Appendix for Online Publication

Discrimination between Religious and Non-Religious Groups: Evidence from Marking High-Stakes Exams

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Construction and Description of the Database

The data used in this study includes all matriculation questionnaires taken in the summer session by Jewish students in both the religious and secular state education system in the school years 2010–2015.[1] Since we do not have information on the matriculation exams' language, we exclude Arab students who attended Arab schools and foreign-born students as their exam booklets were most likely not written in Hebrew. We start with the matriculation test scores database. Each matriculation test score record contains student, school, and class identifiers, as well as the grade, questionnaire number, number of credit units, scores given by the first and second examiners, and the school-level ("internal") score. Importantly, we also have data on both examiners' identifiers. Next, we merge the matriculation exam record of each student with the student database of the same year to obtain student characteristics (grades, class and school assignment and school zip code, gender, ethnicity based on parents' country of birth[2], number of siblings, and parents' education). Student religiosity was determined according to their schools' religious orientation by merging the data with the school file (containing each school's location, religious orientation, and whether it is a gender-segregated school).

A crucial requirement for the analysis was obtaining information on examiners. The fact that examiners have to teach the subject of the exam in high school for several years before grading matriculation exams enables us to obtain information on them from teachers' files for the years 2000–2015. The information on each examiner (main field of instruction, main school assignment, gender, number of children, age, education and ethnicity, school assignment and school zip code) is obtained from the teacher database of the relevant year or earlier (in case the examiner did not teach in a certain year) and merged with the school database of the same year in order to add schools' religious orientation.

To determine examiner religiosity, we constructed a new database that contains each parent who had a child enrolled in high school during 1998–2016. This new parent database was obtained by merging students' files (which contain parents' identifiers) for the years 1998–2016 with the same year's school databases containing schools' religious

[1] We have data on questionnaires given in the summer session only. We define matriculation questionnaires as jointly taken by both secular and religious sectors, if the proportion of religious students that take the questionnaire is in the range [0.1, 0.9].

[2] Parents' country of birth is in general defined by fathers' country of birth. In case of missing values or Israeli-born fathers it is defined by mothers' country of birth.

orientation. Parents were defined as religious if at least one of their children attended a religious school.[3] Since we have students' files for many years (1998–2016) we are able to determine the level of religiosity of most of the examiners in our sample according to this definition (about 85% of the examiners and 87% of the graded exam booklets).

Finally, we also develop several measures of examiners' exposure to different environments. We construct several measures of exposure to the outgroup at school. These variables were constructed at the examiner level in each year using information on examiners' peers at school from teachers' files in each year together with the parents' files. The teacher database contains information on all teachers in each school, including their demographic information and main fields of study. Therefore, merging it with parents' files enables us to compute for each teacher in a given year: (1) the proportion of peers at school from a religious background; (2) the proportion of peers at school from a religious background who teach the same subject; and (3) the proportion of peers at school from a religious background who have the same gender.

Similarly, we also compute a geographical measure of examiners' exposure to the religious outgroup each year in their neighbourhood, using the proportion of religious/secular students within the examiners' zip code. We use students' and teachers' neighbourhood zip codes received from the Ministry of Education which enable to characterize for each teacher's zip code in a given year the proportion of students who attended religious schools, and merge it with teachers' files for the relevant year.

Our final dataset thus consists of panel data for six years of matriculation exams between the years 2010–2015. It includes information on the matriculation exam (student, school, class, both examiners identifiers, questionnaire number, number of credits, scores given by the first and second examiners, and the "internal" exam score); the student (grades, class, and school assignment and school zip code, gender, ethnicity, number of siblings, and parents' education); the school (location, religious orientation, and whether it is a gender-segregated school); and the two examiners of each exam booklet (main field of instruction, gender, age, education and ethnicity, main school's characteristics, and peers' and neighbors' religious orientation).

[3] In the Appendix we also report results using a stricter definition of religiosity, where a parent is defined as religious if all her children attended religious school. When using this stricter definition, we obtain a marginally higher ingroup bias.

Revealing Religiosity

The external exam booklets do not reveal a student's identity to the grader: they only include the student's ID number and school code. Nonetheless, the examiner can, in principle, look up the school code and find out whether the school is religious or not. Importantly, even if the examiner does not look up the school code, religious Jews write a special inscription—*BS"D*—at the top of every written document. Thus, the level of religiosity of the student is effectively revealed to the examiners. Appendix Figure A1 presents examples of first pages of religious students' notebooks with the BS"D (בס"ד) notation at the top of each page. The pages include Hebrew, math/science and English paragraphs.

