleman from Virginia (Mr. CANTOR);

The gentleman from California (Mr. MCCARTHY);

The gentleman from Texas (Mr. HENSARLING);

The gentleman from Texas (Mr. SESSIONS);

The gentleman from Georgia (Mr. PRICE);

The gentlewoman from Washington (Mrs. MCMORRIS RODGERS);

The gentleman from Texas (Mr. CARTER);

The gentlewoman from California (Ms. PELOSI);

The gentleman from Maryland (Mr. HOYER);

The gentleman from South Carolina (Mr. CLYBURN);

The gentleman from Connecticut (Mr. LARSON);

The gentleman from California (Mr. BECERRA);

The gentleman from Maryland (Mr. VAN HOLLEN); and

The gentlewoman from New York (Ms. HOCHUL).

The VICE PRESIDENT. The President of the Senate, at the direction of that body, appoints the following Senators as members of the committee on the part of the Senate to escort the President of the United States into the House Chamber:

The Senator from Nevada (Mr. REID);

The Senator from Illinois (Mr. DURBIN);

The Senator from New York (Mr. SCHUMER);