Abstract
The purpose of the present study was to compare the profiles of aggressive adolescents who differed in social status in the classroom, popular vs. rejected, with those of adolescents of average sociometric status without documented behavior problems. The characteristics compared related to intra-individual, family, school, and social domains. A sample of 457 adolescents, aged 11 to 18 years old (48% girls), participated in the study. Differences between groups were examined via a series of multivariate analyses of variance and discriminant function analyses. Results indicated that although aggressive popular adolescents revealed more academic involvement and social integration in the classroom, their levels of emotional and family adjustment were as adverse as those of aggressive rejected students. Both groups held negative attitudes towards the institutional authority of teachers together with commitment to a social image based on a rebellious and nonconformist reputation among peers. Implications of the findings and suggestions for future research are discussed.

Keywords
Adolescence, Aggressive rejected, Aggressive popular, Psychosocial adjustment, Sociometric status.