

National Park Service

National Register of Historic Places Registration Form

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in National Register Bulletin, *How to Complete the National Register of Historic Places Registration Form*. If any item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions.

1. Name of Property

Historic name: Jamaica Primary School

Other names/site number: Jamaica Child Development Center/5AH.3602

Name of related multiple property listing:

Colorado's Mid-Century Schools, 1945-1970

(Enter "N/A" if property is not part of a multiple property listing)

2. Location

Street & number: 800 Jamaica Street

City or town: Aurora State: CO County: Arapahoe

Not For Publication: Vicinity:

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, as amended,

I hereby certify that this x nomination ___ request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60.

In my opinion, the property x meets ___ does not meet the National Register Criteria. I recommend that this property be considered significant at the following level(s) of significance:

___ national ___ statewide x local

Applicable National Register Criteria:

x A ___ B x C ___ D

<p>Signature of certifying official/Title:</p> <p><u>Deputy State Historic Preservation Officer, Office of Archaeology and Historic Preservation, History Colorado</u></p> <p>State or Federal agency/bureau or Tribal Government</p>	<p>Date</p>
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Jamaica Primary School, Colorado's Mid-Century Schools, 1945-1970 MPDF
Name of Property

Arapahoe, CO
County and State

In my opinion, the property ___ meets ___ does not meet the National Register criteria.

Signature of commenting official: _____ **Date** _____

Title : _____ **State or Federal agency/bureau or Tribal Government** _____

4. National Park Service Certification

I hereby certify that this property is:

- ___ entered in the National Register
- ___ determined eligible for the National Register
- ___ determined not eligible for the National Register
- ___ removed from the National Register
- ___ other (explain:) _____

Signature of the Keeper Date of Action

5. Classification

Ownership of Property

(Check as many boxes as apply.)

- Private:
- Public – Local
- Public – State
- Public – Federal

Category of Property

(Check only **one** box.)

- Building(s)
- District
-

Jamaica Primary School, Colorado's Mid-Century Schools, 1945-1970 MPDF
Name of Property

Arapahoe, CO
County and State

Site

Structure

Object

Number of Resources within Property

(Do not include previously listed resources in the count)

Contributing	Noncontributing	
<u>1</u>	<u> </u>	buildings
<u> </u>	<u> </u>	sites
<u> </u>	<u> </u>	structures
<u> </u>	<u> </u>	objects
<u>1</u>	<u>0</u>	Total

Number of contributing resources previously listed in the National Register 0

6. Function or Use

Historic Functions

(Enter categories from instructions.)

EDUCATION/ School

Current Functions

(Enter categories from instructions.)

EDUCATION/ School

7. Description

Architectural Classification

(Enter categories from instructions.)

Modern Movement

Materials: (enter categories from instructions.)

Principal exterior materials of the property: Brick

Narrative Description

Summary Paragraph

Located in the Havana Park subdivision of Aurora, the Jamaica Primary School was completed in 1958. Situated at the center of a neighborhood of mid-twentieth century Ranch houses, the school was designed as a small community school with eight classrooms for kindergarten through third grade students. The school was one of twenty-five new schools constructed by Aurora Public Schools between 1945 and 1970 as the district struggled to keep up with the city's booming population. Twenty-one of these schools, including Jamaica Primary, were built by the Denver-based architectural firm of Atchison & Kloverstrom. The Jamaica Primary School followed the model of two previous neighborhood primary schools, Boston Primary and Paris Primary, both since demolished. Designed by Atchison & Kloverstrom, Boston Primary (1953) and Paris Primary (1955) established a district model for small scale, K-3, child-oriented primary schools embedded within Aurora's newly developing subdivisions. The Boston Primary was approximately 1.5 miles northwest of Jamaica Primary whereas Paris Elementary was 1.5 miles northeast. The Jamaica Primary School is an excellent example of mid-twentieth century school design. Key features include: a flat-roofed, single-story design; irregular layout planned around a courtyard; steel-frame construction with brick facing; large bands of windows; minimal ornamentation; exterior doors to individual classrooms; and inclusion of a multi-purpose room (see photos). With many schools currently undergoing alterations to accommodate changing district needs and enrollments, the Jamaica Primary School retains an unusually high degree of integrity and is the most intact of Aurora's twenty-five mid-century schools (based on the reconnaissance-level survey completed by Colorado Preservation, Inc. in 2010). Only three

significant alterations have been made: the replacement of the original doors and windows and the construction of an addition. However, only the replacement of the original wood doors with metal doors to meet current school safety standards has had an impact on the school's original design. The original windows were replaced with new windows that match the original in design, materials, and configuration. Slaterpaul Architects, a preservation-minded firm, oversaw window replacement in 2004. The small addition is at the rear of the building on the courtyard and blends seamlessly with the original building. Designed by Colorado Springs-based firm Lamar & Kelsey, it was added in 1970.

Narrative Description

The Jamaica Primary School is in Aurora's Havana Park subdivision. Located between 6th Avenue and 11th Avenue, this area southeast of Aurora's historic center developed rapidly during the 1950s. The school lies on a large lot at the center of a triangular-shaped residential development of mid-twentieth century Ranch houses that is bounded by Havana Street on the west, E. 6th Avenue on the south, and Del Mar Parkway running from northwest to southeast. Following a characteristic midcentury layout, the through traffic is kept to the edge streets with only neighborhood traffic on the curvilinear residential streets. This reduces traffic speeds, making the neighborhood quieter and safer, whereas the curved street patterns add visual interest. Developers set aside lots for schools in their neighborhood plans because schools were key amenities for the families they were trying to attract. The Jamaica Primary is near the center of the residential development with several streets dead ending at the school. Originally designed to serve kindergarten through third grade, the school has functioned as the Jamaica Child Development Center since 2009, which offers preschool education.

The school faces west onto Jamaica Street (photo 1). Green lawns are in front of the school. Paved parking lots are to the north and south of the school (photo 4). The original site plans illustrate open space surrounding the school, with a blacktop parking lot for twenty cars at the northwest corner of the lot and a proposed softball diamond at the northeast corner of the lot. This landscape plan does not appear to have ever been completed. A 1963 aerial image of the neighborhood shows green lawns at the front of the school and cars parked along the north side of the building. There is no parking lot at the north end of the lot and no softball field. The only landscaping appears to be the lawn in front of the school and the remainder of the lot appears to be bare. There is no playground visible. Currently, the Aurora Public Schools Early Beginnings building is east of the school. A playground is northeast of the school. Beyond the playground lies the Creative Options Center for Early Education building and green lawns. The nomination boundary has been drawn to encompass the school and front lawns, because these are the only original historic features, and to exclude the later construction on the lot.

Jamaica Primary School (1958)

The Jamaica Primary School features steel-frame construction faced with brick. A single-story design with a flat-roof, long bands of windows, and flat awnings over doors and windows give the school a strong horizontal emphasis (photo 5). The school is irregular in plan. It consists of a central section parallel to Jamaica Street and two wings placed perpendicularly to the street. The arrangement creates a U-plan, enclosing a rear courtyard covered with artificial turf. In 1970, an addition was constructed on the east side of the U, creating space for a teacher's lounge. The school design includes irregular step-backs that reflect interior functions and add visual variety to the exterior. Building plans show that the central section originally held restrooms, an office, clinic, and library. This section has been slightly reconfigured into restrooms, a clinic, and multiple offices; a new teacher's lounge was also added. The remainder of the building retains its original interior configuration. The north wing contains four classrooms and the south wing contains a multi-purpose room, kitchen, and four classrooms. The boiler room is beneath the kitchen at the southwest corner of the building.

The brick is multi-hued in shades of tan and cream; it is laid in a stretcher-bond pattern with grey mortar. The aluminum-framed windows are replacements but match the original windows in materials and configuration. The windows feature limestone trim. A simple metal coping is at the top of the brick walls. Exterior doors are metal with a single rectangular light. On the interior, the school features many original finishes. The hallways feature terrazzo floors and tiled walls. Brick walls are found in the classroom. Dropped ceilings have been added in the classrooms, but are sloped at the windows so that they do not block any of the original window openings. Carpet has been installed in classrooms.

West Façade

The west façade of the school consists of three segments. The northwest corner projects forward the farthest. This corner of the building originally held the kindergarten. It features a single door (leading into the kindergarten room) topped by a transom and single band of windows four lights tall and five lights across (photo 3). All the windows are fixed with the exception of one operable window in each classroom. A concrete awning extends over the door and window. The central portion of the west façade steps back from the northwest corner (photo 6). It holds double doors topped by transoms. The doors connect to the hallway accessing the classrooms of the north wing. A large band of windows lies south of the double doors. The window is composed of five sections (defined by heavier mullions); four sections are five lights tall and five lights across whereas the central section is five lights tall and two lights across. The roof of the central portion features a deep eave overhang. The roof extends to the south to form a flat-roofed porch sheltering an entrance on the southwest segment of the façade, which is stepped back from the central portion. The southwest segment contains the primary entrance to the school, with three doors framed by sidelights and topped by transoms. A round metal post supports the corner of

the porch. Beyond the porch is a narrow window band, two lights tall and four across. Concrete sidewalks lead from the street to the entrances on the central and southwest segments. Another sidewalk connects the kindergarten entrance to the sidewalk leading to the central entrance. The setback from the street to the entrances is approximately 60'.

