



北京教育科学研究院

主编 / 时龙 吴岩

首都教育发展回顾与前瞻

北京教育发展研究报告
2005年卷

RESEARCH REPORT ON EDUCATIONAL
DEVELOPMENT IN BEIJING, 2005



民族出版社

图书在版编目 (CIP) 数据

首都教育发展回顾与前瞻. 2005 年卷: 北京教育发展研究报告/时龙, 吴岩主编. - 北京: 民族出版社, 2006. 9

ISBN 7-105-07867-7

I. 首… II. ①时… ②吴… III. 教育事业-发展-研究报告-北京市 IV. G527.1

中国版本图书馆 CIP 数据核字 (2006) 第 106609 号

民族出版社出版发行

<http://www.e56.com.cn>

北京市和平里北街 14 号 邮编 100013

金若龙公司微机照排 迪鑫印刷厂印刷

各地新华书店经销

2006 年 9 月第 1 版 2006 年 9 月北京第 1 次印刷

开本: 850×1168 毫米 1/16 印张: 27.625 字数: 708 千字

印数: 0001~1500 册 定价: 60.00 元

该书如有印装质量问题, 请与本社发行部联系退换

(汉文编辑三室电话: 010-64272078; 发行部电话: 010-64211734)

《北京教育发展研究报告·2005年卷》

编委会

编委会主任：时龙

编委会副主任：胡晓松、唐亦勤、张铁道、吴岩、耿申

主编：时龙、吴岩

副主编：桑锦龙、李政

撰稿人：（按姓氏笔画排列）

卫宏	马莉	王巧玲	王磊	王晓燕	王桂英	王婷
王燕春	王燕	王凯	尹玉玲	孙毅颖	孙晓霞	孙孟侠
闫彦斌	齐树同	李政	李志涛	李群	李震英	何光峰
陈泽希	陈丹辉	杜文平	吴岩	张永凯	张熙	张爱兰
张瑞海	张静	张天雪	杨德军	金利	周金燕	单鹰
赵薇	赵敏霞	赵学勤	胡进	郭秀晶	涂端午	顾瑾玉
高卫东	徐娅	桑锦龙	黄冬芳	梁威	雷虹	

序 言

2005 年是首都教育现代化发展过程中具有承上启下重要意义的一年,既是全面系统总结“十五”期间首都教育改革与发展的总结之年,又是根据首都教育发展战略的整体部署对北京市“十一五”期间教育改革与发展进行具体谋划之年,在这样的特殊历史时期,对 2005 年乃至过去 5 年首都教育事业进行全面回顾与总结,无疑对更为科学地瞻望和规划未来 5 年乃至更长一段时期的首都教育改革与发展具有重要的意义。

过去的 5 年是人类社会进入 21 世纪的头 5 年,也是我国实施 21 世纪第一个“五年”发展规划的重要历史时期。在科学发展观的指导下,我国进一步巩固了教育优先发展的战略地位,科教兴国战略和人才强国战略继续向纵深推进,全国教育事业保持了持续、快速、健康的发展势头,为全面建设小康社会、推进社会主义和谐社会建设提供了重要的人才、智力、知识和精神文明成果支持,促进了社会主义现代化建设。过去五年中,北京市也切实贯彻落实科学发展观,稳步推进素质教育,持续深化教育改革,按照办好人民满意教育的要求,妥善处理改革、发展与稳定的关系,各级各类教育健康协调发展,在此基础上 2004 年召开的北京市教育大会立足本市实际,明确提出首都教育已进入了向现代化迈进的新阶段,必须确立首都教育观念,实施首都教育发展战略,为 2010 年在全国率先基本实现教育现代化而努力奋斗。伴随着首都教育发展战略的实施,首都教育进入了历史上又一个快速发展时期之一,但是,与此同时,越来越多的迹象显示实施首都教育发展战略,率先基本实现教育现代化是一个复杂的社会系统工程,是一个充满挑战的社会历史进程,面对 2010 年首都率先基本实现教育现代化的发展目标和战略部署,首都教育在未来 5 年还需要进一步解决目前存在的许多问题并为进一步解决新的问题、应对新的挑战作好准备,只有这样才能更好地满足人民群众对优质教育的需求,更好地满足首都经济社会可持续发展对人才和市民综合素质的需求,更好地服务于全国教育现代化建设事业。