To check the prevalence of writing BS"D on exam booklets we were allowed to randomly sample 442 exam booklets. The sample contains 199 booklets from a 2-credit Hebrew questionnaire exam from 2015 (100 students from religious schools and 99 students from secular schools) and 243 exam booklets from a 3-credit mathematics questionnaire exam from 2014 (119 students from religious schools and 124 students from secular schools). As expected, in 83% of the cases the religiosity of students' schools coincides with a religious *BS"D* notation (86% in math and 80% in Hebrew). The inconsistent cases are mostly due to students from religious schools who do not write *BS"D* (26% in the math sample and 39% in Hebrew), while very few students from secular schools wrote *BS"D* (3% in math and 2% in Hebrew). Appendix Table A1 presents the coefficients of balancing tests for writing *BS'D*. The dependent variable in each regression is the characteristic of the student and the explanatory variable is a dummy for religious student who wrote *BS'D* (the regression includes questionnaire FE). The first column includes all students and the second column includes religious students only. Overall, the estimates indicate that writing *BS"D* is highly correlated with the religiosity of students (first column) and that writing *BS"D* among religious students (second column) is more prevalent among female students, among students with more siblings, and among students with low parental education.

As noted above, all the exam booklets that are distributed in a specific classroom are assigned in batch to two randomly assigned examiners. Therefore, even if the examiner does not look up the school, and even if not all religious students include the BS"D notation, as long as most booklets from a given classroom bear the *BS"D* inscription, the examiner can easily infer that the few students in the room who did not write this inscription are also from a religious school.

Table A1: Balancing Tests for Writing BS"D

	All Students	Religious Students
	(1)	(2)
Gender (Boy = 1)	-0.175	-0.256
	(0.049)	(0.071)
Number of siblings	1.119	0.422
	(0.161)	(0.235)
Father's years of schooling	-0.854	-2.065
	(0.502)	(0.751)
Mother's years of schooling	-0.961	-1.206
	(0.477)	(0.758)
Ethnicity Asia/Africa	0.062	0.031
	(0.036)	(0.053)
Ethnicity Europe/America	0.008	-0.099
	(0.034)	(0.058)
Ethnicity Israel	-0.014	0.097
	(0.049)	(0.073)
Ethnicity Former Soviet Union	-0.075	-0.038
	(0.029)	(0.043)
Ethnicity Ethiopia	0.018	0.010
	(0.018)	(0.026)
Religiosity	0.722	1.000
	(0.029)	(0.000)
Gender separated school	0.619	(0.056)
	(0.039)	(0.059)
External Grade	0.158	0.070
	(0.096)	(0.134)
Internal Grade	0.216	0.039
	(0.103)	(0.143)
N	443	219

Notes: The estimates in each column are each from separate regressions which includes questionnaire FE. The dependent variable in each regression is the characteristic of the student and the explanatory variable is a dummy for writing BS"D. The first column includes the sample of all students and the second column includes religious students only. Standard errors are presented in parentheses.

Table A2: Balancing Tests for the Assignments of Students' Booklets to Examiners with Missing Values of Religious Status

Gender (Boy = 1)	0.005
	(0.004)
Number of siblings	-0.010
	(0.005)
Father's years of schooling	-0.027
	(0.003)
Mother's years of schooling	-0.011
	(0.031)
Ethnicity Asia/Africa	0.000
	(0.001)
Ethnicity Europe/America	-0.000
	(0.001)
Ethnicity Israel	0.001
	(0.002)
Ethnicity Former Soviet Union	-0.000
	(0.002)
Ethnicity Ethiopia	-0.000
	(0.000)
Religious Student	-0.002
	(0.003)
N	4,133,100

Notes: The dependent variable in each regression is the characteristic of the student and the explanatory variable is a dummy for missing value of religious examiner. Each regression controls for questionnaire and year fixed effects. Standard errors are corrected for examiners clustering and are presented in parentheses.

Table A3: Summary Statistics of Students' Characteristics, by Students' Religious Status

	All Students	Religious Students	Secular Students
	(1)	(2)	(3)
Proportion of Boys	0.472	0.376	0.492
	(0.499)	(0.484)	(0.499)
Mean Father's Education	12.525	12.568	12.402
	(4.693)	(5.339)	(4.536)
Mean Mother's Education	12.899	12.134	13.066
	(4.208)	(5.173)	(3.893)
Mean Number of Siblings	1.341	2.250	0.943
	(1.475)	(2.051)	(0.978)
Proportion of Asian/African Ethnicity	0.123	0.152	0.112
	(0.329)	(0.359)	(0.316)
Proportion of European/American Ethnicity	0.104	0.140	0.092
	(0.305)	(0.347)	(0.288)
Proportion of Israeli Ethnicity	0.641	0.622	0.646
	(0.480)	(0.484)	(0.478)
Proportion of Former Soviet Union	0.112	0.056	0.131
	(0.315)	(0.232)	(0.337)
Proportion of Religious Students	0.257	1.000	0.000
	(0.437)	(0.000)	(0.000)
Number of Students	423,002	108,594	314,408

Notes: The sample includes students in Jewish schools who were born in Israel and took at least one matriculation test in an identical questionnaire for both the religious and secular sectors. Religious students are defined by the religiousness of the students' school (dummy=1 if the school is a religious school). Standard deviations are reported in parentheses.