South Side

The south side is divided into four segments. The westernmost segment of the south wall contains a door with a single square light (the only door with this configuration) topped by a transom and four-light window (photo 11). The next segment holds the multi-purpose room, which is a few feet taller than the rest of the school. A brick chimney is at the western end of the multi-purpose room and provides exhaust from the basement boiler. The main wall of the multi-purpose room is set back from the chimney. It features two doors set within a large band of windows. There are three sections of window, each six lights tall and three lights across. The doors are between the windows and are topped by three-light transoms. The doors and windows are covered by a flat concrete awning. The south side then steps back to the third segment, which contains a window band composed of two sections, each three lights tall and three lights across. The fourth segment features another step-back but has no openings.

East Side

The east side is composed of six segments. The first segment is the south wall of the multi-purpose room, which has no fenestration. Next is the south hallway, which projects forward from the multi-purpose room; the hallway ends with double doors topped by a transom. A flat concrete awning extends over the doors. Stepping forward from the hallway, the third segment is blank. The south side then steps back to the rear courtyard. The southern wall of the courtyard (segment four) has no fenestration (photo 7). This is not an original wall, but the brick of the addition matches the brick of the original building. The fifth segment is the north hallway. It matches the south hallway with double doors topped by a transom and concrete awning. The sixth segment steps forward from the hallway and holds a single door (leading into a classroom). Within the U, the north wall of the south wing holds a long band of windows broken by four doors leading into classrooms. The doors are topped by two-light transoms. The windows are five lights tall. The windows are six across between the first and second doors, seven across between the second and third doors, and seven across between the third and fourth doors. The window continues three across beyond the fourth door. The south wall of the north wing contains two narrow bands of windows that are three lights tall and four across.

North side

Unlike the other sides, the north side of the school does not have any step-backs (photo 4). It features a long band of windows extending nearly the length of the wall. Two doors break the band of windows. The doors are topped by two-light transoms. The band of windows is five lights tall. Thick mullions divide the windows into segments that are three or four lights across; there are three segments that are three lights across and five segments that are four lights across.

Integrity

The Jamaica Primary School retains a high degree of integrity. The school retains its original location within the Havana Park subdivision and is surrounded by streets of mid-twentieth century ranch houses. The building has been in continuous use as a school since its construction. The school has undergone some modifications, but these are minor compared to other mid-twentieth-century schools in Aurora.

Alterations

Though the original school location on a large lot is intact, the construction of two additional education buildings on the lot has impacted the integrity of setting. The Head Start building opened in August of 2002 and the Early Beginnings building (also called the “Zoom” building) opened in January of 2014. The exterior of the school retains its character-defining features but the integrity of the design, workmanship, and materials has been somewhat impacted, albeit by sensitive alterations. The original doors and windows have been replaced. However, only the door replacement has impacted the integrity of design because the replacement windows match the original in design, materials, and configuration. The original wood three-light doors were replaced with metal doors to meet school safety standards, but the original pattern of transoms and sidelights has been retained. The current single-light doors were installed in 2004 at the same time the windows were replaced. A small addition was placed on the rear of the building within the courtyard in 1970 and blends seamlessly with the historic building. The school also originally featured skylights in the classrooms, but these were removed in 1970 due to problems with leakage and the difficulty created in dimming the classrooms for audiovisual instruction. Interior alterations have included installation of dropped ceilings in classrooms and slight reconfigurations of offices.

The use has changed from elementary to preschool education, but most of the rooms retain their original function. The most significant change has been converting the library to an office. The integrity of materials is enhanced by the retention of many original finishes, including terrazzo flooring and tiled walls in the hallways and exposed brick in the classrooms.

8. Statement of Significance

Applicable National Register Criteria

(Mark "x" in one or more boxes for the criteria qualifying the property for National Register listing.)

- A. Property is associated with events that have made a significant contribution to the broad patterns of our history.
- B. Property is associated with the lives of persons significant in our past.
- C. Property embodies the distinctive characteristics of a type, period, or method of construction or represents the work of a master, or possesses high artistic values, or represents a significant and distinguishable entity whose components lack individual distinction.
- D. Property has yielded, or is likely to yield, information important in prehistory or history.

Criteria Considerations

(Mark "x" in all the boxes that apply.)

- A. Owned by a religious institution or used for religious purposes
- B. Removed from its original location
- C. A birthplace or grave
- D. A cemetery
- E. A reconstructed building, object, or structure
- F. A commemorative property
- G. Less than 50 years old or achieving significance within the past 50 years

Areas of Significance

(Enter categories from instructions.)

EDUCATION
ARCHITECTURE

Period of Significance

1958-1967

1958

Significant Dates

1958

Significant Person

(Complete only if Criterion B is marked above.)

Cultural Affiliation

Architect/Builder

Atchison & Kloverstrom

Lamar & Kelsey

Statement of Significance Summary Paragraph

The Jamaica Primary School is significant at the local level under Criterion A in the area of Education as a representation of mid-twentieth century educational trends in Aurora, including the construction of new schools to meet the demands of an expanding population as well as the needs of Progressive educators. The school is associated with the 1950s development of Aurora, which grew from a population of 11,421 in 1950 to 48,543 in 1960. The Jamaica Primary School is in the Havana Park subdivision, one of many new subdivisions developed during the decade, all needing new schools. Finally, the Jamaica Primary School is significant under Criterion C in the area of Architecture as an excellent example of mid-twentieth century school design by Denver-based architectural firm Atchison & Kloverstrom, one of Colorado’s leading mid-century school designers. The period of significance under Criterion C is 1958, the year construction completed. Under Criterion A the period of significance is 1958-1967, ending with a date 50 years in the past in accordance with National Register guidance. The property meets the registration requirements for the school building property type outlined in the *Colorado’s Mid-Century Schools, 1945-1970* Multiple Property Documentation Form.

Narrative Statement of Significance

The Jamaica Primary School is significant under Criterion A in the area of Education for its association with the history of public education in Aurora. A small-scale, neighborhood-oriented school with just eight classrooms, the Jamaica Primary School reflects the philosophies of the Progressive education movement. The Progressive movement encouraged an educational experience that was practical, informal, and child-centered. The elementary school should create a comfortable, homey environment for children. Classroom methods were less proscribed, encouraging creativity and engagement from teachers and students, and curriculum emphasized the social development of the child as well as intellectual development. The Jamaica Primary School reflects these trends in its small size and classroom design, including self-contained classrooms with toilets and sinks for the younger grades. The multi-purpose room also provided a space for flexible programming. The Jamaica Primary School is also associated with mid-century efforts in Aurora to promote schools as community assets and engage the community in education.

The Jamaica Primary School is associated with the mid-century development of Aurora, which grew from a small town to a major city during the period. Federal employment and the postwar baby boom contributed to the growth. Aurora grew in size as well as population with extensive subdivision development and annexation. Located in the Havana Park subdivision, the Jamaica Primary School is representative of mid-century development patterns and the movement to place schools in the center of residential neighborhoods. The school was one of fifteen constructed by the Aurora School District during the 1950s as it tried to keep pace with Aurora's booming population.

Finally, the Jamaica Primary School is significant under Criterion C in the area of Architecture as an excellent example of mid-twentieth century school design by Denver-based architectural firm Atchison & Kloverstrom. The plan, materials, and design features clearly reflect prevailing mid-century ideas about curriculum, child development, and the role of the school in the community. Characteristic mid-century features include: steel construction with brick facing; irregular plan; courtyard; horizontal emphasis created by its single-story design, flat roof, horizontal bands of windows, and concrete awnings; child-oriented scale; multi-purpose room; exterior classroom doors; and flexible interior spaces. Established in 1945, the firm of Atchison & Kloverstrom (see below) came to specialize in school design, constructing schools across Colorado. Developing economical school designs that could be constructed rapidly, the firm was the primary architect for Aurora's mid-century schools. The Jamaica Primary School is the most intact example of the firm's work in Aurora (see table of mid-century modern schools in Aurora, Figure 7).

Historical Background

Aurora Development

Aurora experienced explosive growth during the mid-twentieth century, evolving from a small town to a large city almost overnight. Incorporated in 1891, Aurora had a population of 202 by

1900. It grew slowly over the next couple decades, reaching a population of 983 by 1920. The population had more than doubled by 1930, reaching 2,205, and continued to grow during the difficult years of the Great Depression, reaching 3,437 in 1940. World War II brought new jobs to Aurora and more rapid growth, with the population reaching 11,421 by 1950. With the United States' entry into the Korean War and the Cold War, military employment in Aurora remained high and, by 1960, Aurora had a population of 48,548. By 1970, the population reached 79,974. Aurora has continued to grow steadily since then, with a population of 325,078 recorded in the 2010 census (Colorado census records from State Demography Office).

