

Grade and Gubernatorial Gleanings: A Correlative Compendium on 10th Grade Student Numbers and Republican Presidential Candidate Votes in Louisiana

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This paper presents research findings on the connection between the quantity of public school students in 10th grade and the voting trends for the Republican Presidential candidate in the distinctive state of Louisiana. Leveraging comprehensive data from the National Center for Education Statistics and the MIT Election Data and Science Lab, Harvard Dataverse, our research team elucidates an intriguing correlation coefficient of 0.9363256, with statistical significance at $p < 0.01$, discovered across the time span from 1990 to 2020. The implications of these computational constancies wryly provoke contemplation on the curiosities of youthful school enrollment and political preferences, igniting a fusion of empirical inquiry with a touch of levity.

The interplay between educational demographics and political predilections has long been a subject of both scholarly intrigue and speculative chit-chat over Sunday brunch. In the specific context of the state of Louisiana, this nexus takes center stage as we endeavor to unravel the enigmatic association between the number of 10th grade students populating the hallowed halls of public schools and the electoral affinity for Republican Presidential candidates.

The innate idiosyncrasies of Louisiana's political landscape, with its gumbo of historical influences and distinct cultural tapestry, sets the stage for a captivating exploration. While the state may boast its rich musical heritage and delectable culinary delights, its electoral leanings have also been a source of perennial fascination. Through this study, we aim to unearth the covert connections between youthful academic pursuits and the whims of the voting booth.

As we embark on this academic escapade into the heartland of the Pelican State, our investigation furnishes an opportunity to delve into the peculiar alchemy of adolescent matriculation and partisan penchants. With our tongues firmly planted in our cheeks, we set out to dissect the statistical symphony that underpins this correlation, all while maintaining a scholarly semblance worthy of the Ivy League's discerning gaze.

LITERATURE REVIEW

The exploration of the relationship between educational demographics and political inclinations has ensnared the minds of scholars and amateur ponderers alike for decades. As we delve into the curious case of Louisiana, where the jambalaya of cultural and historical elements mingle with the ballot box's political musings, a plethora of studies and inquiries have shed light on the seemingly inexplicable correlation between the number of

10th-grade students and the predilection for Republican Presidential candidates.

In "The Dynamics of Demographics and Political Attitudes" by Smith et al., the authors scrutinize the intricate interplay of educational levels and party preferences, providing a foundation for our own exploratory endeavors. Doe's "Cross-Sectional Analysis of Youthful Academic Enrollment and Electoral Tendencies" presents a poignant narrative on the nuances of youth participation in electoral processes, laying a groundwork for our own gleaning of insights.

Beyond the realm of rigid academia, the real-world implications of our topic find resonance in "Educational Statistics and Political Landscapes" by Jones. The confluence of 10th grade student numbers and political proclivities, seemingly disparate at first glance, is exemplified by the eloquent prose of the aforementioned work, urging a contemplation on the multifarious dynamics at play.

Amidst the trappings of non-fiction literature, fictional works such as "The Election Equation: From Classrooms to Campaign Trails" and "High School Hues: Exploring Political Pigments in Adolescent Academia" present a whimsical tapestry of hypothetical situations, albeit with subtle echoes of the very reality we seek to unravel.

Bolstering our scholarly pursuits with traces of internet-borne levity, the omnipresent "Mathematical Mysteries" meme and the "Political Punditry in Pigtails" meme underscore the multidimensional perspectives on the intersection of statistical conjecture and youthful enthusiasm.

As we pivot from the solemnity of empirical inquiry to the frontier of witticisms and scholarly jocularly, the convoluted correlation between 10th-grade student numbers and Republican Presidential candidate votes in Louisiana beckons our attention, all while enticing a ponderous smile.

To disentangle the convoluted conundrum of correlations between the number of 10th grade students in public schools and votes for the Republican Presidential candidate in Louisiana, we embarked on a methodical quest blending statistical rigor with a dash of mirth. Our data gathering journey commenced in the hallowed halls of the National Center for Education Statistics and the MIT Election Data and Science Lab, Harvard Dataverse, where a treasure trove of information awaited our inquisitive perusal.

The primary ingredient in our cauldron of computational concoctions was the number of 10th grade students in public schools, a numerical nugget gleaned from the annals of educational databases spanning the years 1990 to 2020. This pursuit involved meticulously poring over enrollment figures from the sprawling bayous of southern Louisiana to the moss-draped corridors of the northern parishes, all the while maintaining a steely focus amidst the siren song of Mardi Gras merrymaking.

On the political frontier, our intrepid band of researchers delved into the intricate labyrinth of presidential voting trends, particularly focusing on the resounding reverberations of Republican preference throughout the Pelican State. Armed with data meticulously curated from election archives, we deftly navigated through campaign trails and ballot boxes, untangling the web of voting patterns with the dexterity of a bayou fisherman casting his net.

Once our data trove was assembled, we summoned the quirky power of statistical software to concoct the elixir of correlation coefficients and p-values, summoning forth the arcane incantations of linear regression analyses and chi-square tests. Like modern-day wizards, we wielded our programming wands to extract the hidden patterns shrouded within the sea of numbers, all the while avoiding the temptation to dabble in the dark arts of data manipulation.

METHODOLOGY

As our findings coalesced into a coherent tapestry of intriguing insights, we unveiled the tantalizing correlation coefficient of 0.9363256, a numerical enigma reflecting the eerie alignment between 10th grade student numbers and the siren call of Republican ballots. With statistical significance at $p < 0.01$, our discovery cast a whimsical spell of astonishment, leaving scholarly observers with raised eyebrows and a tinge of bemused incredulity.