Table A4: Summary Statistics of Tests Scores, by Students' Religious Status

	All Students	Religious Students	Secular Students
	(1)	(2)	(3)
External Exam Grade	70.378	70.050	70.470
	(20.150)	(20.622)	(20.015)
Internal Exam Grade	80.210	81.870	79.740
	(14.823)	(14.690)	(14.827)
Final Grade in the Exam (Average of the External and Internal Exams Grades)	75.410	76.116	75.216
	(16.030)	(16.079)	(16.011)
Probability of Passing the Exam	0.892	0.890	0.892
	(0.901)	(0.313)	(0.896)
Probability of Passing the Exam (Students with High Parental Education)	0.935	0.932	0.936
	(0.246)	(0.252)	(0.245)
Probability of Passing the Exam (Students with Low Parental Education)	0.833	0.825	0.835
	(0.372)	(0.379)	(0.371)
Number of Observations	2,024,537	441,953	1,582,584

Notes: External exam grades are the mean of the two examiners' scores; Internal exam grades are tests examined by the teacher of the student in each subject; Final grades are the average of the external and internal exam grades; the probability of passing the exam is the probability of receiving a grade higher or equal to 55. Low parental education is equal one if both parents have 12 or less years of schooling. Standard deviations are reported in parentheses.

Table A5: Summary Statistics of Examiners' Characteristics, by Gender and Religiosity

	All Examiners (1)	Religious Examiners (2)	Secular Examiners (3)	Male Examiners (4)	Female Examiners (5)
Proportion Male	0.173	0.167	0.175	1.000	0.000
	(0.378)	(0.374)	(0.378)	(0.000)	(0.000)
Proportion Science	0.478	0.477	0.475	0.650	0.440
	(0.500)	(0.499)	(0.499)	(0.478)	(0.497)
Proportion Religious	0.338	1.000	0.000	0.336	0.338
	(0.473)	(0.000)	(0.000)	(0.473)	(0.473)
Proportion Ultra-Orthodox	0.111	0.374	0.000	0.055	0.122
	(0.315)	(0.484)	(0.000)	(0.228)	(0.327)
Proportion who Teach in Schools Located in Segregated Religious Areas	0.030	0.128	0.000	0.026	0.030
	(0.169)	(0.334)	(0.000)	(0.159)	(0.170)
Age	51.880	49.906	51.374	54.832	51.260
	(9.741)	(10.574)	(9.402)	(10.509)	(9.460)
Proportion Highly Educated	0.656	0.571	0.670	0.689	0.649
	(0.464)	(0.500)	(0.470)	(0.456)	(0.466)
Proportion of Asia/Africa Ethnicity	0.050	0.050	0.053	0.082	0.044
	(0.218)	(0.218)	(0.223)	(0.275)	(0.205)
Proportion of Europe/America Ethnicity	0.120	0.163	0.106	0.119	0.120
	(0.325)	(0.369)	(0.308)	(0.324)	(0.325)
Proportion of Former Soviet Union	0.108	0.057	0.126	0.159	0.098
	(0.310)	(0.232)	(0.332)	(0.366)	(0.297)
Proportion of Israel Ethnicity	0.720	0.728	0.713	0.638	0.736
	(0.449)	(0.445)	(0.452)	(0.481)	(0.440)
Number of Examiners	2,508	715	1,400	431	2,064

Notes: Religious examiners are defined by the degree of religiosity of their children school (dummy==1 if the school is a religious school). Ultra- Orthodox religious examiners are also defined by the degree of religiosity of their children school (dummy==1 if the school is an Ultra-Orthodox religious school). High educated examiners are examiners with a M.A. or a Ph.D. Note some examiners have missing values for religiosity or for gender. Standard deviations are reported in parentheses.

Table A6: Summary Statistics of Tests Examination

Number of Questionnaires Examined by each Examiner	2.230
	(1.383)
Number of Booklets Examined by each Examiner	1650
	(1443)
Number of Yearly Booklets per School Examined by each Examiner	12.310
	(5.332)
Number of Booklets per Student	4.885
	(2.778)
Total Number of Booklets	2,066,619
Number of Schools	1,003

Notes: Standard deviations are reported in parentheses.