Located on the eastern border of Denver, Aurora straddles the boundaries of Adams and Arapahoe counties. During the mid-twentieth century, the land area of Aurora grew rapidly to accommodate the population boom, with many new subdivisions developed and annexed into Aurora. With the development of each new neighborhood, new schools were required. Aurora's population included a high proportion of young families with one school-age child for every 4.5 residents (compared to the national average of one school-age child for every six people) (*Aurora Advocate*, March 14, 1957).

In January 1957, the *Aurora Star and Adams County News* reported that plans for several new subdivisions were underway for that spring, anticipating that construction in Aurora could reach an all-time high. In Havana Park, streets were laid out in preparation for an additional 130 to 150 houses to be built in the spring. The city also anticipated the completion of Del Mar Parkway running through the neighborhood. This street construction was part of large-scale improvement projects occurring across the city, including paving all streets, improving sewage disposal, planting 5,000 trees, and improving parks (*Aurora Star and Adams County News*, January 17, 1957). In February 1957, the Aurora School District announced plans for a new school in Havana Park, to be located near 8th Avenue and Jamaica Street (*Aurora Advocate*, February 14, 1957). The construction of the Jamaica Primary School was just one of many new construction projects underway in Aurora during the first part of 1957. Building permits for the first six months totaled \$3.5 million. About a third of this was residential construction with another third for school construction (*Aurora Star and Adams County News* July 11, 1957).

Aurora's new schools were used to promote the community to new residents and businesses. An advertisement in the *Aurora Advocate* on September 26, 1957, "Living is Better in Aurora," extolled the quality of education in Aurora:

Aurora is a city of planned progress; a community of young, home-owning families. There are many reasons why Aurora has grown from a town of 3,437 in 1940 to a beautiful city of over 40,000 today Aurora boasts one of the outstanding school systems in the Rocky Mountain Empire, including 12 new schools in the past six years. A high scholastic rating plus a complete extra-curricular program assures your children a

well-rounded education. Because Aurora schools are well located, every child is within walking distance. No school busses are needed. Three additional schools are already planned to maintain this excellent position (*Aurora Advocate*, September 26, 1957).

Aurora School District

In 1949, the Aurora School District had just two school buildings, thirty-three teachers, and around 1,000 students. By the start of the 1957 school year, the district employed 362 teachers to instruct nearly 10,000 students (*Aurora Advocate*, August 22, 1957; *Aurora Advocate* August 8, 1957). The huge enrollment increase brought a desperate need for new school facilities. Struggling to meet the demand for classroom space, construction became the primary focus of the district, with new schools and additions completed almost yearly. By 1957, the Aurora district had thirteen schools. The district continued to use Crawford Elementary, built in 1919, and William Smith Elementary, built in 1931. West Junior High School (originally a high school) was completed in 1950. Kenton Elementary and Montview Elementary were completed in 1951. Fulton Elementary and Vaughn Elementary were constructed in 1952. No new schools were completed in 1953, but an addition to West Junior High was constructed. In 1954, the district built Peoria Elementary and also leased space from the U.S. Army for Fitzsimmons Elementary and for a Montview Elementary expansion. Aurora High School was completed in 1955, followed by Boston Elementary, Paris Elementary, and Sixth Avenue Elementary in 1956 (*Aurora Star and Adams County News*, August 14, 1958).

During 1957, numerous construction projects were in progress with additions underway at Aurora High School, Peoria Elementary, and West Junior High School, in addition to two new schools (Jamaica Primary School and North Junior High School) under construction and scheduled to open in 1958 (*Aurora Star and Adams County News*, August 14, 1958). A shortage of classroom space forced many of Aurora's schools into split sessions, with two sets of students using the school each day by attending either morning or afternoon sessions.

The design and curriculum of Aurora's new schools reflected national educational trends. The Progressive Education Movement emphasized individual students' needs and personal growth and criticized early twentieth-century classroom designs for encouraging conformity and stifling creativity. The Progressive school of the mid-twentieth century had a broader conception of its role, which encompassed the general welfare of its students, not just their intellectual development. Experiential and cooperative learning were encouraged over rote memorization. As a result, classrooms became more flexible, with furniture that could be moved to adapt to a variety of classroom activities. In the elementary schools, Progressive educators focused on ways to create a child-centered, comfortable, homey environment for students. Curriculum emphasized the psychological development of the child. Elementary schools became more informal with socializing, group work, and play incorporated into the school day. New schools had to meet

both physical needs (sanitary, safe, quiet, well-lit) and emotional needs (pleasant, secure, inspiring, friendly, restful) (Caudill 1954, 2).

Progressive educators also pushed schools to offer instruction that met the needs of all students, from the gifted student to the physically or mentally handicapped. During the mid-century period, the Aurora School District began developing programs for handicapped students including speech therapy, instruction for homebound students, and special education classrooms with trained teachers. By 1958, there were more than 100 students engaged in speech therapy and thirty-one students enrolled in special education (*Aurora Advocate* May 22, 1958).

The Aurora School District offered training to help teachers provide the full range of child development services expected of Progressive educators. An elementary workshop in February 1957 included studying the individual child, dealing with instructional challenges, helping children with social problems, keeping accurate records, and holding parent-teacher conferences (*Aurora Advocate* February 28, 1957). Another training session in August 1957, titled “Evaluation Means Improvement,” focused on effectively using testing and observation to determine how a student was progressing in comparison to other students (*Aurora Advocate* August 22, 1957). In the upper grades, the district worked with the University of Colorado to develop more effective guidance services (*Aurora Advocate* March 14, 1957).

Education took on a more prominent role in the community at mid-century. Districts needed to prove their relevance to get bonds passed for new school construction. Because the issuance of bonds depended on voter approval, public support for the school system was essential. Education was also the focus of increased public debate and media attention across the United States, spurring more community members to pay attention to their local schools. With a high percentage of young families in Aurora, more of the community was directly invested in the school system. But the school district also worked to engage the broader community in the schools, making them an integral part of the community. Schools often functioned as the focal point of a neighborhood, especially in new subdivisions with few other community facilities. Schools were used for community meetings, voting, scout meetings, and arts performances. Atchison & Kloverstrom stressed the importance of incorporating community uses into the school:

It seems to us that . . . the more any well-designed modern school is planned for community use the better the community investment. Education is not confined to children. Use of general-purpose areas by the public after school hours provides a sympathetic understanding of school problems. . . All the schools planned in this office have had careful consideration of the community use factor. In every instance actual community usage was gratifying. In Grand Junction, a little theater group had been giving regular productions; this in addition to the P.T.A., Boy and Girl Scout programs

for parents, special school programs, etc. At Craig, Moffat County High School Auditorium is the only community-owned area in which an artist series (principally music) may be conducted (Lopez 1950, 162).

Community engagement in education was also a state issue. Governor Steve McNichols declared a Public Schools Week in 1957:

In Colorado, I urge all citizens to take this opportunity to see firsthand how our teachers and pupils work together in local schools; to see what the problems are which face the schools in their communities; and to become informed on the achievements of the local officials and teachers in surmounting the difficulties brought about by increasing population, building and equipment deficiencies, and teacher personnel shortages. I urge the school administrators and teachers to emphasize to the citizens who visit their school rooms and classes the importance of programs to develop a wholesome attitude towards citizenship and its responsibilities. I earnestly hope that citizens will study the needs of their schools and the resources of their communities, in order that decisions made will result in the best in learning and understanding (*Aurora Advocate* April 18, 1957).

The Aurora school district celebrated the week by inviting parents to observe classroom instruction.

Atchison & Kloverstrom

The dramatic school construction completed in Aurora during the 1950s was all the work of one architectural firm—Atchison & Kloverstrom. Atchison & Kloverstrom had a long-term relationship with the Aurora School District, designing all schools constructed during the 1950s, as well as some in the early 1960s. In total, the firm designed twenty-two schools for Aurora. The district also hired the firm to expand many of their original designs.

The boom in school construction in the mid-twentieth century created plentiful opportunities for architectural firms, along with many challenges as architects were forced to accommodate tight timeframes, limited budgets, and evolving educational requirements. Colorado's mid-century schools were built by a varied collection of architectural firms, with more than seventy-five firms designing schools in Colorado between 1945 and 1970. Several architectural firms emerged in the mid-century period as specialists in school design, including Atchison & Kloverstrom, Alfred Watts Grant, and Wheeler & Lewis.

Based in Denver, the architectural partnership of Atchison & Kloverstrom was formed in 1945. Paul Atchison was born in Denver in 1903. He studied architecture at the Denver Academy of Applied Art and Atelier Denver in addition to traveling in Europe. He began his career working

for architects W.L. Rice, J.J.B. Benedict, T.H. Buell, and J.G. Meem. During the Great Depression he also worked for the Historic American Buildings Survey and the Resettlement Administration. He established his own firm in 1936. During the war he was Chief Architect at the military's Replacement Center in Cheyenne, Wyoming.