正是因为基于首都教育改革与发展的这种实际需要,本报告将“回顾与前瞻”作为 2005 年度的主题,以“回顾”来总结和分析首都教育“十五”期间曾经走过的历程、取得的成就、积累的经验,以“前瞻”来把握首都教育未来发展的脉落、趋势、问题、思路、对策等,从而在历史的一个新节点对首都教育进行较全面的分析与科学的研究,以求为更好地结合首都教育发展的实际情况,采取有针对性的策略来实施首都教育发展战略提供借鉴和参考。同时,本报告作为北京教育科学研究院第 6 本首都教育年度发展报告,试图尽可能地反映本院各业务部门和研究人员围绕首都教育发展中出现的一些重点、热点和难点问题开展

的调查及其研究成果，如义务教育教学质量、初中建设学校、中小学课改、高校高层次人才队伍建设、普及化的高等教育、民办教育发展趋势等，希望为人们全面把握首都教育现代化的发展现状及趋势提供启示，并为在实践中更好地解决制约首都教育现代化建设的一些突出问题提供新思路与政策选择。

总之，《北京教育发展研究报告 2005 年卷》不仅包括了对“十五”期间首都教育改革与发展基本状况的总结，同时也反映了对未来首都教育改革与发展的一种前瞻性的思考和科学分析，体现着首都教育科研工作者为落实北京市教育大会精神、为首都率先基本实现教育现代化所做的努力。我们期望本报告能为关心、支持和积极参与首都教育现代化建设的学校教师、教育科研工作者、教育行政部门人员以及社会人士提供有益的参考，能为更好地理解与贯彻实施首都教育发展战略、率先基本实现首都教育现代化有所益处。

编者
2006 年 5 月



目 录

第一部分	“十五”发展回顾	(1)
第一章	“十五”期间北京市教育事业发展监测报告	(2)
第二章	“十五”以来北京市基础教育信息化发展回顾与展望	(33)
第三章	“十五”北京市职业教育发展报告	(47)
第四章	“十五”时期北京市高等职业教育发展的回顾与思考	(74)
第五章	“十五”期间北京市民办高等教育发展的回顾与分析	(85)
第二部分	热点问题调查	(105)
第六章	北京市 2004 年义务教育教学质量报告	(106)
第七章	北京市初中建设学校评价研究报告	(126)
第八章	教师对课改实验的评价报告	(144)
第九章	北京市义务教育新课程计划实施状况调查报告	(159)
第十章	北京市中小学校本课程开发与管理状况调查报告	(168)
第十一章	北京市区县中小学地方教材开发与实施现状调查报告	(177)
第十二章	北京市中小学校教学辅导材料使用情况的调查报告	(192)
第十三章	北京市公立中小学校长负责制运行 状况的调查分析	(210)
第十四章	北京市技工学校教育调查研究报告	(226)
第十五章	北京部分市属市管高校高层次专业人才 队伍建设情况调研报告	(245)
第三部分	趋势与对策研究	(259)
第十六章	北京市基础教育均衡发展研究	(260)
第十七章	审视“十一五”首都高等教育规划难点	(275)
第十八章	“十一五”期间首都民办教育发展形势分析与对策	(286)



第十九章	北京郊区城市化进程中教育事业发展问题研究	(301)
第二十章	迈入普及化的首都高等教育的主要特点和问题	(316)
第二十一章	北京市基础教育发展现有水平的国际比较	(326)
第二十二章	香港中小学校内部教育质量保障机制及其启示	(345)
第二十三章	基础教育课程改革实施中的中小学各科教学方式研究	(358)
第二十四章	迈向新阶段的北京市中小学教师队伍建设与发展特点研究	(376)
第二十五章	北京市中小学学校建筑的现状与趋势分析	(388)
第二十六章	首都可持续发展教育地方和校本课程开发初探	(410)
第二十七章	北京市学校法制宣传教育现状与对策建议	(421)



