**CODEBOOK FOR DATA IN REPLICATION FILES FOR**

Racial Social Norms among Brazilian Students: Academic Performance, Social Status and Racial Identification

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**id_student**
Student ID. Used to merge with friendship networks data

**id_interview**
Interview ID. Only for students that actually answered the questionnaire.

**age**
students' age in years by the time of the interview

**birth_year**
Students' birth year

**gender**
Students gender. Factor variable in portuguese. Feminino = Female; Masculino = Male

**race**
Students' race. Categorical, with numeric values representing each of the following races in English and original in Portuguese in parenthesis:
1 = white (*branco*)
2 = black (*negro)*
3 = brown (*moreno*)
4 = yellow/Asian (Amarelo - descendência asiática, como japoneses e chineses).
5 = indigenous (Indígena)
6 = other - specify (Outro - especifique)

**skin_color**
Students skin color, based on a palette of color shown to them, ranging from 1 (lightest) to 15 (darkest). The palette was shown in the form of 15 dolls of the same format, but with different skin colors. An image can be viewed in the Supporting Information in the paper.

**q9, q12, q57 and q60**
Students were shown the following preamble to variables **q9, q12, q57** and **q60**:
For us, it is very important to know your opinion on the following statements. Please, tell us how much do you agree or disagree with these new statements, based on the emoticons below: Strongly disagree, disagree, agree, Strongly agree.
[In Portguese: Para nós, é muito importante conhecer a sua opinião sobre novas afirmações. Por favor, diga-nos o quanto você concorda ou discorda com cada afirmação, de acordo com as carinhas abaixo. Discordo completamente, discordo, concordo, concordo completamente]

**q9**: "I don’t care if I have white or black friends",
**q12**: "White people can generally get better jobs than black people can, because white people is more disciplined regarding companies rules"
**q57**: "In a democratic society, black people should behave like most white people do"
**q60**: "Black people are generally less concerned with work than others are"

**grade**
The grade students’ are enrolled, ranging from 6th to 12th grade (sixth grade in *Ensino Fundamental* to 3rd grade in *Ensino Médio*)

**young_adult_educ**
Whether students are enrolled in special classes for youth or adults.

**age_group**
Whether students are older than 19 years old.

**male**
Students’ gender, recoded so 1 is male

**high_school**
Whether students are in High School (*Ensino Médio*)

**class_id**
Classroom ID

**school_id**
School ID

**male_imputed**
Gender information, filling in missing information based on students’s given name. First names in Brazil are generally gendered.

**LP_grade**
Students’ grades in Portuguese assignment, ranging from 0 to 10 (LP = *Língua Portuguesa*).

MAT_grade
Students grades in Mathematics, ranging from 0 to 10

HIST_grade
Students grades in History, ranging from 0 to 10

GEO_grade
Students grades in Geography, ranging from 0 to 10

EDFIS_missing
Whether students attended Physical Education classes.

EDFIS_grade
Students grades in Physical Education, ranging from 0 to 10

ING_grade
Students grades in English, ranging from 0 to 10

ART_grade
Students grades in Arts, ranging from 0 to 10

FIS_grade
Students grades in Physics, ranging from 0 to 10

QUI_grade
Students grades in Chemistry, ranging from 0 to 10

BIO_grade
Students grades in Biology, ranging from 0 to 10

FIL_grade
Students grades in Philosophy, ranging from 0 to 10

SOC_grade
Students grades in Sociology, ranging from 0 to 10

CIEN_grade
Students grades in Sciences, ranging from 0 to 10

**missing_wo_edfis**
Number of missing grades, without counting grades in Physical Education

**school_situation**
Situation at school by the end of the year
1 = Approved
2 = Failed
3 = Failed due to absenteeism
4 = Dropout
5 = Transfer

**code_egp_father** and **code_egp_mother**
EGP codes:
1 = Higher Controllers
2 = Lower controllers
3 = Routine Nonmanual
4 = Lower Sales-Services
5 = Self-employed with employees
6 = Self-employed with no employees
7 = Manual Supervisor
8 = Skilled Workers

9 = Unskilled Workers
10 = Farm Labor
11 = Self-employed Farmer

**no_work_father** and **no_work_mother**
Whether parents were classifies as not working, either due to unemployment or retirement

**race_simple**
1 = white, 2 =  black, 3 = brown, 4 = other

**negro_na**
0 = white, 1 = black or brown

**race_simple_factor**
Factor variable for race_simple

**race_factor**
Factor variable for race

**negro_na_label**
Factor variable for negro_na

**religion_simple**
1 = Catholic, 2 = Evangelical, 0 = Other

**schooling**
Years of schooling

**age_grade_distortion**
age - schooling -  - 6

**scores_poverty**
A score estimated using Exploratory Factor Analysis on variables that intend to capture families' poverty level.

**score_study**
A score estimated using Exploratory Factor Analysis on variables that intend to capture the importance of study for children.

**score_racism**
A score estimated using Exploratory Factor Analysis on variables that intend to capture inclination towards racist positions by children.

**score_homophobia**
A score estimated using Exploratory Factor Analysis on variables that intend to capture inclination towards homophobic positions by children.

**score_parents_support**

A score estimated using Exploratory Factor Analysis on variables that intend to capture how much children feel supported by their parents.

**score_self_esteem**
A score estimated using Exploratory Factor Analysis on variables that intend to capture children's self-esteem.

**score_climate_school**
A score estimated using Exploratory Factor Analysis on variables that intend to capture the overall social climate children feel at their school.

**score_violence_school**
A score estimated using Exploratory Factor Analysis on variables that intend to capture how children feel about violence in their school.

**score_neighborhood_quality**
A score estimated using Exploratory Factor Analysis on variables that intend to capture the quality of the neighborhood where children live, with respect to safety and wealth.

**scores_sdo_1** and **scores_sdo_2**
Scores for Social Dominance Orientation constructed using the scores predicted in Exploratory Factor Analysis that allows for two factors. The first correlates with anti-equality inclination, while the second corresponds to dominance.

**dominance_score**
Same as before, but using only one factor and restricting the items to a subsample that contains the items that loaded heavier on the second factor in the previous analysis.

**anti_equality_score**
Same as before, but using only one factor and restricting the items to a subsample that contains the items that loaded heavier on the first factor in the previous analysis.