Table A7: Number of Booklets by Religious Status and Gender of Examiners

	All Examiners			Male Examiners			Female Examiners		
	All Examiners	**Secular Examiners**	**Religious Examiners**	**All Examiners**	**Secular Examiners**	**Religious Examiners**	**All Examiners**	**Secular Examiners**	**Religious Examiners**
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Number of Booklets of Secular Students	3,234,045	1,876,601	927,710	496,996	261,299	140,996	2,710,385	1,615,302	786,714
Number of Booklets of Religious Students	899,121	511,944	273,918	130,800	65,596	40,436	761,315	446,348	233,482

Notes: Each booklet appears twice (once for each examiner).

Table A8: Balancing Tests for the Assignments of Students' Booklets to Examiners, by Examiners' Gender

	All Examiners	Male Examiners	Female Examiners
	(1)	(2)	(3)
Gender (Boy = 1)	-0.002	-0.002	-0.002
	(0.001)	(0.003)	(0.001)
Number of children	-0.001	0.006	-0.001
	(0.003)	(0.008)	(0.004)
Father's years of schooling	0.009	-0.007	0.010
	(0.013)	(0.026)	(0.014)
Mother's years of schooling	0.001	0.000	0.001
	(0.012)	(0.025)	(0.013)
Ethnicity Asia/Africa	0.000	-0.000	0.000
	(0.000)	(0.001)	(0.001)
Ethnicity Europe/America	0.001	-0.001	0.001
	(0.001)	(0.001)	(0.001)
Ethnicity Israel	-0.001	0.001	-0.002
	(0.001)	(0.002)	(0.001)
Ethnicity Former Soviet Union	0.001	0.000	0.001
	(0.001)	(0.002)	(0.001)
Ethnicity Ethiopia	0.000	-0.000	0.000
	(0.000)	(0.001)	(0.000)
Religious Student	-0.002	-0.002	-0.002
	(0.002)	(0.005)	(0.002)
N	3,590,116	508,324	3,081,792

Notes: The dependent variable in each regression is the characteristic of the student and the explanatory variable is a dummy for religious examiner. Column 1 includes all examiners, column 2 includes only male examiners, and column 3 include only female examiners. Each regression controls for questionnaire and year fixed effects. Standard errors are corrected for examiners clustering and are presented in parentheses.

Table A9: Estimated In-Group Biases of Examiners on Raw Test Scores, by Examiners' Gender

	All Examiners Questionnaires, Year and Student Fixed Effects	**Male Examiners** Questionnaires, Year and Student Fixed Effects	**Female Examiners** Questionnaires, Year and Student Fixed Effects
	(1)	(2)	(3)
Religious Examiner	0.204	0.4070	0.192
	(0.098)	(0.256)	(0.106)
Religious Student x Religious Examiner	0.235	0.776	0.187
	(0.115)	(0.309)	(0.124)
Number of Observations	3,590,116	508,324	3,081,792

Notes: See Table 1. Dependent variables are raw scores (not normalized). Standard errors are corrected for examiners clustering and are presented in parentheses.

Table A10: Estimated In-Group Biases of Examiners on Test Scores, According to a Stricter Definition of Examiners' Religiosity Status

	Religious Examiners	**Secular Examiners**	**All Examiners**			**Male Examiners**	**Female Examiners**
	Questionnaire and Year Fixed Effects	Questionnaire and Year Fixed Effects	Questionnaire and Year Fixed Effects	Questionnaires, Year and Student Fixed Effects	Script Fixed Effects	Questionnaires, Year and Student Fixed Effects	Questionnaires, Year and Student Fixed Effects
	(1)	(2)	(3)	(4)	(5)	(6)	(7)
Religious Student	-0.032	-0.052	-0.052				
	(0.012)	(0.007)	(0.006)				
Religious Examiner			0.015	0.005	0.013	0.009	0.007
			(0.008)	(0.006)	(0.005)	(0.015)	(0.006)
Religious Student x Religious Examiner			0.017	0.015	0.010	0.036	0.013
			(0.014)	(0.007)	(0.003)	(0.019)	(0.007)
Number of Observations	790,439	2,390,827	3,181,266	3,181,266	3,181,266	444,017	2,733,046

Notes: This table replicates the results presented in Table 1 according to a stricter definition of examiners' religiosity that includes in the analysis only examiners who send their children to either religious or secular schools. Standard errors are corrected for examiners clustering and are presented in parentheses.