Contents

Part 1 An Overall Review of the Development during the 10th Five-Year Plan Period	(1)
Chapter 1 Monitoring Report on the Development of Education in Beijing during the 10 th Five-Year (2001 – 2005) Plan Period	(2)
Chapter 2 A Review and Outlook of IT Development in Basic Education in the 10 th Five-Year Plan Period	(33)
Chapter 3 Report on Beijing's Vocational Education Development during the 10 th Five-Year Plan Period	(47)
Chapter 4 Review and Reflection of Development of Tertiary Vocational Education in Beijing during the 10 th Five-Year Plan Period	(74)
Chapter 5 A Review on the Development of Non-Governmental Higher Learning Institutions during the 10 th Five-Year Plan Period in Beijing and Policy Recommendations	(85)
Part 2 Survey on Hot Issues	(105)
Chapter 6 Report on Teaching Quality of the Nine-Year Compulsory Education in the Year 2004	(106)
Chapter 7 Research Report on Evaluating the Construction in Beijing's Junior Secondary Schools	(126)
Chapter 8 Research of Teachers' Opinions on Curriculum Reform	(144)
Chapter 9 Research Report on Implementation of New Curriculum of Compulsory Education in Beijing	(159)
Chapter 10 Research Report on the Conditions of School-based Courses Development and Management in Primary and Secondary Schools in Beijing	(168)
Chapter 11 Research Report on Beijing District Primary and Secondary School Textbook Development and Implementation	(177)
Chapter 12 Survey on Use of Teaching Guidance Materials in Beijing Primary and	



	Secondary Schools	(192)
Chapter 13	Survey on the Operations of Headmaster-Responsible System in Primary and Secondary Schools in Beijing	(210)
Chapter 14	Survey on Skilled Workers School Education in Beijing	(226)
Chapter 15	Survey on the Building of High-level Professional Contingent in Some of the Universities Managed by Beijing Municipal Government	(245)
Part 3	Trend and Solution Study	(259)
Chapter 16	Beijing Basic Education Balance development Study	(260)
Chapter 17	An Overview of the difficulties in Higher Education Planning in the 11 th Five-Year Plan	(275)
Chapter 18	Situational Analysis of Private Education Development in Beijing in the 11 th Five-Year Plan Period and Policy Suggestions	(286)
Chapter 19	Research on Problems of Education Development in Beijing Suburban Districts/Counties During Their Urbanization	(301)
Chapter 20	Main Characteristics and Problems of Higher Education Universalization in Beijing	(316)
Chapter 21	International Comparison of Current Beijing Basic Education	(326)
Chapter 22	The Quality Insurance Mechanism in Hong Kong's Primary and Secondary School Education and its Enlightenments	(345)
Chapter 23	A Study of Teaching Approaches for Every Subject in Primary and Secondary Schools in Implementing the Basic Education Curriculum Reform	(358)
Chapter 24	A Study of the Features of Teacher Team Building and Development at Primary and Secondary Schools in Beijing in the New Century	(376)
Chapter 25	Current Conditions of School Building in Beijing's Primary and Secondary Schools and Their Trends	(388)
Chapter 26	Preliminary Study on Development of Local and School-Based Courses—A Case Study on the China Sustainable Education Development Program	(410)
Chapter 27	Policy Suggestions on Legal Education in the Schools in Beijing	(421)



第一部分

“十五”发展回顾

Part One

An Overall Review of the Development during the
10th Five-Year Plan Period



第一章 “十五”期间北京市教育事业 发展监测报告

【摘要】 “十五”以来,北京市教育发展取得了历史性的突破。北京市义务教育普及率巩固在 99% 以上,但在校生规模缩小。高中阶段教育规模扩大,入学率保持在 95% 以上,基本满足适龄人口的入学需求;高中教育结构不断调整,普通高中和中职学校规模大体相当。3~6 岁儿童学前教育基本普及。基本保证残疾儿童少年接受九年义务教育;基本保证大多数外来人员子女能在公办学校接受义务教育。全市高等教育规模稳步扩大,18~22 岁高等教育毛入学率达到 53%;普通高考录取率连续 5 年达到 70% 以上;外国留学生规模不断扩大。民办教育稳步发展,在中小学教育阶段比重较小,但在高等教育和学前教育阶段则显示了较大的发展空间。学习型城市建设方兴未艾,学习型社区、学习型企业、学习型新村、学习型乡镇的创建工作积极开展。