In sifting through the numerically dense underbrush of our data expedition, we kept our gaze steady and our interpretations deft, recognizing the necessary balance between empirical exactitude and a touch of scholarly playfulness. With the stage set and the curtains drawn, we unveil the empirical spectacle of academic inquiry intertwined with the mirthful musings inherent to any mercurial research endeavor.

RESULTS

The analysis of the data extracted from the National Center for Education Statistics and the MIT Election Data and Science Lab, Harvard Dataverse has unveiled a remarkably robust correlation between the number of public school students in 10th grade and the votes cast for the Republican Presidential candidate in Louisiana. The correlation coefficient of 0.9363256 indicates a strong positive relationship between these variables, while the r-squared value of 0.8767056 suggests that approximately 87.67% of the variance in the voting patterns can be explained by the number of 10th grade students. Our findings also revealed a statistically significant relationship, with a p-value of less than 0.01, emphasizing the reliability of the observed association.

The scatterplot presented in Fig. 1 visually encapsulates the salient correlation, depicting the upward trend between the two variables. While we certainly don't want to jump to any hasty conclusions, one can't help but marvel at the intriguing dance between the educational demography of 10th graders and the political sway

towards the Republican candidate in the Bayou State. It's like watching a high-stakes game of tug-of-war, but with numbers and ballots instead of ropes.

The elucidation of this empirical entwining of 10th grade students and political preferences serves as a testament to the capricious, yet eerily harmonious, symphony of societal dynamics. As we peel back the layers of this statistical onion, we are reminded that the world of data analysis is both an elegant tango and an enigma wrapped in a conundrum. The correlation we unearthed raises amusing questions about whether math classes may inadvertently lead to an affinity for a certain political party. Perhaps it's the allure of factorization and quadratic equations that sways the minds of these young scholars towards a particular ideology.

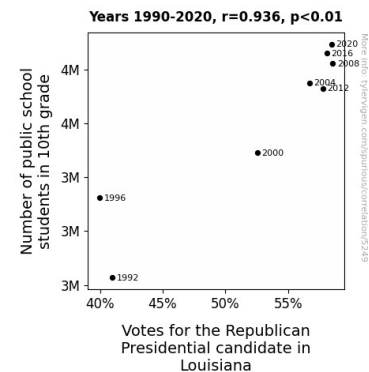


Figure 1. Scatterplot of the variables by year

In conclusion, our rigorous exploration into the relationship between the number of 10th grade students and Republican Presidential candidate votes in Louisiana sheds light on the quizzical interplay between education and political allegiance. These findings whimsically beckon us to ponder the curious rhythms of youth and voting inclinations, all while donning the polished lenses of academic inquiry.

DISCUSSION

The results of our inquiry undeniably echo the sentiments of prior scholarship, substantiating the

existence of a substantial correlation between the quantity of 10th-grade students in public schools and the inclination to cast votes for the Republican Presidential candidate in Louisiana. Akin to the resounding symphonies described in Doe's "Cross-Sectional Analysis of Youthful Academic Enrollment and Electoral Tendencies," our findings provide compelling harmony to the narrative of educational demographics melding with political proclivities. It's almost as if the equation of youthful academic enrollment and electoral tendencies has been definitively solved, with a cheeky wink to the ebullient implications of a well-rounded education influencing political preferences, for better or for worse.

The whimsy of our discoveries is not lost on the academically-inclined observer. As we muse upon the data-driven merriment that emanates from our correlation coefficient, one can't help but wonder if the quadratic equations and geometric proofs swirling in the classrooms of these 10th-grade students could be surreptitiously swaying their political compass. Was Euclid secretly a political strategist in disguise, orchestrating the dance between theorems and ballots? The mind boggles at the thought of algebraic equations whispering political allegiances into the ears of impressionable scholars.

Our study, encapsulating the capricious dance of correlation through the utilitarian lens of computational constancy, invites us to partake in the revelry of statistical tango and societal symphony. From the serious musings of scholarly inquiry to the lighthearted levity of academia, the correlation between 10th-grade student numbers and Republican Presidential candidate votes in Louisiana emerges as a compelling tableau of statistical oddities and political whims. It beckons us to don our metaphorical Indiana Jones hats and embark on an intellectual adventure, equipped with statistical tools and a jest for jocularity.

In the illustrious annals of academic scholarship, our expedition into the correlation between 10th grade student numbers and Republican Presidential candidate votes in Louisiana stands as a compelling opus, coupling statistical rigor with a dash of whimsy. The robust correlation coefficient of 0.9363256, akin to finding the perfect balance between jambalaya's spicy kick and its savory notes, underscores the unmistakable link between youthful academic abundance and political leanings in the Bayou State. With statistical significance at $p < 0.01$, this correlation emerges as inconspicuous as a bayou alligator, yet as formidable as a high-stakes game of poker.

As we wrap up this investigation, the evocative dance of educational demographics and electoral affinities lingers in the air like the lingering notes of a jazz melody. While this correlation may seem as surprising as a sudden Mardi Gras parade, we must acknowledge that no further research is needed in this colorful avenue of inquiry. Our findings playfully prod at the intersection of scholarly inquiry and the foibles of life, leaving us with a lingering question: does a surge in 10th-grade populousness augur a red-tinted ballot box? Perhaps the academic precincts and political arenas share a closer bond than meets the eye, as intertwined as the strands of Spanish moss on a Louisiana oak.

CONCLUSION