Born in 1911, Carl Kloverstrom was also from Denver. He studied architecture at the Massachusetts Institute of Technology and the Atelier Denver before gaining experience working for architects T.H. Buell, G.M. Musick, and Smith, Henschman & Grylls. According to the firm's American Institute of Architects (AIA) roster from 1953:

While the firm has come to specialize in recent years mostly in school buildings, both members of the firm have had broad experience on all types of building incident to regular architectural practice, i.e. hospitals, government buildings, churches, theaters, industrial buildings, manufacturing plants, etc. besides experience with most of the standard T.O. and Mobilization type structures used for the Armed Services during World War II (AIA Roster).

The firm designed schools in communities across Colorado, including Denver, Rifle, Littleton, Grand Junction, Craig, Fort Collins, Rocky Ford, Greeley, Wiggins, Glenwood Springs, and Northglenn, as well as several buildings for Mesa College in Grand Junction.

Some school districts established long-term relationships with a single architectural firm, whereas others hired a variety of architects. Atchison & Kloverstrom had a long-term relationship with the Aurora School District, designing all schools constructed in the district during the 1950s, as well as some in the early 1960s. In total, the firm designed twenty-two schools for Aurora. The district also hired the firm to expand many of their original designs. The relationship between Atchison & Kloverstrom and the Aurora School District was one of the longest and most prolific collaboration between a school district and an architectural firm in the state. Several other architectural firms designed multiple buildings for a single district, but these relationships did not last as long or produce as many buildings. Atchison & Kloverstrom also had an ongoing relationship with the Adams 12 Five Star District, designing six schools in Northglenn between 1960 and 1965, but this was not an exclusive relationship, with the district also hiring other architects. The only other architecture firms that appear to have established exclusive relationships with an architectural firm like Atchison & Kloverstrom in Aurora are Alfred Watts Grant and Adams County School District #14 and John Shaver and Associates and the Greeley School District. School districts had several issues to consider when selecting an architect, including cost, quality of design, speed of work, flexibility, and adaptability. The majority of school districts selected local architects for their school buildings, likely feeling that these architects could be most responsive and engaged with the community.

In 1950, the work of Atchison & Kloverstrom was featured in an article on new school construction in the national publication *Architectural Record*. All schools chosen for the article were considered to be a “conscientious, forthright piece of work, an example of sincere effort to reconcile cost with demands and produce good architecture in the process” (Lopez 1950, 157). The article described Atchison and Kloverstrom as “one of Colorado’s most active firms,” significant for the degree of standardization achieved, with their work across the state sharing common features (Lopez 1950, 158). The article featured seven schools:

- A.H. Dunn Elementary School, Ft. Collins. Capacity 480. Cost \$369,529. Cost per square foot \$12.26. Included 12 classrooms, cafeteria, kitchen, multi-purpose room, principal’s office, teacher’s room, kindergarten.
- High School, Aurora. Capacity 300. Building cost \$314,033. Cost per square foot \$9.70. Included 10 classrooms, laboratory, library, administration area, gym, teacher’s room. Designed to accommodate an additional wing and auditorium in the future.
- North Littleton Elementary School, Littleton. Capacity 420. Building cost \$275,000. Cost per square foot \$9.59. 12 classrooms, cafeteria, kitchen, multi-purpose room, principal’s office, teacher’s room, kindergarten.
- Rocky Ford- two identical elementary schools. Capacity 360. Building cost \$550,000. Cost per square foot \$9.70. Included 12 classrooms, cafeteria, kitchen, multi-purpose room, principal’s office, teacher’s room.
- Orchard Avenue Elementary School, Grand Junction. Capacity 240. Building costs \$215,000. Cost per square foot \$10.12. Included 6 classrooms, lunchroom, kitchen, multi-purpose room, principal’s office, teacher’s room, kindergarten.
- Moffat County High School, Craig. Capacity 480. Building cost \$450,000. Cost per square foot \$9.89. Included 8 classrooms, 3 laboratories, auditorium, gym, shop wing, staff rooms, library, band room.

The schools shared a common pattern of design seen in the arrangement of spaces and use of similar materials. Common elements included cinder-block walls faced with brick, limestone coping and trim, pitch and gravel roofs, glass block along with aluminum or wood sash windows, concrete-slab corridors with asphalt-tile flooring, concrete or fir flooring in classrooms covered with asphalt tile, interior walls of glazed brick and plaster (Lopez 1950, 159). The architects saved costs by combining roof and ceiling joists, eliminating attic space (Lopez 1950, 1962).

Jamaica Primary School

In February 1957, the school board authorized the purchase of a lot in Havana Park for a new primary school, paying \$35,000. The eight-classroom school was modeled on the Boston and Paris Primary Schools, featuring a similar design and neighborhood location (*Aurora Advocate*, February 1957). According to district Superintendent William Hinkley, even though four school

projects would be under construction in the spring, they would still not be enough to meet demand. The school district was anticipating an enrollment of 9,700 to 9,800 the following school year, close to the entire population of Aurora in 1950 (*Aurora Star and Adams County News*, February 14, 1957).

In 1957, school districts relied on local and state funding for schools, with \$2,500,000 in funding available for the Aurora school district in 1957. The federal government did not start providing federal assistance for educational programs until the National Education Defense Act of 1958 (*Aurora Advocate* March 14, 1957). But due to the large number of federal jobs in Aurora (including Lowry Air Force Base, Buckley Field, and Fitzsimons Army Hospital), the federal government provided assistance to help the Aurora School District with school construction. Passed in 1950, Public Law 81-874 provided aid for school districts impacted by federal defense efforts, including increased enrollments due to families moving into the area for federal jobs and loss of local taxes due to federally-owned lands. The amount of funding depended on the number of federally connected children enrolled in local schools. In 1957, the district was awarded \$257,948 in funding allocated to pay for the new Jamaica school (*Aurora Advocate* January 31, 1957).

The construction contract for the school was awarded to the Phipps Construction Company in May. Their winning bid was \$190,589 (*Aurora Star and Adams County News* May 23, 1957). The Phipps Construction Company was founded in 1952 by Gerald H. Phipps, the son of U.S. Senator Lawrence Phipps, who represented Colorado from 1919 to 1931. Gerald Phipps gained experience in the construction industry working for his uncle's firm, Platt Rogers, Inc., and purchased their Denver office as the base for his new firm. Still active today, the firm was very successful and has been responsible for many high-profile civic and commercial projects in the Denver area, including the Boettcher Memorial Tropical Conservatory at the Denver Botanic Gardens and St. Luke's Hospital. Gerald Phipps also gained fame as the owner of the Denver Broncos from 1961 to 1981. Slattery & Company was awarded the contract for mechanical work, including plumbing, heating, and ventilating, for \$48,909.

In August 1957, the district announced that construction of the Jamaica Primary School was on schedule, with anticipated completion in late December. Classes were scheduled to start in the school after the holiday break (*Aurora Advocate* August 15, 1957). The Jamaica Primary School opened on January 27th with approximately 300 students. It enrolled students that had previously attended the Kenton and Peoria schools, relieving their overcrowding, which had included split sessions for third-grade classes (*Aurora Advocate* December 12, 1957). Jamaica Primary School initially included kindergarten, but the district planned to move it to another building in the fall due to continued overcrowding. Most kindergarten classes in Aurora were being held in local churches due to the shortage of elementary school space. When the Jamaica Primary School opened, the kindergarten and first-grade classes were on split sessions (9:00-11:15 and 12:45 to

3:00), whereas the second and third grades were on a full-day schedule. The principal at the Peoria Elementary School, Vivian Harvey, also served as the principal of the Jamaica Primary School (*Aurora Advocate* January 23, 1958; *Aurora Star and Adams County News* March 30, 1958).

During Colorado Public Schools Week in 1958, activities at Jamaica Primary included tree planting and an evening open house for the community to see the new school. The district also invited the community to come observe normal class activities during the school day (*Aurora Advocate* April 17, 1958).

In 2009, the building was converted into the Jamaica Child Development Center (CDC) and began serving pre-school age children with educational challenges. Classes at Jamaica CDC follow the Aurora Public School Early Childhood Education Department's Creative Curriculum for Preschool, which is described as a "comprehensive, scientifically based Early Childhood curriculum for young children ages 3-5" ("Early Childhood Education Curriculum" 2015). The Jamaica CDC is the second school in the Aurora School District dedicated to preschool students. Prior to its conversion, the building's bathrooms were remodeled, new playground equipment was installed (outside boundary), and additional parking was created for both staff and visitors. The building accommodates about 250 preschool students ("APS Celebrates Opening of Jamaica CDC" August 22, 2008).