全市各级政府加大了教育经费投入,财政性教育经费占 GDP 比重达到 4.08%,实现了预算内教育经费拨款的增长幅度高于地方财政经常性收入增长,各级教育生均经费显著提高。各级各类学校办学条件明显改善,教育信息化建设成果显著。教师学历水平有了大幅度提高,各级教育生师比呈下降趋势。

“十五”期间北京教育发展得益于以下几方面各项改革的实施:

不断调整优化教育结构。推动中小学和职业学校布局结构调整;积极调整了高等教育和职业教育的层次结构、类型结构、办学体制结构及专业结构。

财政投入重点向弱势地区和人群倾斜,着力发展农村教育,加强了农村中小学教师队伍建设。贫困家庭学生资助体系逐步建立。

各级教育的管理体制改革不断深化。建立了稳定有效的农村义务教育经费保障机制;基本形成中央和省级政府两级管理、以省为主的高教管理体制;加强了教育行政部门对职业教育、成人教育的统筹规划。完善了地方教育法规体系建设,教育行政部门依法治教、依法治校的工作格局初步形成。

继续深化办学体制和投资体制改革。加大对社会力量办学的支持力度,优化了社会力量办学的发展环境,完善了民办教育管理的制度建设,规范了学校的办学行为。

稳步推进招生考试就业制度改革。进一步完善小学就近登记入学和初中免试就近入学办法以及中考中招制度。高等教育春季招生试点工作继续进行,开展了高等职业教育优秀应届毕业生进入本科阶段继续学习的试



点工作。

以教育教学改革为突破口,继续推进素质教育。新课程方案、课程标准及新教材实验进一步推进。“以学生发展为本”的学生观与教学观逐步树立,研究性学习、自主学习等教学方式普遍推广。中小学德育、心理健康、体育、艺术、科技及安全、国防教育不断加强。职业教育的办学模式从以学历教育为主转向学历教育与非学历培训并重,培养目标从一次性就业教育转向可持续发展的人力资源开发。全面实施高等教育质量工程,进一步完善宽口径、厚基础的人才培养模式,促进了学生创新能力的培养。建立和完善了各级教育质量监控体系。

但是,当前北京教育发展在教育质量、公平、结构和效益等方面的问题日益凸现,教育理念、教学内容、教育方法、管理制度等深层次方面还不能适应社会主义市场经济体制和知识经济发展的需要,教育供给与人民群众日益增长的教育需求之间的矛盾仍是主要矛盾。主要表现在:

教育供给与需求的结构性矛盾依然存在。优质基础教育资源不能满足广大人民群众需求;妥善解决外来务工人员子女受教育问题仍很棘手;高等教育和职业教育供不应求现象依然存在。

教育资源布局失衡、城乡教育差距明显。优质基础教育资源分布不均衡已成为制约城区人口向郊区迁移的主要因素之一。高等学校扩招后办学的硬件设施改善滞后;职业学校一校多址、占地小。

基础教育阶段全面实施素质教育仍举步维艰。全社会还没有形成有利于推进素质教

育的文化观念和制度环境,学校缺乏办学特色,学生缺乏个性发展。教师师德和专业素质急需提高。科学评价教育质量保障体系尚未完善。

职业教育成为首都教育体系中的薄弱环节。财政对职业教育的投入严重不足,职业学校办学条件较差;资源缺乏统筹;培养模式单一;师资水平不高;产学研合作机制缺失;教学学科化。

高等教育体系不完善、贡献力有待提高。中央院校与地方院校缺乏统筹规划,资源整合缺乏制度和组织保障;高校的办学模式、发展定位趋同,政府的评估标准和管理手段趋同;学校缺乏特色,高等职业教育和面向市民的社区高等教育薄弱。