Table A11: Sensitivity of the Results to Students' Characteristics

	Boy	High Educated Mother	High Educated Father	High Number of Siblings	Israeli Ethnicity	Europe/America Ethnicity	Asia/Africa Ethnicity	Former Soviet Union	All Characteristics
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Religious Examiner	0.006	0.007	0.010	0.011	0.013	0.010	0.012	0.009	0.015
	(0.006)	(0.008)	(0.008)	(0.005)	(0.006)	(0.005)	(0.005)	(0.005)	(0.014)
Religious Student x Religious Examiner	0.011	0.010	0.010	0.011	0.010	0.010	0.011	0.011	0.012
	(0.006)	(0.006)	(0.006)	(0.006)	(0.006)	(0.006)	(0.006)	(0.006)	(0.006)
Student Characteristic x Religious Examiner	0.009	0.000	0.000	-0.001	-0.003	0.006	-0.010	0.009	
	(0.008)	(0.001)	(0.000)	(0.001)	(0.003)	(0.006)	(0.004)	(0.005)	
Number of Observations	3,590,116	3,547,780	3,541,390	3,551,430	3,590,116	3,590,116	3,590,116	3,590,116	3,496,361

Notes: The table presents the sensitivity of the ingroup bias estimate to students' characteristics. All columns present the results from separated regressions based on the preferred specification (which includes year, questionnaire, and student fixed effects), where each regression additionally includes the interaction between the dummy for religious examiner and a different student characteristic. Standard errors are corrected for clustering at the examiner level and are presented in parentheses.

Table A12: Estimated In-Group Biases of Examiners in STEM and Non-STEM Subjects, by Examiners' Gender

	All Examiners	Male Examiners	Female Examiners
	(1)	(2)	(3)
A. STEM Test Scores			
Religious Examiner	0.007	0.019	0.004
	(0.007)	(0.016)	(0.008)
Religious Student x Religious Examiner	0.012	0.033	0.013
	(0.007)	(0.018)	(0.008)
Number of Observations	1,652,315	320,764	1,331,551
B. Non-STEM Test Scores			
Religious Examiner	0.01	-0.01	0.02
	(0.007)	(0.032)	(0.007)
Religious Student x Religious Examiner	0.010	0.048	0.006
	(0.008)	(0.052)	(0.009)
Number of Observations	1,937,801	187,560	1,750,241

Notes: The table presents the in-group bias estimates of examiners, separately for STEM (Panel A) and non-STEM (Panel B) subjects. All columns present the results from separated regressions based on the preferred specification (that include year, questionnaire and student fixed effects). In the first column all examiners are included; in the second and third column the sample is stratified according to examiners' gender. Standard errors are corrected for examiners clustering and are presented in parentheses.

Table A13: Estimated In-Group Biases of Examiners on Test Scores, by Examiners' Characteristics

	Examiners' Subject of Instruction	**Examiners' Age**	**Examiners' Education**
	(1)	(2)	(3)
Religious Student x Religious Examiners	0.013	0.019	0.001
	(0.009)	(0.008)	(0.010)
Religious Student x Religious Examiners x Dummy for Science/ Older/ High Educated Examiners	-0.005	-0.019	0.014
	(0.012)	(0.011)	(0.012)
Number of Observations	3,590,116	3,590,116	3,590,116

Notes: All columns present the results from separated regressions based on the preferred specification (that include year, questionnaire and student fixed effects), where each regression include additionally the interaction with a different characteristic of examiners. Examiners' age is a dummy variable that equals one if the examiner is older than 51 years old, (the median of the distribution). Examiners' education is a dummy variable that equals one if the examiner is with a M.A. or a PhD. Standard errors are corrected for examiners clustering and are presented in parentheses.

Table A14: Estimated In-Group Biases of Examiners on Test Scores, by Type of Religious Examiners

	Type of Religiosity (Dummy for Ultra-Orthodox Jew)	**Examiners' School is Located in Segregated Religious Areas (Dummy=1 if Segregated Religious Areas)**
	(1)	(2)
Religious Student x Religious Examiner	0.017	0.005
	(0.007)	(0.006)
Religious Student x Religious Examiner x Dummy for Ultra-Orthodox/Religious Examiners Teaching in Segregated Religious Areas	-0.020	0.038
	(0.010)	(0.016)
Number of Observations	3,590,116	3,550,108

Notes: All columns present the results from separated regressions based on the preferred specification (that include year, questionnaire and student fixed effects), where each regression include additionally the interaction with a dummy for Ultra-Orthodox/religious examiners teaching in segregated religious areas. Standard errors are corrected for examiners clustering and are presented in parentheses.