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Previous documentation on file (NPS):

preliminary determination of individual listing (36 CFR 67) has been requested

previously listed in the National Register

previously determined eligible by the National Register

designated a National Historic Landmark

recorded by Historic American Buildings Survey # _____

recorded by Historic American Engineering Record # _____

recorded by Historic American Landscape Survey # _____

Primary location of additional data:

State Historic Preservation Office

Other State agency

Federal agency

Local government

University

____ Other
Name of repository: _____

Historic Resources Survey Number (if assigned): 5AH.3602

10. Geographical Data

Acreage of Property 1.839

UTM References

Datum (indicated on USGS map):

NAD 1927 or NAD 1983

1. Zone: 13 Easting: 511773 Northing: 4397730

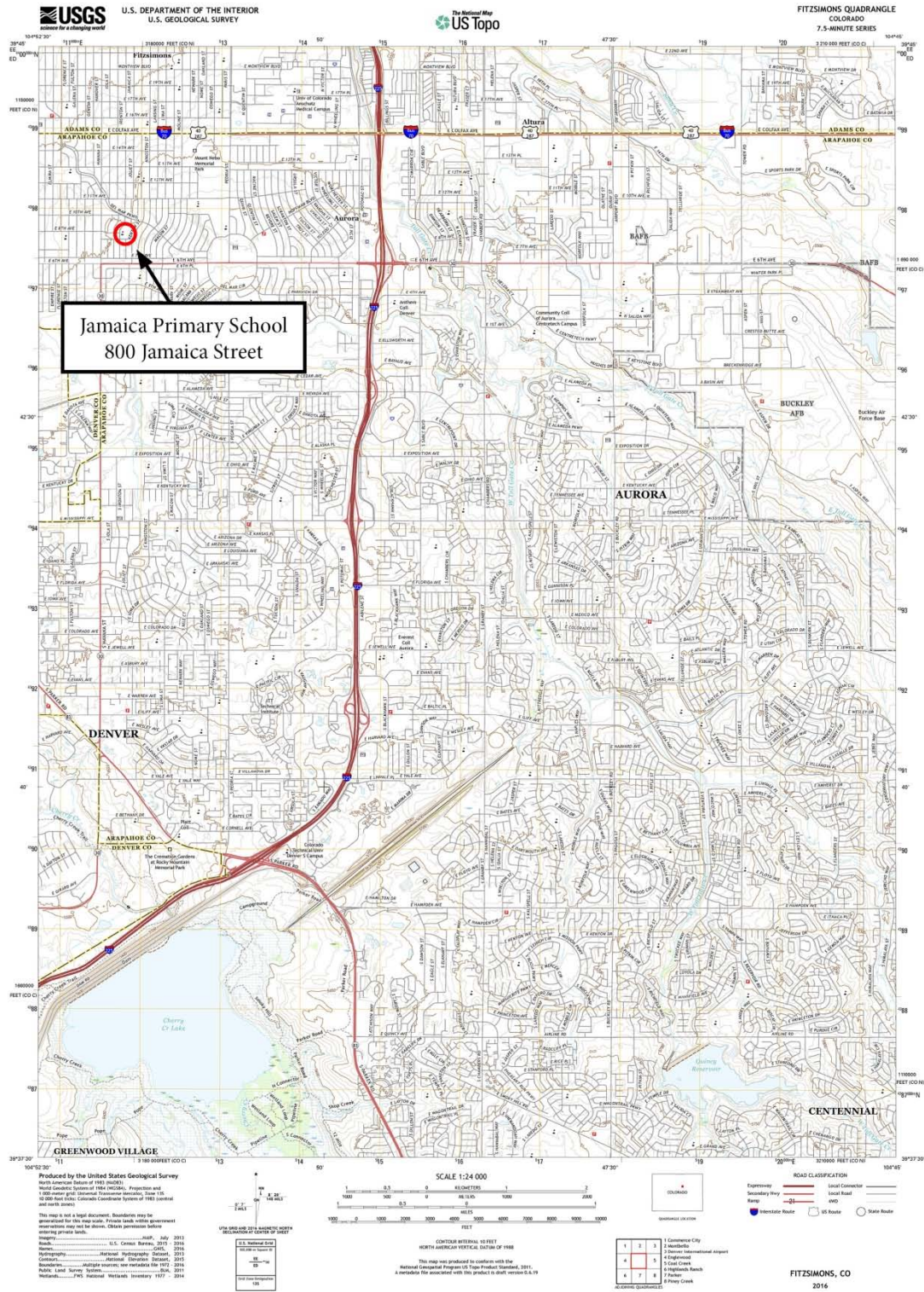
Verbal Boundary Description (Describe the boundaries of the property.)

The nomination boundary follows along the western edge of the school's legal boundary, but extends east only to encompass the northern parking lot, the original 1958 building, the courtyard, and southern parking lot.

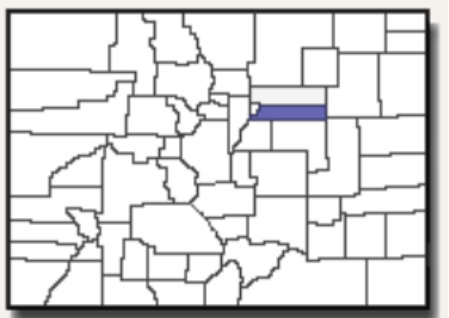
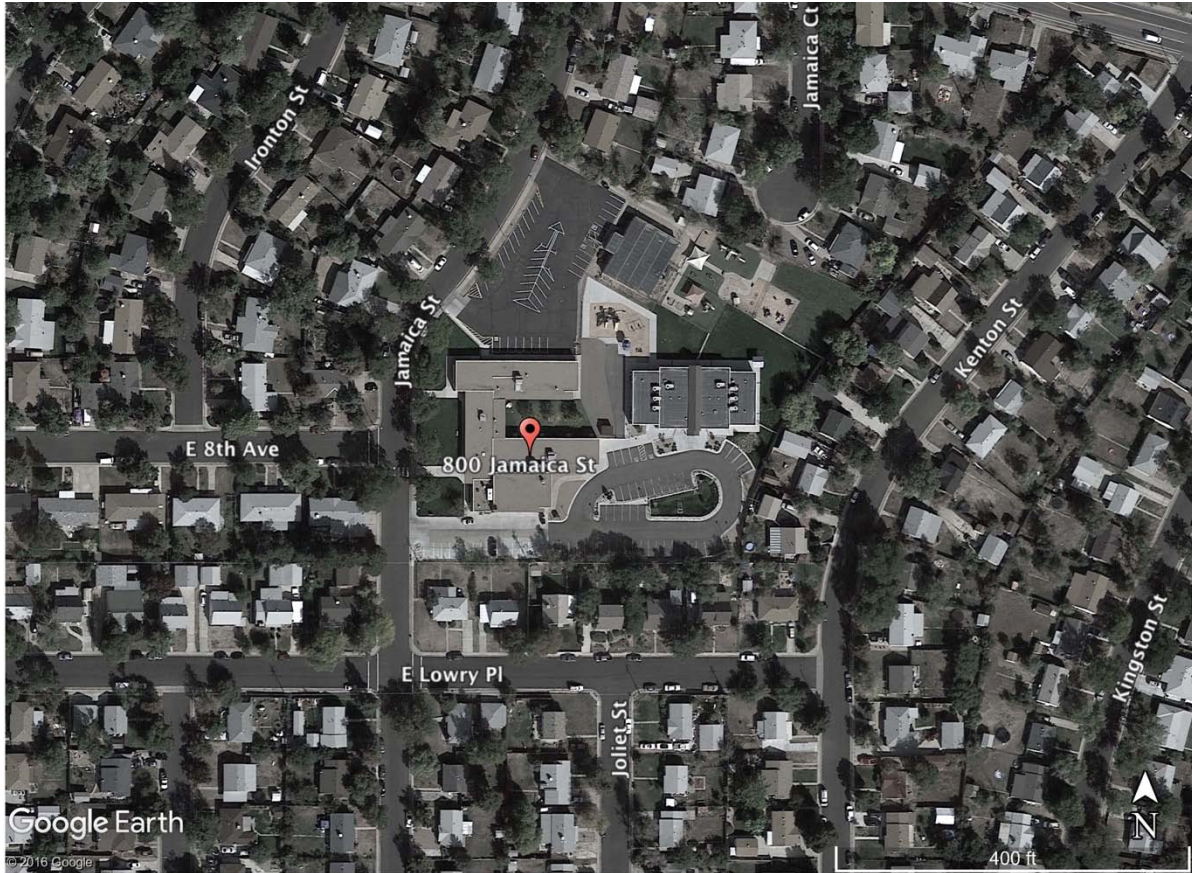
Boundary Justification (Explain why the boundaries were selected.)

The boundary encompasses the historic Jamaica Primary School building, excluding lands of the grounds on which more recent construction occurred after the periods of significance.