终身教育体系还不完善。现行的教学管理、入学考试、学籍管理和招生就业等制度不利于终身学习。学校教育囿于正规学历和职前一次性教育,“一考定终身”的制度设计仍未打破,各类教育之间缺乏相互转换的机制。

政府公共管理和服务体系不健全、机制不完善。政府职能“错位”现象依然存在;政策的整体协调性差;政府、学校和市场的关系没理顺;完善的教育市场所需的教育中介服务机构仍不健全。政府发展公共事业的投入责任尚不能完全到位,吸引社会资金发展教育的政策制度还不完善。

因此,在下一个五年规划中应着力推进教育制度创新,重点解决教育质量、教育公平、教育效益、教育的社会适应性和提高教育贡献力等突出问题。



Chapter 1 Monitoring Report on the Development of Education in Beijing during the 10th Five-Year (2001 – 2005) Plan Period

[Abstract] Education in Beijing has witnessed a historical breakthrough during the 10th Five-Year Plan period. While almost all the kids aged 3 ~ 6 could receive their pre-school education, nearly all the school-aged children could enjoy the nine-year compulsory schooling with the rate being maintained steadily at over 99 per cent. This has also ensured that the majority of the disabled children could receive the nine-year compulsory education and most of the children whose parents are not local people could enjoy such education in public schools as well. Education at senior secondary school stage expands. With the enrollment rate at over 95 per cent it satisfies the basic needs of the school-aged teenagers. Moreover, senior secondary schools keep adjusting educational structure with general senior secondary schools much the same scale as secondary vocational schools. Higher education in Beijing has also made continuous growth with the gross enrollment rate among the 18 ~ 22 year-old students reaching 53 per cent and enrollment rate of senior secondary school graduates at over 70 per cent in recent 5 years in a row, and enrollment of overseas students being expanded as well. Private higher education has kept a stable pace in development. Although the proportion is not as high as those at the primary and secondary school stage, there exists a comparatively bigger room for development in preschool and higher education. The momentum of building a

learning city has been in full swing while the learning communities, enterprises, villages as well as towns have been actively put into action.

The various-level governments in Beijing have increased investment in education with the financial education input accounting for 4.08 per cent of the GDP of the municipality. While the increases in appropriating funds for education within budget outweigh that of the increases in local financial revenues, per head investment for students has also increased significantly. Schools of all levels have changed their condition and promoted IT in education with great efforts. In addition, the academic levels of teachers have been improved drastically and the teacher/student ratio has followed a downward trend.

Beijing's achievements in education development result from all the relevant reforms carried out during the 10th Five-Year Plan period. They go as following:

Continuous education structure adjusting and optimizing: Beijing has pushed the structural adjustment of primary schools and secondary schools as well as secondary vocational schools while regrouping the higher education and vocational education in all levels, types, school systems and specialties.

Putting more investment into education for the people in the minority regions: While helping develop education in countryside, putting



effort in improvement of the teachers in rural primary schools and secondary schools, the education right of the minority people is also guaranteed and the assistance system for poor family students is gradually set up to ensure that no graduate students would drop out of school because of their financial difficulty.

Deepening the reform of education management system of all levels: Beijing has established a stable and efficient guarantee system for educational fund for the compulsory education in rural areas, set up a higher education management system, strengthened the overall planning on vocational education, adult education by the educational administration department, and has perfect the construction of local educational regulation system, leaving the administrative department for education to administer teaching as well as the school according to law.

Carrying out the reform of education system and investment system further: Beijing has increased its support in setting up and operating educational institutions by non-state entities, optimized the atmosphere for private schools, strengthened the regulation construction for private education administration and regulated the operating deeds of schools.

Pushing the regulation system reform of recruitment, examination and employment: further improve the system of registering in nearby schools for primary school students, exempt the junior secondary school students from examination to enter nearby schools and improve the junior secondary school entrance examination and recruitment system. In higher education, Beijing has continuously carried out the experimental work of having the college-entrance examination in spring, and the experimental work of absorbing excellent graduating students from

tertiary vocational schools into universities for undergraduate study.