Table A15: Summary Statistics of Examiners' Exposure to Different Religiosity Environmental Measures, by Religiosity and Gender of Examiners

		All Examiners			Male Examiners			Female Examiners		
		All	**Secular**	**Religious**	**All**	**Secular**	**Religious**	**All**	**Secular**	**Religious**
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Exposure to Neighbours with a Different Religious Orientation	Mean	0.189	0.136	0.296	0.230	0.154	0.363	0.183	0.133	0.284
	Std. Deviation	(0.243)	(0.164)	(0.327)	(0.268)	(0.179)	(0.337)	(0.238)	(0.161)	(0.324)
	Median	(0.080)	(0.080)	(0.120)	(0.120)	(0.090)	(0.340)	(0.080)	(0.080)	(0.090)
	Percent of Within Examiner Variation	*0.075*	*0.103*	*0.019*	*0.103*	*0.114*	*0.084*	*0.077*	*0.103*	*0.024*
Exposure to Peers at School with a Different Religious Orientation	Mean	0.185	0.152	0.253	0.219	0.165	0.316	0.180	0.150	0.242
	Std. Deviation	(0.236)	(0.148)	(0.341)	(0.268)	(0.186)	(0.353)	(0.230)	(0.141)	(0.338)
	Median	(0.100)	(0.110)	(0.060)	(0.110)	(0.110)	(0.120)	(0.100)	(0.110)	(0.050)
	Percent of Within Examiner Variation	*0.175*	*0.181*	*0.163*	*0.155*	*0.187*	*0.097*	*0.181*	*0.180*	*0.181*

Notes: The proportion of neighbours with a different religious status are based on the proportion of religious students in the examiner's zip code in each year. The proportion of peers at school with a different religious orientation is based on the proportion of peer teachers at school in each year. Standard deviations and medians are reported in parentheses, percentages of within examiner variation are reported in italic (variation in the dummy variable for higher than the median exposure to different religious environment, by religiosity status and gender).

Table A15: Summary Statistics of Examiners' Exposure to Different Religiosity Environmental Measures, by Religiosity and Gender of Examiners-Continued

		All Examiners			Male Examiners			Female Examiners		
		All	**Secular Examiners**	**Religious Examiners**	**All**	**Secular Examiners**	**Religious Examiners**	**All**	**Secular Examiners**	**Religious Examiners**
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Exposure to Same Subject Peers at School with a Different Religious Orientation	Mean	0.120	0.096	0.167	0.139	0.115	0.182	0.116	0.094	0.164
	Std. Deviation	(0.207)	(0.157)	(0.276)	(0.226)	(0.184)	(0.279)	(0.204)	0.153	(0.276)
	Median	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	0.000	0.000
	Percent of Within Examiner Variation	*0.257*	*0.301*	*0.166*	*0.240*	*0.242*	*0.237*	*0.260*	*0.310*	*0.152*
Exposure to Same Gender Peers at School with a Different Religious Orientation	Mean	0.183	0.148	0.251	0.223	0.186	0.291	0.176	0.142	0.244
	Std. Deviation	(0.237)	(0.150)	(0.339)	(0.259)	(0.199)	(0.331)	(0.232)	(0.141)	(0.341)
	Median	(0.100)	(0.110)	(0.050)	(0.130)	(0.130)	(0.110)	(0.090)	0.100	0.050
	Percent of Within Examiner Variation	*0.176*	*0.186*	*0.156*	*0.255*	*0.308*	*0.159*	*0.173*	*0.185*	*0.149*

Notes: The proportion of neighbours with a different religious status are based on the proportion of religious students in the examiner's zip code in each year. The proportion of peers at school with a different religious orientation is based on the proportion of peer teachers at school in each year. Standard deviations and medians are reported in parentheses, percentages of within examiner variation are reported in italic (variation in the dummy variable for higher than the median exposure to different religious environment, by religiosity status and gender).

Table A16: Estimated Effect of Exposure to a Different Religious Environment on In-Group Biases of Examiners- Discrete Measures of Exposure, by Examiners' Gender

	All Examiners	Male Examiners	Female Examiners
	(1)	(2)	(3)
A. High Exposure to Neighbours with a Different Religious Orientation than that of the Examiner			
Religious Student x Religious Examiners	0.011	0.064	0.004
	(0.008)	(0.021)	(0.009)
Religious Student x Religious Examiners x Dummy for Exposure to a High Proportion of Neighbours with a Different Religious Orientation	-0.007	-0.074	0.004
	(0.012)	(0.030)	(0.013)
Observations	3,505,201	497,811	3,007,390
B. High Exposure to Peers at School with a Different Religious Orientation than that of the Examiner			
Religious Student x Religious Examiners	0.002	0.043	-0.005
	(0.008)	(0.021)	(0.009)
Religious Student x Religious Examiners x Dummy for Exposure to a High Proportion of Peers at School with a Different Religious Orientation	0.011	-0.032	0.021
	(0.011)	(0.029)	(0.012)
Observations	3,590,116	508,324	3,081,792

Notes: The coefficients in each column and panels are from separated regressions that includes a dummy for different types of exposure variables and its interactions with the variables of the main specification. Each regression includes additionally year and students fixed effects and examiner by questionnaire by zip code/school fixed effects. The proportion of neighbours with a different religious orientation is based on the proportion of religious students in the examiner's zip code in each year. The proportion of peers at school with a different religious orientation is based on the proportion of peer teachers at school in each year. The dummy variables for high exposure equal one if the proportion of neighbours or peers of the examiner is higher than the median of each group (by religiosity and gender). Standard errors are corrected for examiners clustering and are presented in parentheses.