USGS 7.5 minute Topographic Map Fitzsimmons Quadrangle

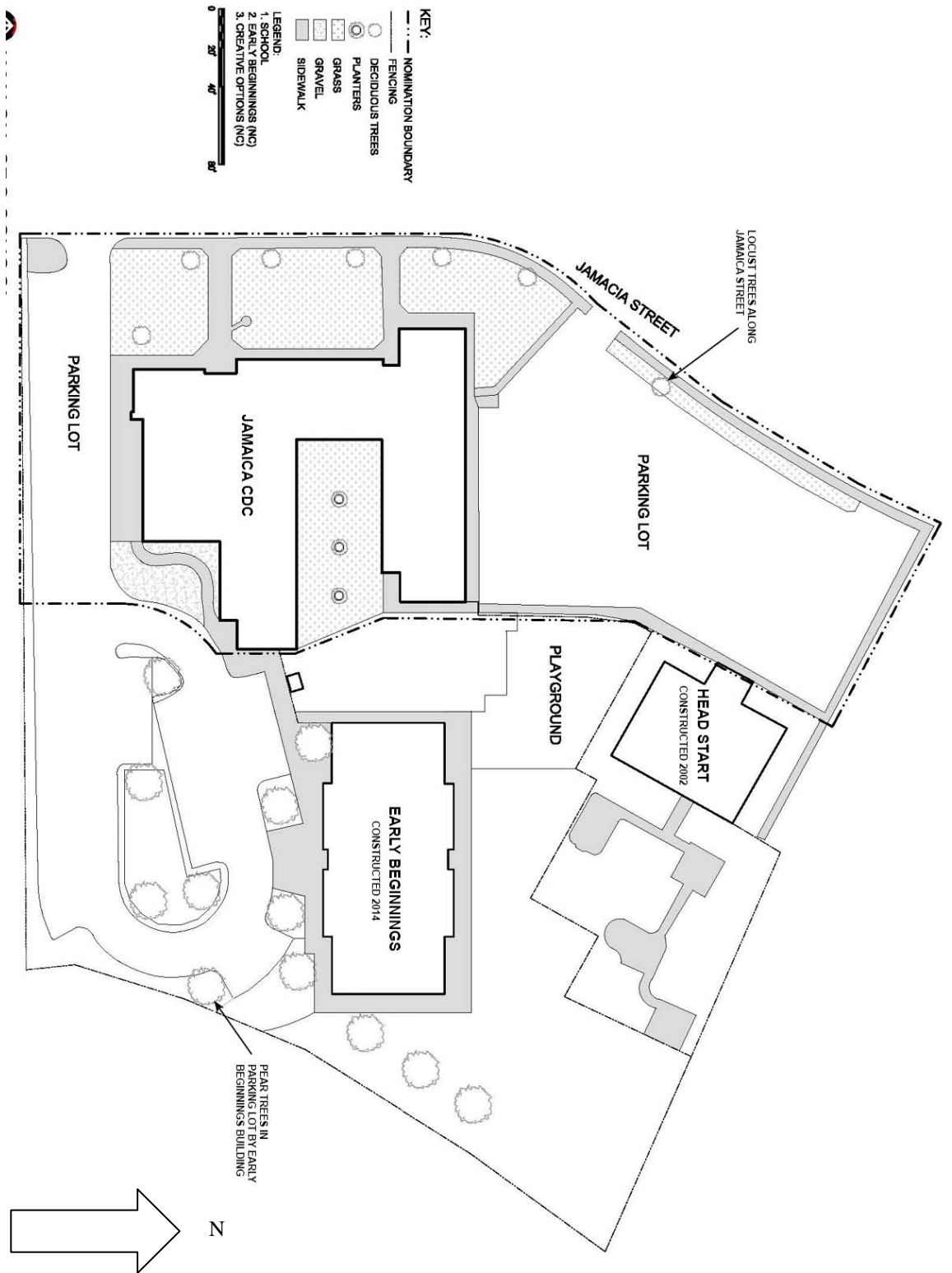


5400' elevation
P.M. 6th Township 4S Range 67W Section 2 SE NW SW/ NE SW SW



Location: Arapahoe County

Site Map



11. Form Prepared By

name/title: Abigail Christman/ consultant (for property owner)
organization: Center of Preservation Research, University of Colorado Denver
street & number: 1250 14th Street
city or town: Denver state: CO zip code: 80202
e-mail kat.vlahos@ucdenver.edu
telephone: 303.315.0573
date: October 2016

Additional Documentation

Submit the following items with the completed form:

- **Maps:** A **USGS map** or equivalent (7.5 or 15 minute series) indicating the property's location.
- **Sketch map** for historic districts and properties having large acreage or numerous resources. Key all photographs to this map.
- **Additional items:** (Check with the SHPO, TPO, or FPO for any additional items.)

Photographs

Photo Log

Name of Property: Jamaica Primary School
City or Vicinity: Aurora
County: Arapahoe State: CO
Photographer: Abigail Christman
Date Photographed: March 2015

Description of Photograph(s) and number, include description of view indicating direction of camera:

Photo 1
West (main) facade, camera facing northeast.

Photo 2

West (main) facade, camera facing north.

Photo 3

West (main) facade, camera facing southeast.

Photo 4

North Facade, camera facing south.

Photo 5

Northwest corner, camera facing southeast.

Photo 6

West facade, camera facing east.

Photo 7

East facade, camera facing west.

Photo 8

East facade, camera facing northwest.

Photo 9

East facade, camera facing west.

Photo 10

East facade, camera facing northwest.

Photo 11

South facade, camera facing north.

Photo 12

North hallway, camera facing west.

Photo 13

The multipurpose room, camera facing southeast.

Photo 14

The kindergarten room, camera facing northwest.

Additional Items Log

Figure 1

1953 Aerial Image of Aurora, Colorado. Future location of Jamaica Primary School circled.

Source: U.S. Geological Survey. https://ita.cr.usgs.gov/Single_Frame_Records.

Figure 2

1963 Aerial Image of Aurora, Colorado. Location of Jamaica Primary School circled.
Source: U.S. Geological Survey, https://lta.cr.usgs.gov/Single_Frame_Records.

Figure 3

Close up view of the Jamaica Primary School from a 1963 aerial image. The property is outlined. Source: U.S. Geological Survey, https://lta.cr.usgs.gov/Single_Frame_Records.

Figure 4

Site Plan of the Jamaica Primary School by Atchinson & Kloverstrom, 1957. Source: Denver Public Library, Denver Public Schools collection.

Figure 5

First floor plan of the Jamaica Primary School by Atchinson & Kloverstrom, 1957. Source: Denver Public Library, Denver Public Schools collection.

Figure 6

Elevations of the Jamaica Primary School by Atchinson & Kloverstrom, 1957. Source: Denver Public Library, Denver Public Schools collection.

Figure 7

Table of Mid-century Modern Schools in Aurora, Colorado

Paperwork Reduction Act Statement: This information is being collected for applications to the National Register of Historic Places to nominate properties for listing or determine eligibility for listing, to list properties, and to amend existing listings. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C.460 et seq.).

Estimated Burden Statement: Public reporting burden for this form is estimated to average 100 hours per response including time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to the Office of Planning and Performance Management, U.S. Dept. of the Interior, 1849 C. Street, NW, Washington, DC.