Taking educating and schooling reform as breakthrough to boost essential qualities education continuously: Beijing has put forward the experiment in new course scheme, course standard and course books. The student-centred learning and teaching gradually established with the spreading of the teaching methods such as research study and independent learning. Continuous strength has been put on primary and junior secondary school's moral, psychological health, physical education, arts, science and technology, safety, national defense education. As for vocational education, the operating module shifted from regarding educational degrees as principal to laying equal stress on both educational degrees and non-degree training. The final goal of education shifted from employment-aimed once-for-all education to sustainable human resources development. Meanwhile, the quality program of higher education is implemented in an all-round manner to equip students with both solid theoretic foundation and multiple skills and competences in order to cultivate their innovative abilities. Another achievement is the establishment of an improved monitoring system for education quality at all levels.

However problems restricting Beijing's education development are becoming more serious in education quality, equality, structure and efficiency. The teaching philosophy, teaching contents, teaching methods and administrative system can not meet the needs of developing both socialist market economy system and knowledge economy. The main problem still lies with education supply contradicting people's increasing needs for education. They are reflected in the following aspects:



Education supply still can not meet education demand when it comes to the shortage of excellent educational resource available for people, the tough work of settling children with migrant parents in schools and the unmatched demand and supply with higher education and vocational education.

The distribution of educational resources is unbalanced and the gap between urban and rural areas is significant. The unbalanced distribution of basic education resources has restricted people to move from cities to suburbs. As for the higher education institutions, the infrastructure building has lagged behind in the context of increased enrollment of students in universities and colleges. Vocational education schools have multi campuses but with very small area.

The essential qualities education advocated in basic education is developing with difficulty because its enabling culture and regulation system are not established yet. There are very few schools with their own characteristics and there is no enabling environment for students to have their personal development. Teachers need to be urgently trained in terms of their ethics and knowledge. A scientific evaluating system for education quality is yet to be established.

Vocational education has become the weak point in Beijing's education system with its poor operating conditions, not well integrated resources, singular training mode, poor quality teachers, lack of cooperative mechanism between production, education and research and subject-based teaching.

Higher education, with its imperfect system, is expected to improve its contribution to the society. A coordination arrangement is not available for universities and colleges in Beijing to share resources with their local counterparts

as such arrangement needs systemic and institutional support. With similar school-running mode, development goal and the same government monitoring and evaluation system, the higher education institutions do not have their own features. The development of tertiary vocational education and community universities and colleges is in a disadvantageous situation.

The life-long learning system is yet to be established due to the current inappropriate practices of teaching management, entrance examination, student affairs administration, recruitment and employment. The system of one-exam-deciding-people's-whole-life can not be replaced since schools are confined only in regular degree education and pre-service education and different types of education do not have bridging mechanism between themselves.

The government public administration and service system and mechanisms need to be further established and developed because of the existence of displaced government functions, messy relationship between the government, schools and market, and unavailable education agents required by a complete educational market. The government input for public services is not in place yet, and neither the policies and systems to attract private investment for education development.

Therefore, in the next Five-Year Plan period we should push for innovations in educational systems, focusing on resolving problems such as education quality, equality and efficiency as well as improving the social adaptability of education and its contribution to the society.



一、“十五”期间北京市教育发展现状分析

(一) 各级各类教育发展情况

1. 义务教育

“十五”以来,北京市进一步高水平普及义务教育,义务教育普及率巩固在99%以上;但随着学龄人口下降,义务教育阶段在校生规模继“九五”时期以来继续减小。2005年义务教育阶段在校生规模为81.61万人,比“九五”末减少43.94万人。2005年小学在校生规模49.45万人,比

2000年减少33.45%;小学1403所,比2000年减少766所。2005年初中在校生规模32.16万人,比2000年减少37.24%;初中校数404所,比2000年减少54所。