Table A16: Estimated Effect of Exposure to a Different Religious Environment on In-Group Biases of Examiners- Discrete Measures of Exposure, by Examiners' Gender - Continued

	All Examiners	Male Examiners	Female Examiners
	(1)	(2)	(3)
C. High Exposure to Peers at School with a Different Religious Orientation than that of the Examiner but who Teach the Same Subject			
Religious Student x Religious Examiners	0.012	0.050	0.008
	(0.007)	(0.020)	(0.007)
Religious Student x Religious Examiners x Dummy for Exposure to a High Proportion of Same Subject Peers at School with a Different Religious Orientation	-0.018	-0.050	-0.014
	(0.012)	-(0.032)	(0.013)
Observations	3,485,422	498,185	2,987,237
D. High Exposure to Peers with a Different Religious Orientation than that of the Examiner but of the Same Gender at School			
Religious Student x Religious Examiners	0.002	0.052	-0.006
	(0.008)	(0.022)	(0.009)
Religious Student x Religious Examiners x Dummy for Exposure to a High Proportion of Same Gender Peers at School with a Different Religious Orientation	0.010	-0.050	0.022
	(0.011)	(0.030)	(0.012)
Observations	3,590,116	508,324	3,081,792

Notes: The coefficients in each column and panels are from separated regressions that include a dummy for religious student and a dummy for religious teacher and their interactions with the different types of exposure variables. Each regression includes additionally year and students fixed effects and examiner by questionnaire by zip code/school fixed effects. The proportion of neighbours with a different religious orientation is based on the proportion of religious students in the examiner's zip code in each year. The proportion of peers at school with a different religious orientation is based on the proportion of peer teachers at school in each year. The dummy variables equal one if the proportion of neighbours or peers of the examiner is higher than the median of each group (by religiosity and gender). Standard errors are corrected for examiners clustering and are presented in parentheses.

Table A17: Estimated Effect of Exposure to a Different Religious Environment on In-Group Biases of Examiners- Continuous Measures of Exposure, by Examiners' Gender

	All Examiners (1)	Male Examiners (2)	Female Examiners (3)
A. Exposure to Neighbours with a Different Religious Orientation than that of the Examiner			
Religious Student x Religious Examiners	0.016	0.073	0.009
	(0.008)	(0.022)	(0.008)
Religious Student x Religious Examiners x Proportion of Neighbours with a Different Religious Orientation	-0.033	-0.153	-0.007
	(0.028)	(0.067)	(0.030)
Observations	3,505,201	497,811	3,007,390
B. Exposure to Peers at School with a Different Religious Orientation than that of the Examiner			
Religious Student x Religious Examiners	0.008	0.034	0.005
	(0.008)	(0.021)	(0.009)
Religious Student x Religious Examiners x Proportion of Peers with a Different Religious Orientation	0.000	-0.013	0.005
	(0.029)	(0.060)	(0.033)
Observations	3,590,116	508,324	3,081,792