Photo Key Site Map

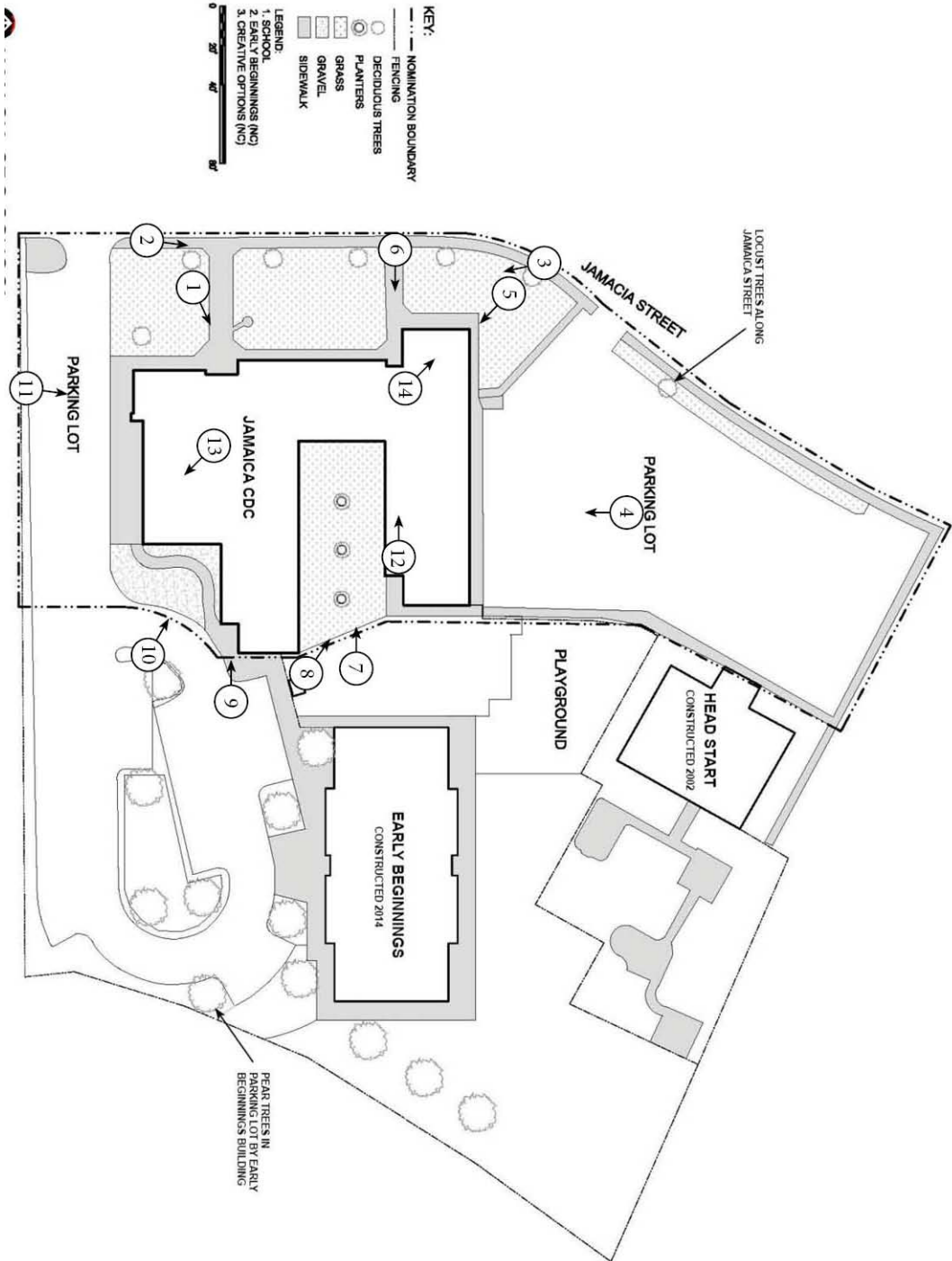




Figure 1. 1953 Aerial Image of Aurora, Colorado. Future location of Jamaica Primary School circled. Source: U.S. Geological Survey, https://ita.cr.usgs.gov/Single_Frame_Records.



Figure 2. 1963 Aerial Image of Aurora, Colorado. Location of Jamaica Primary School circled. Source: U.S. Geological Survey, <https://ita.cr.usgs.gov/Single Frame Records>.



Figure 3. Close up view of the Jamaica Primary School from a 1963 aerial image. The property is outlined. Source: U.S. Geological Survey, https://lta.cr.usgs.gov/Single_Frame_Records.

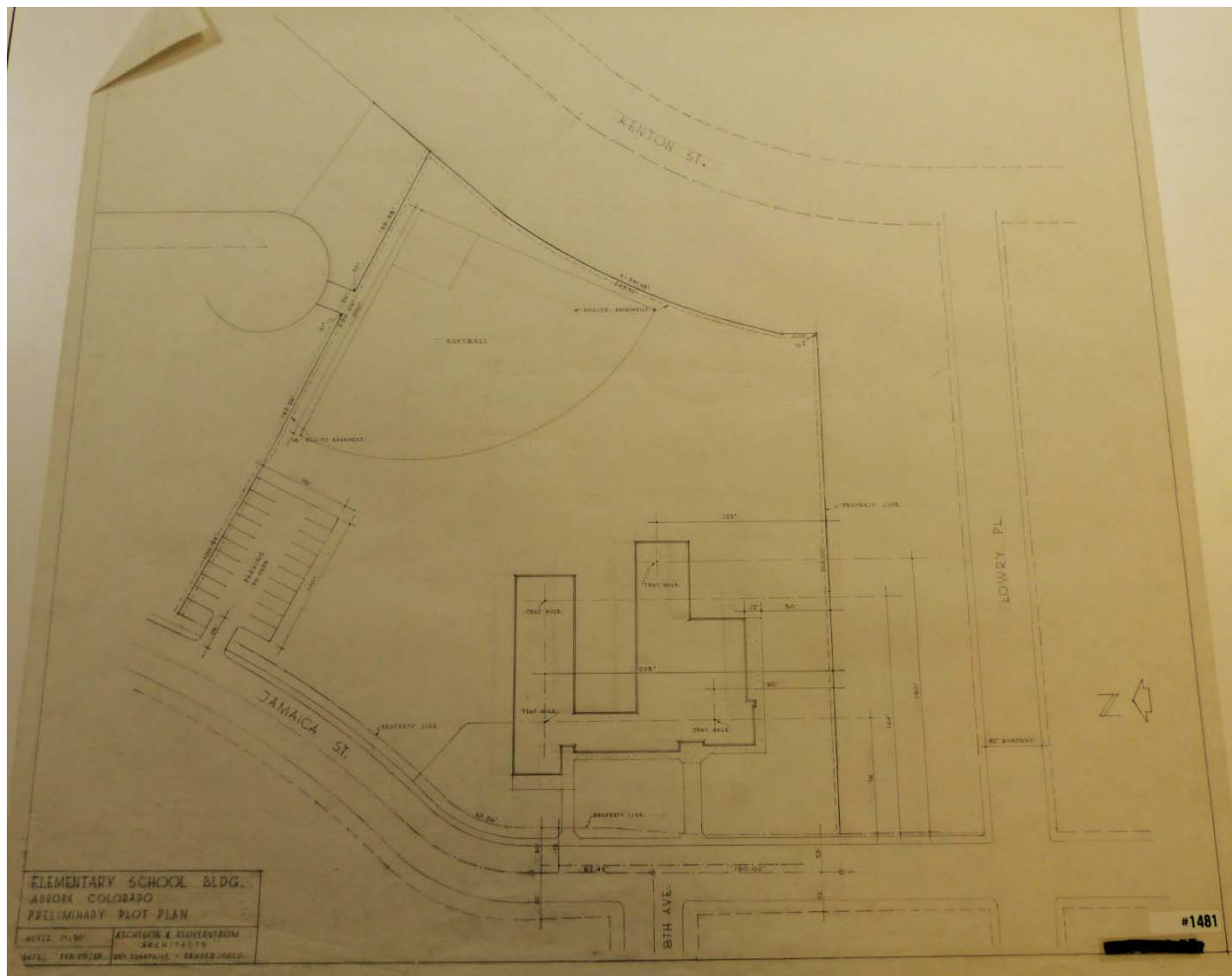


Figure 4. Site Plan of the Jamaica Primary School by Atchinson & Kloverstrom, 1957. Source: Denver Public Library, Denver Public Schools collection.

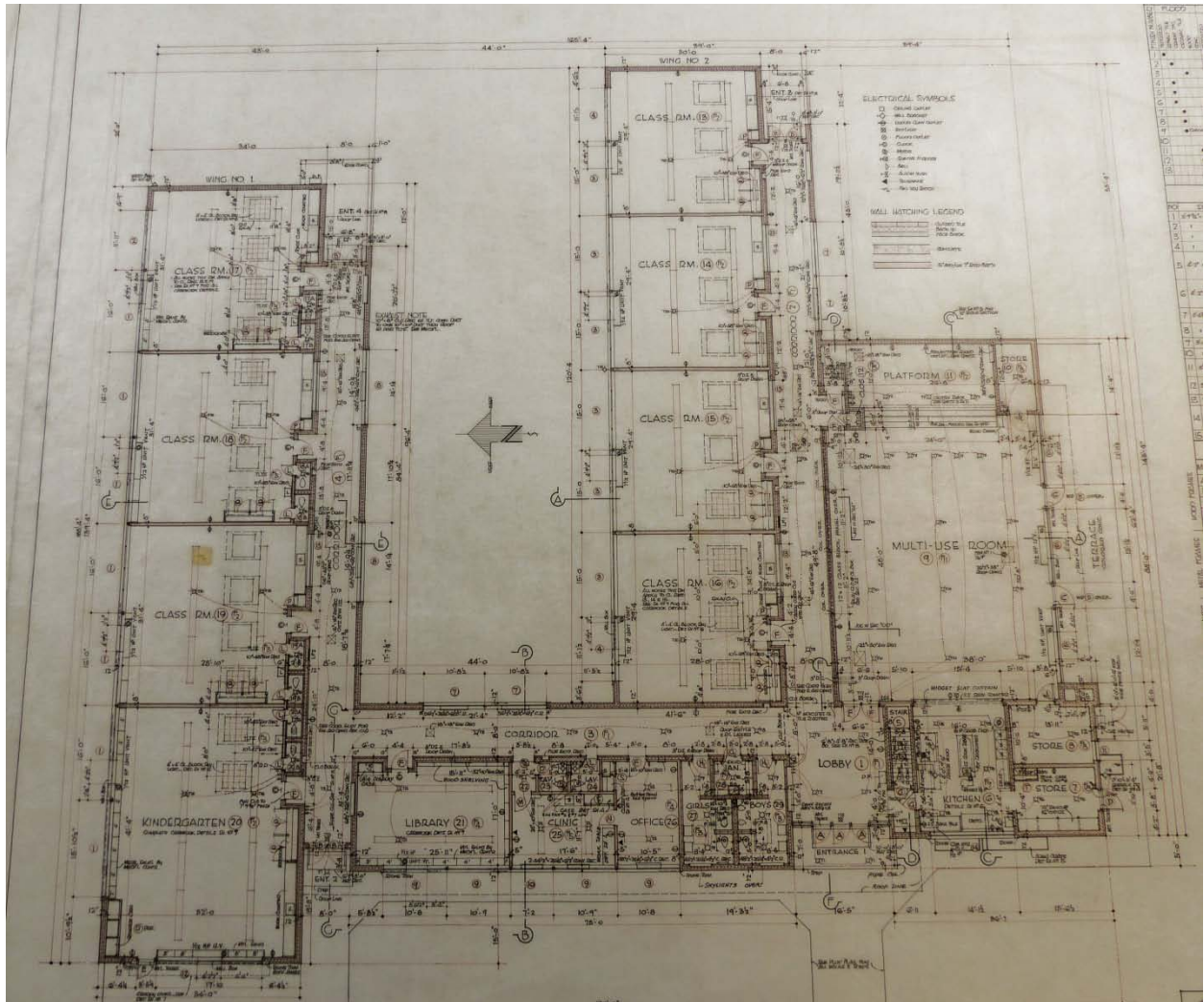


Figure 5. First floor plan of the Jamaica Primary School by Atchinson & Kloverstrom, 1957. Source: Denver Public Library, Denver Public Schools collection.