2. 高中阶段教育

几年来,北京市高中阶段教育规模继续扩大,高中阶段教育入学率保持在95%以上,基本满足适龄人口的入学需求,实现了“学者有其校”。2005年,高中阶段教育规模达到53.64万人,比2000年增长7.68万人;其中普通高中在校生规模27.84万人,比2000年扩大了55.53%;年招生量达到8、9万人,实现了《“十五”规划》提出的“到2005年,全市普通高中年招生人数

表1-1 2000—2004年北京市义务教育发展情况 (单位:万人)

	2000年	2001年	2002年	2003年	2004年	2005年	2005比 2000年 增减(%)
1. 小学							
1.1 学校数(所)	2 169	1 960	1 824	1 652	1 504	1 403	-35.32
1.2 在校生数	74.31	66.44	59.42	54.65	51.6	49.45	-33.45
1.3 招生数	9.2	9.12	8.64	8.26	7.36	7.10	-22.83
1.4 毕业生数	18.51	16.71	15.67	12.36	10.01	9.35	-49.49
2. 初中							
2.1 学校数(所)	458	502	464	434	422	404	-11.79
2.2 在校生数	51.24	52.61	51.03	45.34	38.65	32.16	-37.24
2.3 招生数	18.32	16.62	15.61	12.37	10.05	9.30	-49.24
2.4 毕业生数	13.9	14.94	16.88	17.76	16.64	15.64	12.52

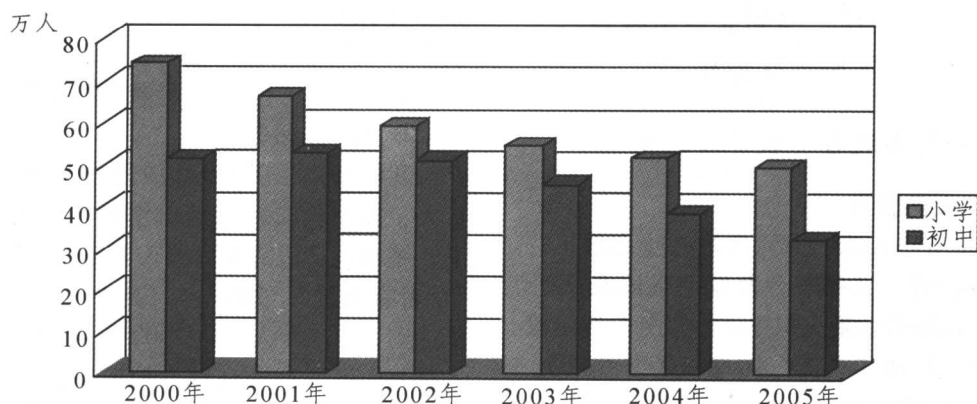


图 1-1 2000—2005 年北京义务教育阶段在校学生数变化情况

达到 8 万人左右, 在校生人数达到 25 万人”的目标; 中等职业学校在校生规模 25.8 万人, 比 2000 年减少 8.05%。

为满足群众对接受普通高中教育的旺盛需求和社会对中等层次人才的需求, 不断调整高中阶段教育结构。普通高中规模有所扩大, 在“十五”的后两年, 普通高中和中

职学校在校生比重保持在 52:48。普通高中和中职学校招生规模基本保持了大体相当, 在 2004 年普通高中与中等职业学校招生比例达到 55:45 后, 2005 年普通高中招生比重约有所下降。中等职业学校还不断扩展服务对象和功能, 近三年来非全日制的中职在校生每年在 1 万人左右。

表 1-2 2000—2005 年北京市高中阶段教育发展情况

		2000 年	2001 年	2002 年	2003 年	2004 年	2005 年	2005 比 2000 年 增减 (%)
学校数 (所)	合 计	695	603	528	537	517	507	-27.05
	普通高中	302	289	325	329	338	335	10.93
	中职学校	393	314	203	208	179	172	-56.23
在校生数 (万人)	合 计	45.96	46.19	47.29	51.37	53.18	53.64	16.71
	普通高中	17.90	19.43	22.07	25.09	27.48	27.84	55.53
	中职学校	28.06	26.76	25.22	26.28	25.70	25.80	-8.05