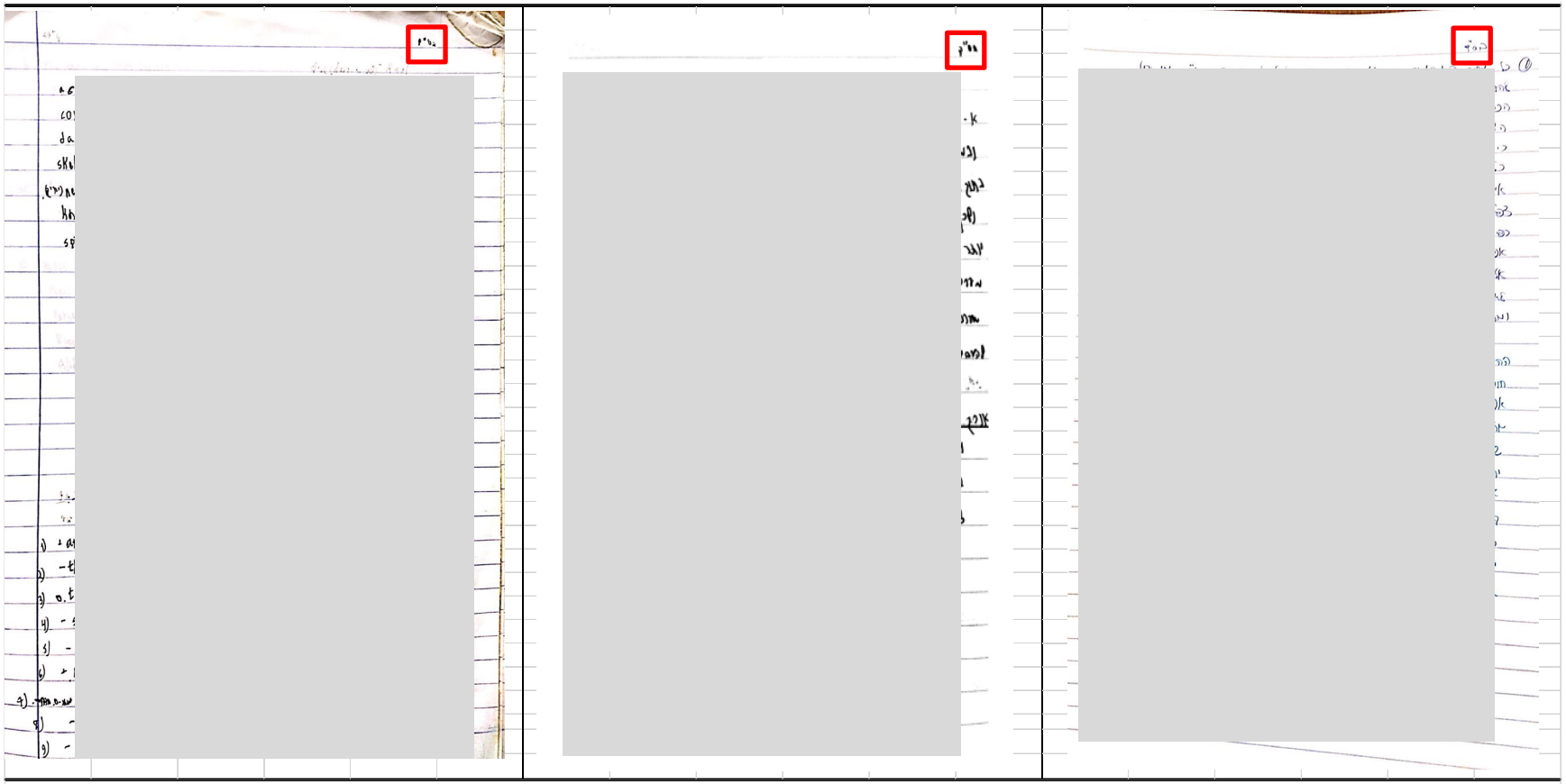
Notes: See Table A16. The table presents the estimated effects of exposure to a different religious environment on the in-group biases of examiners based on continuous variables of exposure to different religious environments instead of discrete variables an in Table 10. Standard errors are corrected for examiners clustering and are presented in parentheses.

Table A17: Estimated Effect of Exposure to a Different Religious Environment on In-Group Biases of Examiners- Continuous Measures of Exposure, by Examiners' Gender - Continued

	All Examiners (1)	Male Examiners (2)	Female Examiners (3)
C. Exposure to Peers at School with a Different Religious Orientation than that of the Examiner but who Teach the Same Subject			
Religious Student x Religious Examiners	0.012	0.045	0.007
	(0.007)	(0.018)	(0.007)
Religious Student x Religious Examiners x Proportion of Same Subject Peers at School with a Different Religious Orientation	-0.025	-0.100	-0.006
	(0.025)	(0.067)	(0.027)
Observations	3,590,116	498,185	2,987,237
D. Exposure to Peers with a Different Religious Orientation than that of the Examiner but of the Same Gender at School			
Religious Student x Religious Examiners	0.008	0.038	0.005
	(0.008)	(0.021)	(0.008)
Religious Student x Religious Examiners x Proportion of Same Gender Peers at School with a Different Religious Orientation	0.001	-0.045	-0.088
	(0.028)	(0.061)	(0.156)
Observations	3,590,116	508,324	3,081,792

Notes: See Table A16. The table presents the estimated effects of exposure to a different religious environment on the in-group biases of examiners based on continuous variables of exposure to different religious environments instead of discrete variables an in Table A16. Standard errors are corrected for examiners clustering and are presented in parentheses.

Figure A1: Sample of Religious Students' Booklets



Notes: The inscription is `BS"D' (בס"ד in Hebrew)-- acronym for Besiyata Dishmaya, an Aramaic phrase, meaning "with the help of Heaven". Religious Jews write this notation at the top of every page in a written document as a reminder to them that all comes from God.