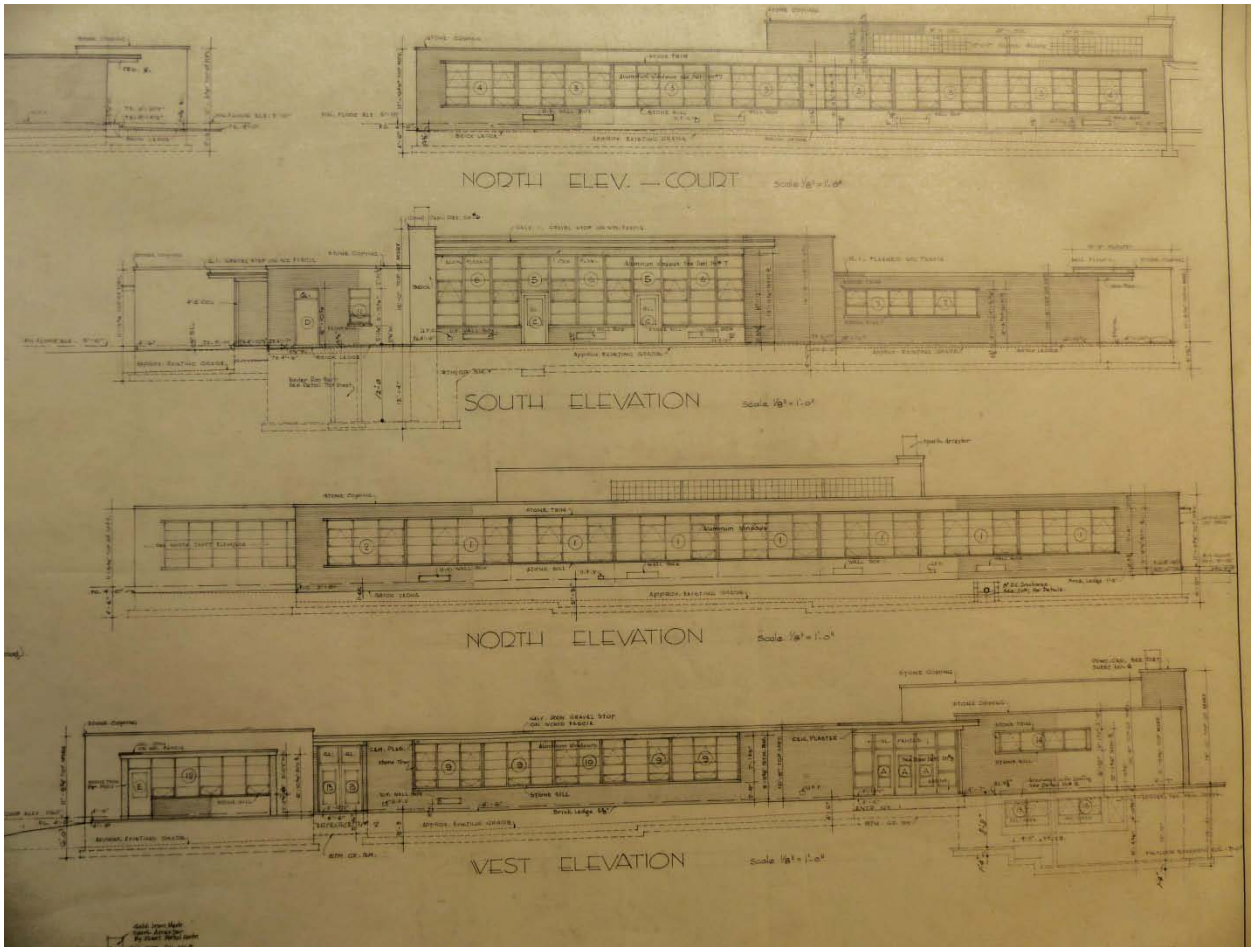


Figure 6. Elevations of the Jamaica Primary School by Atchinson & Kloverstrom, 1957. Source: Denver Public Library, Denver Public Schools collection.

Figure 7. Table of Mid-century Modern Schools in Aurora, Colorado

Name	Address	Original Date	Alterations, Additions	Site Number	Architect
Kenton Elementary	1255 Kenton Street	1950	1966, 1977, 1997, 2013	Not Assigned	Atchison & Kloverstrom
Fulton Elementary	755 Fulton Street	1951	1956, 1966, 1986, 1998, 2004	Not Assigned	Atchison & Kloverstrom
Montview Elementary	2055 Moline Street	1951	1953, 1958, 1986, 1998	Not Assigned	Atchison & Kloverstrom
Peoria Elementary	875 Peoria Street	1952	1957, 1961, 1975, 2005	Not Assigned	Atchison & Kloverstrom
Vaughn Elementary	1155 Vaughn Street	1952	1956, 1959, 1977, 1997	5AH.3278	Atchison & Kloverstrom
Paris Elementary	1635 Paris Street	1955	2004	Not Assigned	Atchison & Kloverstrom
Aurora Central High School	11700 East 11th Avenue	1955	1957, 1968, 1974, 1977, 1981, 1990	Not Assigned	Atchison & Kloverstrom
Sixth Avenue Elementary	560 Vaughn St.	1955	1958, 1961, 2005, 2010	Not Assigned	Atchison & Kloverstrom
North Middle School	12095 Montview Boulevard	1957	1969, 1965, 1975, 1998, 2004	Not Assigned	Atchison & Kloverstrom
Crawford Elementary	1600 Florence Street	1958	1963, 1970, 1983, 1996, 2004	Not Assigned	Atchison & Kloverstrom
Jamaica Child Development Center	800 Jamaica St	1958	1970	5AH.3602	Atchison & Kloverstrom
Lansing Elementary	551 Lansing Street	1959	1970, 2004, 2012	Not Assigned	Atchison & Kloverstrom
Park Lane Elementary	13001 E. 30th Ave.	1959	1960, 1965, 1970	Not Assigned	Atchison & Kloverstrom
Boston Elementary	1365 Boston Street	1956	1970	Not Assigned	Atchison & Kloverstrom
Aurora West - College Preparatory Academy (West Middle School)	10100 East 13th Avenue	1949	1952, 1957, 1974, 1986, 2006	Not Assigned	Atchison & Kloverstrom
Elkhart Elementary	1020 Eagle Street	1961	1969, 1978, 1995, 2003, 2006, 2012	Not Assigned	Atchison, Kloverstrom, Saul & Atchison
South Middle School	12310 East Parkview Drive	1961	1965, 1968, 1975, 1991, 1997, 2004	Not Assigned	Atchison, Kloverstrom, Saul & Atchison
Altura Elementary	1650 Altura Boulevard	1963	2001, 2006, 2007, 2012	Not Assigned	Atchison, Kloverstrom, Saul & Atchison
Hinkley High School	1250 Chambers Road	1963	1974, 1976, 1981, 1986, 1988, 1997,	Not Assigned	Atchison, Kloverstrom, Saul & Atchison

			2005-2007		
Lyn Knoll Elementary	12445 East 2nd Avenue	1964	1997, 2007	Not Assigned	Atchison, Kloverstrom, Saul & Atchison
Virginia Court Elementary	395 South Troy Street	1964	1969, 1985, 1997, 2011	Not Assigned	Atchison, Kloverstrom, Saul & Atchison
Wheeling Elementary	472 South Wheeling Street	1966	1970, 1985, 2009	Not Assigned	Caudill, Rowlett & Scott and Roland M. Johnson
Sable Elementary	2601 Sable Boulevard	1952	1960, 1962, 1968, 1970, 1997	Not Assigned	Grant, Alfred Watts
Laredo Elementary	1350 Laredo Street	1967	1970, 1980, 2004, 2005, 2009	Not Assigned	Laramey, Robert Dean
East Middle School	1275 Fraser Street	1965	1974, 1986, 1997, 2002	Not Assigned	Laramey/White
Kent Denver School	4000 East Quincy Avenue	1964		Not Assigned	Hornbein & White
Saint Pius X School	13680 East 14th Place	1954		Not Assigned	
Saint Therese School	1200 Kenton Street	1956		Not Assigned	
Cedarwood Christian Academy	11430 East 19th Avenue	1950s		Not Assigned	
Eastridge Elementary	11777 East Wesley Avenue	1963	1988, 2004	Not Assigned	Haldeman, William C.